



RPS Riverhill Federation Risk Assessment

Full Reopening Plan

September 2020 (First update- 2nd Nov 2020) Update on the 2.1.21 in preparation for lockdown. Updated on the 3rd March 2021 in preparation for full reopening. Updated June 2021.



Aims of this risk assessment

In line with the Department for Education's instruction, all pupils, in all year groups, returned to school full-time from the beginning of the Autumn term – Thursday 3rd September 2020. This RA was planned to provide very clear expectations and mitigations for reducing the spread of the virus, making sure children and parents are as safe as possible and that children could return to education. Due to the rapid transmission of the new mutant strain of COVID-19 on the 30th December 2020 the government announced that Primary Schools should partially close, remaining open only for those children considered to be vulnerable and for children of parents who are critical workers (see list appendix 1). The school fully reopened on the 8th March and face to face teaching resumed. Many of the original arrangements set out in the risk assessment in September were followed with some adjustments.

Our planning is regularly reviewed and underpinned by the Department for Education's 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 risks are reviewed each term to ensure they remain appropriate and meet requirements. 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”

Many of the protocols and procedures that were implemented during the summer and Autumn term will remain the same in the Spring term and beyond with the expectation that they will become further embedded. During the Spring term 2 2021 arrangements were reviewed with some additional actions put into place to respond to full reopening after an extensive period in lockdown.

All protocol and procedures are aligned to the Risk Assessment of Schools document (appendix 1) that has been produced using a LA-approved template following ‘Guidance for full opening: schools’ (<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#introduction>). It is a legal requirement to review and update the previous risk assessment.

“The following plan outlines relevant detail from the government’s guidance with further detail about how the Riverhill Federation will adopt measures and ensure compliance to the statutory elements within. The aim of this plan is to minimise the risks, whilst acknowledging that we can’t negate them entirely.”

Hazards

This risk assessment is written in response to the current Covid-19 global pandemic. The current hazard nationally is the spread of Coronavirus. Coronavirus is a highly infectious virus that is thought to occur mainly through respiratory droplets generated by coughing and sneezing, and through contact with contaminated surfaces. The predominant modes of transmission are assumed to be droplet and contact. A person can be asymptomatic so there is a potential of unwittingly spreading the virus. **The new mutated form of the virus known as the Delta and Delta plus variant have increased transmissibility (potentially up to 60% has been cited). There is a heightened risk of the virus spreading to children as they have not been vaccinated. June figures for Southwark show a rapid rise in transmission.** This risk assessment is drafted to mitigate and reduce the risk posed by Covid-19.

Risks

Physical Health

Covid-19 poses a risk to health that can be life threatening. The degree of risk is considered to be variable based on age, health conditions and ethnicity and scientists are continually reviewing and studying the behaviour of coronavirus. **The high number of people now vaccinated is likely to reduce the risk to adults.** Although, it is

considered to be a relatively mild virus among children they are able to catch Covid-19 and the increased transmissibility of the Delta variant may increase the spread amongst children. Children particularly younger children are social. They may have reduced understanding of what is happening, and it is accepted that they will find it challenging to always remember distances, new rules and routines to protect themselves and others from catching the virus.

Children with additional special needs may have reduced hygiene standards e.g. putting things in their mouth and may also have reduced understanding, making them less able to follow rules and instructions put into place.

The following are considered to be at higher risk:

- Persons with underlying health conditions such as asthma, COPD, sickle cell, diabetes, chronic lung diseases, cancer and cardiovascular diseases are considered to be at elevated risk.
- Those who are 70 years plus are the most vulnerable age range with those who fall within the 60-69 age bracket also at elevated risk.
- Those from Black, Black African, Pakistani, Indian and Bangladeshi backgrounds.
- Men also appear to be at higher risk of Covid-19

The R factor is a way of rating a disease's ability to spread. When the R factor is below 1 there is a reduced risk of contamination. Due to a reduction in the R factor the risk has been deemed to be lower therefore, enabling schools to fully reopen. If the R factor in the local area increases this may trigger a local lockdown. Nationally COVID-19 transmission peaked and the nation entered another lockdown restricting school attendance. The road map out of lockdown was announced on the 22nd February by the Prime Minister. COVID cases were still high and there were concerns regarding new strains of the virus which show increased transmissibility. 'Long COVID' is now a recognised additional risk from catching the virus. The government widened the people who were considered to be 'extremely clinically vulnerable'. Staff and children who fell into this category were directed to 'shield' until the 31st March. Pregnant staff who are within their third trimester of pregnancy are also at increased risk and were directed to shield. From the 31st March shielding restrictions were removed and restrictions have gradually been relaxed with staff and children returning fully to school. To reduce the risk further lateral flow tests were introduced in school with the aim of picking up 'a-symptomatic' members of staff. All staff watched a training session on how to use the lateral flow tests delivered by the HoS and were asked to opt into 2-week testing on a voluntary basis. The results are logged in school and with the DfE. After a period of lower transmission, the relaxation of current guidelines and the increasing transmissibility of the new Delta rate the R rate has increased once more and is above 1. The rate of transmission in Southwark has been reported to be increasing rapidly. This is increasing the risk of contracting the virus and also of staff and children being directed to self-isolate.

Mental Health

The strategies put into place nationally and in school to manage the virus may impact on the mental health and wellbeing of children, parents and staff. The physical risk is likely to increase levels of anxiety, including separation anxiety, fear of travelling and fear of social contact.

Children who remained at home for long periods of time may have been at increased risk of abuse and domestic violence. This may impact on their behaviour and mental health on return to school. Between the 5th January to the 9th March, children were again, confined to their homes and potentially at increased risk of low wellbeing and mental health issues. The transition back to school was challenging for some of these children. The wellbeing of those adults also shielding may have increased anxiety. Increasing rates of transmission may lead to increased self-isolation periods for children and staff once again affecting their wellbeing.

Loss of learning

Children were unable or will be unable to attend school will have reduced access to learning. This may impact on their academic development. Access is likely to be variable for some families due to technology, skill level and health reasons. As a federation we have provided support and devices to enable children to access. **Those children who attended school during partial closure benefitted from smaller group sizes, however those who did not engage well with home learning did have gaps in their attainment making it harder for them to catch up.**

Online safety

Children have and may in the future be, increasingly expected to access learning online and may not keep themselves safe. Remote learning provides additional safeguarding risks for teachers who are expected to teach children remotely.

Safeguarding

Children are also at risk of exposure to domestic violence or abuse due to a prolonged period of isolation. As a result, we may therefore see behaviour challenges or differences with some children. **There is an increased risk of absences due to children and families preferring to remain at home.**

Covid-19

This risk assessment has been produced taking into account DFE government guidance and NHS updates e.g. <https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#introduction>). We have also used guidance from the local authority, Southwark public health and online research and webinars.

Person's responsible for delivery of this risk assessments

Executive Head Teacher	<ul style="list-style-type: none">➤ Overall strategic direction of the response within the risk assessment➤ Ensuring the smooth daily running of the implementation of this plan➤ Concise communication and updates for governors, staff and parents
Head of School	<ul style="list-style-type: none">➤ Collecting and analysing data from parents and staff➤ Ensure attendance monitoring is robust➤ Communication with parents and staff including delivering virtual meetings and training, conducting virtual assemblies and information films.➤ Overseeing safeguarding routines➤ Conducting individual risk assessments with staff➤ Organising communication channels for parents and teachers e.g. year group emails, Teams, Zoom, newsletter➤ Planning rotas for lunch and staffing.
Premises Managers	<ul style="list-style-type: none">• Ensuring the building and playground are safe and compliant. Daily risk assessments conducted.• Making adjustments to the building where needed e.g. screening the reception office, putting up signage.• Restocking soap, sanitisers, and paper towels around the school.• Directing and communicating with the cleaning company.• Moving furniture and helping to organise classrooms.
Chartwells	<ul style="list-style-type: none">• Conducting training and staffing to ensure they are following government guidelines.• Conducting risk assessments of staff and organising appropriate PPE

	<ul style="list-style-type: none"> • Ensuring hygiene standards follow government guidance.
Servicemaster	<ul style="list-style-type: none"> • Cleaning the school to a high standard and following government guidelines • Conducting risk assessments with their own staff • Ensuring staff have appropriate PPE. • Purchasing appropriate cleaning resources for the school, including PPE.
SENCOs	<ul style="list-style-type: none"> • Conducting individual risk assessments for children with additional needs particularly those with EHC plans. • Adapting educational plans for EHC plan –ensuring adjustments are made where possible. • Checking in with families of SEN children particularly those with EHC plans who are not attending school for any period of time. • Liaising with external specialists to mitigate mental health needs of children and families.
Safeguarding Team	<ul style="list-style-type: none"> • Supporting and communicating with families of vulnerable children • Conducting home visits if concerns arise • Communicating with social services • Liaising with professionals regarding welfare of children • Delivering telephonic and face to face mentoring sessions dependent on the situation at that time
Class teachers	<ul style="list-style-type: none"> • Catering for and monitoring the mental health and wellbeing of children • Delivering pastoral care within the classroom • Creating online learning opportunities for children if they have to remain at home or the school goes into another lockdown • Creating learning packs for children who are not in school • Communicating with parents via email • Contacting class children if they are unable to attend school • Setting up online Teams meetings and learning opportunities for children not in school • Participating in Teams meetings for some meetings • Ensuring good hygiene measures are followed in school
Wellbeing leaders	<ul style="list-style-type: none"> • Communicate with staff not in school on a regular basis to support emotional wellbeing • Supervision for staff to ensure mental health remains high • Considering opportunities to promote good mental health among staff

Prevention

All elements of the system of controls are essential. All schools must cover them all, but the way different schools implement some of the requirements will differ based on their individual circumstances...The system of controls provides a set of principles to help them do this and, if schools follow this advice, they will effectively minimise risks.

Within the government guidance, the systems of control that schools should adopt are clearly listed. This document will outline those systems of control and how Riverhill Federation has made them appropriate to our specific context and circumstance.

“System of controls

This is the set of actions schools must take. They are grouped into ‘prevention’ and ‘response to any infection’ and are outlined in more detail in the sections below.

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) Where recommended, the use of face coverings in schools.
- 3) Clean hands thoroughly more often than usual.
- 4) Ensure good respiratory hygiene 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 between individuals and maintain social distancing wherever possible.
- 7) Keep occupied spaces well ventilated.
- 8) Where necessary, wear appropriate personal protective equipment (PPE).
- 9) **Promote and engage in asymptomatic testing.**

Number 6 must be properly considered, and schools must put in place measures that suit their particular circumstances.

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.

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

Systems of control	Action	By Whom	When	Monitoring/ Review
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	If a member of staff, pupil, parent or any other adult show symptoms of Coronavirus or they have tested positive within the last 10 days, they are not to attend school . The symptoms have been communicated with all members of the school community on multiple occasions and will be shared again throughout the term. Letters/newsletters/briefings for staff to continually remind them of this duty to follow guidance.	All staff and parents HoS / EHT	When appropriate Weekly	Adapted to include reduction to 10 day isolation in response to government guidance. Jan 21
	If an adult becomes unwell, they are to remove themselves from the setting as soon as possible. Office staff/First aiders to inform / EHT or HoS if this occurs. The room that the adult utilised will be immediately cleaned.	Office staff		
	If a child in the setting becomes unwell, the existing guidelines will be followed i.e. the child will be removed to a designated isolated space where they can be monitored and supported until they are collected by their parents or carers. The room that the child utilised will be immediately cleaned and the children/adults will wash their hands thoroughly for 20 seconds. Staff who are managing a child that is showing symptoms MUST wear PPE. Siblings of children who are symptomatic MUST be sent home to isolate until the test is complete.	First aiders	As appropriate	This action to be maintained Jan 21
	In terms of PPE, a fluid-resistant surgical face mask should be worn by the supervising adult if a distance of over 2 metres cannot be maintained. If contact with the child or young person is necessary, then disposable gloves, a disposable apron and a fluid-resistant surgical face mask should be worn by the supervising adult. If a risk assessment determines that there is a risk of splashing to the eyes, for example from coughing, spitting, or vomiting, then eye protection should also be worn. The member of staff supporting the symptomatic child does not need to go home to self-isolate unless they develop symptoms themselves or if the symptomatic child subsequently tests positive or they have been requested to do so by NHS Test and Trace.	First aider to monitor stocks weekly in classrooms	PPE stocks to be checked fortnightly	
There will also be a designated toilet assigned to children who fall ill. Once the child is collected, both rooms (waiting and toilet if used) will be thoroughly cleaned by a member of staff wearing both gloves and a mask.	Office staff to direct cleaner to sterilise these spaces	When required		

<p>Prevention</p> <p>3. Ensure good respiratory hygiene by promoting the ‘catch it, bin it, kill it’ approach.</p>	<p>On return to school and on a regular basis going forward, children will be reminded of good respiratory hygiene practises which encourage them if they sneeze or have a runny nose, to catch it, bin it and kill it. Children will be reminded that if tissues are regularly disposed of throughout the day, they should be thrown into the lidded bins in each classroom and that their hands must be cleaned afterwards. Posters will be used to remind them of this process.</p> <p>Where pupils struggle to maintain as good respiratory hygiene as their peers (spitting etc.) they will need an individual risk assessment to ensure measures can be put in place to reduce the risks. This will not be used as a reason to deny these pupils face-to-face education.</p>	<p>Teachers</p> <p>SENCO</p>	<p>September 3rd and then weekly Reminders</p> <p>When required</p>	<p>This has been ongoing. Most children now follow good hygiene practices.</p>
<p>Prevention</p> <p>4. Introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach</p>	<p>At various intervals (as per the cleaning schedule), adults will disinfect and clean tables, door handles and equipment. Each class will have their own allotted set of classroom cleaning equipment that will be stored appropriately within the classrooms. Children will be encouraged to assist in cleaning their tables.</p> <p>Children should be allowed to go to the toilet as they would do in a normal school day, however staff need to be very aware of how many other children are also using the toilet and ensure that children wash their hands afterwards. Toilets are to be cleaned regularly.</p> <p>The school has employed a cleaner to be onsite from 10am every day to ensure cleaning is continual and rigorous.</p> <p>Any rugs will be sprayed with antibacterial spray at the end of each day.</p> <p>If we are required to clean an area after a positive case of coronavirus has been identified, we must follow the guidelines (https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings). This includes ensuring that all tissues, PPE, and cleaning materials are put in a separate disposal bag that is stored securely for 72 hours before being disposed of. Our cleaning company will support this deep cleaning process.</p>	<p>Teachers/ TA</p> <p>Cleaner/ Premises manager to supervise</p> <p>Cleaner/ Premises manager to supervise</p>	<p>Ongoing – ready in all classes for Sep 3rd</p> <p>After break and lunch times</p> <p>When required</p>	
<p>Prevention</p> <p>5. Minimise contact between individuals and maintain social distancing</p>	<p>The purpose of ‘bubbles’ is to minimise contacts and mixing between people, reducing the transmission of coronavirus. The Riverhill Federation will do everything it can to maintain this whilst still delivering a broad and balanced curriculum. Within bubbles, children and adults must also take measures to distance themselves whenever possible.</p> <p>EYFS transition – parents will not be permitted to stay and support their child’s integration into school (as per our normal practice). New external children will be welcomed to school in the morning or afternoon slots to enable staff to support smaller groups to have a successful transition and manage the children’s emotional needs.</p>	<p>Year group bubbles from Sep 3rd</p> <p>EYFS teachers</p> <p>EYFS teachers</p>	<p>Ongoing</p> <p>Sep 20</p>	

<p>wherever possible.</p>	<p>EYFS parents transition meetings will occur on a 1:1 basis in school with social distancing in place. Parents unable to attend will do these meetings via Teams or Zoom.</p> <p><i>Nursery transition meetings for January starters to be scheduled remotely. Staff may meet with 1 parent on site if the parent is unable to access remotely. This would need to be scheduled in a room where a distance of over 2 m can be maintained, and the room is well ventilated. This would be for parents who are critical workers only.</i></p> <p><i>Nursery and Reception parent meetings can occur on a 1:1 basis and should be scheduled with social distancing in mind and outdoors if at all possible during the Summer term 21.</i></p> <p>Grouping the Children</p> <p>There has been recognition from the DfE that children cannot distance themselves from staff or from each other. Bubbles provide an additional protective measure, and they make it quicker and easier to identify those who need to self-isolate as a result of a positive test result. Children were mainly spend their time with peers from their own class. However, bubbles will be year group wide for activities such as lunch time and playtime. The children will be taught by a teacher and a support staff member who will work within that bubble only. Whenever possible staff covering teachers will work within 1 year group. This is to reduce transmission. The adults and children will be reminded to maintain a distance from each other as far as possible.</p> <p>The DfE guidance reads as follows:</p> <p><i>“In this guidance for the autumn term, maintaining consistent groups remains important, but given the decrease in the prevalence of coronavirus (COVID-19) and the resumption of the full range of curriculum subjects, schools may need to change the emphasis on bubbles within their system of controls and increase the size of these groups.”</i></p> <p>In order for school to offer a curriculum that is best placed to support ‘catch-up’ and enable lunch and playtime routines to be controlled, our school bubbles will need to be year group based. The reasons for this are as follows:</p> <ul style="list-style-type: none"> ➤ This will enable assessment led groups such as phonics or catch up interventions to occur. ➤ Where we have mixed year group classes this enables the sharing of resources and equipment. ➤ Lunch time has had to be timetabled carefully to enable children access to a controlled year group play area and lunch space in the canteen. ➤ Staggered entry/exit times can be managed more effectively in year group bubbles. <p>After school intervention groups resumed from the 8th March onwards.</p>	<p>HoS / EHT to timetable staggered lunch, play and entry times</p> <p>Teachers and SLT to timetable interventions</p> <p>Coaches and support staff</p>	<p>July 20</p> <p>Jan 21</p> <p>March 21</p> <p>Jan 2021</p> <p>July 20</p> <p>March 21</p> <p>Sep 20 then</p>	<p>Completed Jan 21</p> <p>Cover timetable was reorganised post restructure and lockdown.</p>
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	<p>Information to be presented to staff and parents via letter or virtual meetings.</p> <p>Within the government guidance, it recognises that younger children will not be able to maintain social distancing, and it is acceptable for them not to distance within their group. This has implications for NHS Test and Trace should there be the need to contact parents of children as a result of a positive case. The guidance also advises that siblings may be in different groups and encourages schools to use measures as best they can as it will still reduce the network of possible direct transmission.</p> <p>All teachers and other staff can operate across different classes and year groups in order to facilitate the delivery of the curriculum, however this will be limited as much as possible. Whenever possible, staff will be restricted to working within 1 bubble only, except for the senior leadership team. SLT should wear face masks when crossing bubbles whenever possible.</p> <p>PE: Our coach and teachers will deliver PE lessons ensuring equipment is sanitised before use. They will as far as possible maintain at least a 2 m distance from the children. The specialist coach will keep a log of any children where he was not able to maintain a 2 m distance.</p> <p>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 children and one another.</p> <p>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. SENCO to update an individual risk assessment for children to take account of any new risks.</p> <p>From year 3-6 classrooms need to be adapted to support distancing where possible. If tables are used, they should face the front and children should sit side-by-side, not facing one another nor side on. Classrooms will be prepared as such ready for September. From Summer 2 it is possible for staff to create nests of tables in years 3-6 to enable curriculum subjects such as DT to take place.</p> <p>Early years and year 1 will ensure that as much of an Early Years curriculum is delivered as possible. Attempting to reduce face to face contact.</p> <p>Measures elsewhere</p> <p>Performances, Assemblies and Staff meetings:</p>	<p>Teachers/ TA</p> <p>SENCO</p> <p>Teachers/ TA</p> <p>Teachers/ TA</p> <p>HoS / EHT to timetable SLT and Teachers produce assemblies</p> <p>Premises manager</p> <p>HoS/SLT</p> <p>HoS / EHT</p> <p>EHT/ HoS/SLT/SIO LM Teachers – to be on time</p>	<p>ongoing daily</p> <p>Jan 2021</p> <p>Sep 20 ongoing review March 21 Sep 20</p> <p>March 21 Sep 20</p> <p>Sep 20</p> <p>Sep 20 onwards</p> <p>Summer term onwards</p> <p>Jan 2021 July 20</p> <p>Sep 20 onwards</p> <p>March 21</p>	
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	<p>There will be no whole-school events where children and adults are required to congregate. Assemblies will be held virtually within classrooms using live streaming methods such as Teams or using a pre-recorded film clip. Some children who are shielding will continue to be educated remotely will be expected to watch online lessons and assemblies. From June some workshops may occur in the hall. Outside agency staff must read and follow the schools' guidelines.</p> <p>Year 6 Prom will be possible in the summer term as the children will remain within their bubbles. Staff supporting should be from those bubbles where possible. If outside agencies are used, they should keep a 2m distance from children.</p> <p>Sports Day: This will be limited to 2-year groups at a time. Social distancing between bubbles to be mapped to ensure bubbles do not come into contact. Dettol anti-bacterial spray will be used to clean equipment between each group. Parents will not be permitted to ensure that social distancing rules are not broken. Tape to be placed around the area to ensure members of the public do not compromise social distancing rules and increase the risk of transmission to children and staff. Safeguarding intervention officer to attend to monitor risk. Drinks table to include disposable cups to reduce transmission risks. Letter to be sent to parents informing them of arrangements.</p> <p>Use of the staff room should be minimal. The staff room will remain open to adults, however strict social distancing will continue to be in place: including reduced number of chairs, chairs that are wipeable rather than upholstered. Staggered lunch times will help reduce gathering within the staffroom. Staff must keep their distance from staff members who are not within their bubble.</p> <p>Some staff training will be conducted using virtual streaming methods such as Teams or Zoom. Staff working from home will be expected to access this training virtually. From June, teachers and support staff will be able to participate in face-to-face staff meetings within the hall or a classroom so long as they remain in year group bubbles that are socially distanced from other year groups.</p> <p>Measures for arriving at and leaving school (inc break/lunch times) Information shared with parents and staff -July 20 via a range of communication channels</p> <p><u>Rotherhithe Primary School</u></p> <p><i>Nursery am children will arrive at 8:30am through the Early Years Gate. Children who attend Nursery in the morning only will exit via the Early Years gate at 11:30 am.</i></p> <p><i>Nursery pm children will arrive at 12:20pm via the Reception Office Gate. They will leave nursery at 3:20 pm via the Early Years Gate.</i></p>	<p>DP/Year 6 team</p> <p>DS/CM and school teachers/support staff</p> <p>EHT / HoS to share information</p>	<p>March 21</p> <p>July 21</p> <p>July 21</p> <p>July 20</p>	
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	<p>Reception children will arrive at 9:00am and go straight into their classrooms. The children will leave school at 3:00 pm.</p> <p>Year 1 children will arrive at 8:50 am and enter school through the Early Years gate. They will travel through the Reception class, through the infant hall straight into their classrooms. The children should be reminded that they must not touch anything in the playground or classroom as they do this. The children will then leave school at 3:10 pm through the Early Years gate.</p> <p>Year 2 will arrive at 8:40 am and enter the school building via the main office reception gate. They will travel straight to their classrooms. They will be released at 2:55 pm via the reception gate.</p> <p>Year 3 children will arrive at 8:50 am and enter the school building via the main office reception gate. They will be released at 3:05pm from the main office Reception gate.</p> <p>Year 4 will arrive at 9:00 and they will also enter via the school building via the main office Reception gate. They will be released at 3:15pm from the same gate.</p> <p>Year 5 children will arrive at 8:50 am and the children should enter the school through the ICT gate and travel straight to their classes. The children will leave at 3:05 pm from this gate.</p> <p>Year 6 children will enter via the ICT gate at 9am. They will travel straight to their classrooms. They will be released from this gate at 3:15 pm</p> <p>Dog Kennel Hill Primary Nursery children will arrive at 8:45am through the Early Years Gate and leave 3pm via the Early Years Gate.</p> <p>Reception children will arrive at 9:00am through the Early Years Gate and leave at 3:15pm via the Early Years Gate.</p> <p>Year 1 children will arrive at 8:45 am and enter through the main office gate. The children will then leave school at 3:00 pm through the main office gate.</p> <p>Year 2 will arrive at 8:55 am and enter the school building via the main office gate. They will travel straight to their classrooms. They will be released at 3:10 pm via the main office gate.</p> <p>Year 3 children will arrive at 9:10 am and enter the school building via the Early Years Gate. They will be released at 3:25 pm from the Early Years Gate.</p> <p>Year 4 will arrive at 8:45 and they will enter via Early Years gate. They will be released at 3:00pm from the same gate.</p> <p>Year 5 children will arrive 9:00 am and will enter via the Dog Kennel Hill gate and travel straight to their classes. The children will leave at 3:15 pm from this gate.</p>	<p>All staff and parents to be adhere to these arrangements</p> <p>/ EHT HoS/teachers/ LM/ SIO</p> <p>Parents</p> <p>Teachers/ Parents</p> <p>Parents/ Teachers</p> <p>All staff who wear face coverings to travel to school</p> <p>SENCOs to explain</p>	<p>Sep 20 ongoing</p> <p>Sep 20 onwards</p> <p>Sep 20 onwards</p> <p>Sep 20 onwards</p> <p>Sep 20 Ongoing</p> <p>Ongoing</p> <p>Sep 20 onwards</p>	
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	<p>Year 6 children will enter via Dog Kennel Hill gate at 9:15am. They will travel straight to their classrooms. They will be released from this gate at 3:30 pm</p> <p>Office Reception hours will therefore be from 9:30am – 3:00pm, parents and visitors will not be accommodated in the office during these times as this will affect children's start and leaving times.</p> <p>Staggering entrance/collection will ensure that the adults and children on site can distance appropriately and it will reduce the risk of children coming in to contact with children from other bubbles. We understand that this will be difficult for some families of multiple children, but we are asking parents to cooperate with these necessary arrangements.</p> <p>Parents are encouraged to walk to school where possible and only one parent will be permitted to drop off or pick up children. Parents are now also encouraged to wear masks when dropping and collecting children outside the school. Parents are also reminded to stay 2m apart from other adults when collecting or dropping off their children and to not block walkways and pathways. Due to the new build works starting we will not be able to facilitate the storage of bikes or scooters.</p> <p>The DfE guidance states that coming into the site without an appointment is not allowed. So, parents will not be permitted on site without a prearranged appointment. Office staff will still be available to answer parent's queries or questions. The only exception this is when a child is required to have first aid administered. The parent must complete forms at the school reception office.</p> <p>Adults will be available at the gates to support children and adults as they arrive at school. This way we will continue to reduce footfall of adults on site. Parents must not congregate at the 'drop-off' point, they must instead arrive on time and then depart. Staff should not have conversations with parents at the gates.</p> <p>Parents must ensure they are punctual when dropping off and collecting their children so that teachers can release children safely and to avoid gathering outside the school gates. Teachers must commit their time to ensuring that all children arrive and leave safely from their care. Parents can contact teachers through email requests, telephone consultation or they may request a face to face appointment.</p> <p>Children under 11 are exempt from wearing face masks/coverings. However, if parents chose to send children into school wearing a face mask/covering they must teach them the following procedures based on DfE guidance.</p> <ul style="list-style-type: none"> ✓ Avoid touching the front of the face mask/face covering while wearing it ✓ They must travel to their classroom and on arrival they must wash their hands (adults will direct them to do this) 	<p>expectations to outside agencies</p> <p>Teachers/TA to organise individual packs</p> <p>Coaches/TA</p> <p>Teachers/TA</p> <p>Teachers/TA</p>	<p>Jan 2021</p> <p>Sep 20</p> <p>Jan 2021</p> <p>Sep 20</p> <p>Sep 20 onwards</p> <p>Jan 2021</p>	
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- ✓ They must remove the face mask carefully – either place in a lidded bin (if disposable) or if a reusable mask place in a plastic bag (parents must provide the plastic bag and this must be kept in their school bag)
- ✓ They must then wash their hands again

Adults who wear face masks travelling to or in school, must also follow these procedures.

Car share

Staff are asked not to car share if they do not work in the same allocated year groups. Car share will increase the chances of having to isolate more children and staff and will potentially increase the risk of the virus spreading.

Other considerations

Supply teachers, peripatetic teachers and/or other temporary staff can move between schools. Likewise, specialists, therapists, clinicians, and other support staff for pupils with SEND should provide interventions as usual. However, they must be made aware of school procedures and they must adhere to them. A pamphlet of these will be provided alongside the normal safeguarding procedures.

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

A **record of all visitors** must be kept in the school office supporting NHS Test and Trace.

Resources

Individual Resources: Children will all have their own individual set or resources that are not to be shared. Other classroom resources like books and games can be used within the bubble but should be cleaned following use and books should be placed in the ‘quarantine box’ for 48 hours.

Shared resources, like art/science equipment should be meticulously cleaned between uses or rotated to allow 48 hours between uses to ensure they are safe.

Break resources: The children will be taught games that encourage distancing and little touch. Dedicated outdoor equipment that is taken out and used exclusively by a year group will be cleaned after use.

	<p>Reading Books: Children will take books home to read. They will also be expected to bring PE kit into school on the days that they have PE. Books are to be returned as normal but will be quarantined for 48 hours. Classes will be able to use the school library one class at a time in groups of 10. Children should wash their hands before and after they use the library. Touch points will be cleaned using anti-viral disinfectant after every visit. Only two classes can visit per day and there will be a time delay between visits (Year 3-6 only). When books are returned from home, they will follow the above guidelines of 48 hours quarantine. Each class will quarantine their books separately before this is placed back in the library.</p> <p>Teachers can now take library books home (and return them freely) to support planning etc.</p> <p>Following the webinar with Southwark Public Health (14th September) and taking the DfE guidance into consideration the following update and adjustment has been made: Marking: The marking of books can now resume. Teachers will take the following steps in order to mitigate the risks involved with handling and marking of book: In order to mitigate potential risks when preparing / marking books teachers / teaching assistants must:</p> <ul style="list-style-type: none"> ○ Ensure hands are washed before and after marking or preparing books ○ Not eat while marking or preparing books ○ Do not touch your face while marking ○ Disinfect the table before marking and after marking ○ Ensure windows and doors in the room are open ○ Use live marking as often as possible as this has a great impact on children’s engagement with their learning. 			
<p>Prevention</p> <p>6. Where necessary, wear appropriate personal protective equipment (PPE).</p>	<p>PPE should always be worn when an individual is presenting with coronavirus symptoms and/or when a child is receiving intimate care (toileting/relevant first aid support). Based on the high number of positive cases at RPS and the recent national increase in transmission and the subsequent self-isolation process, we request that staff wear face coverings when walking around the school and when outside their bubbles.</p> <p>Staff in meetings or close contact with other staff members i.e. within 2m for more than 15 mins collectively within a day or less than 1 m distance for longer than 1min should also wear face coverings. Face visors are permissible within classrooms if staff are at higher risk or experiencing higher levels of anxiety.</p> <p>During partial opening staff should not meet in person unless they can maintain a distance of over 2m in a well-ventilated room. Most meetings should be held virtually within separate offices.</p> <p>Staff are now expected to have their own face masks which are widely available. However, the following PPE is available in school for dealing with cleaning of potentially infected zones and supporting ill children or adults is as follows:</p>	<p>TA/First Aiders</p>	<p>Jan 2021</p> <p>Jan 2021</p> <p>Jan 2021</p>	

	<ul style="list-style-type: none"> - Face masks - Aprons - Gloves of various sizes - Face visors <p>Children need to know that some adults might be wearing PPE and that it is 'ok'.</p> <p>When staff wear a face mask, they must ensure they follow correct hygiene procedures referred to above in section 5.</p>			
<p>Response to any infection</p> <p>7. Engage with NHS Test and Trace.</p>	<p>Parents and staff will be informed that they are expected to engage in the NHS Test and Trace process if required to do so.</p> <p>They will be required to book a test and provide details of anyone that they have been in close contact with. They will then be obliged to follow the 'stay at home' regulations.</p> <p><i>If a parent or staff member uses a lateral flow tests instead of a PCR test on a symptomatic child they will be reminded to carry out the correct test.</i></p> <p>Anyone who displays symptoms of coronavirus can and should get a test following the flowchart response.</p> <p>If school thinks that the family of the symptomatic child/adult is unlikely to book a test appropriately, we will provide a home testing kit (if stocks are available). Given the potential low numbers of kits, they will only be issued with the agreement of either Hos or EH.</p> <p>Contact with the symptomatic family will be maintained so that we can respond appropriately to either a positive or a negative result.</p> <p>If the test result is negative, the child can return to school assuming they would do so under normal circumstances.</p> <p>If the test result is positive, the child and family need to follow the 'stay at home' guidelines.</p> <p>Parents/staff MUST be reminded that the whole family must isolate until the person who is symptomatic has been tested or sought medical advice. This means siblings MUST be sent home when parents collect children.</p>	Office staff/ First aider/ SLT	Sep 20 onwards	Spring term onwards
<p>Response to any infection</p> <p>8. Manage confirmed</p>	<p>School should contact the local health protection team:</p> <p>PHE South London Health Protection Team, Floor 3C Skipton House, 80 London Road,</p>	HoS/EHT	When a positive result is confirmed	Jan 2021

<p>cases of coronavirus (Covid-19) amongst the school community.</p>	<p>SE1 6LH. Email: publichealth@southwark.gov.uk Telephone: 0344 3262052</p> <p>School must collect the details of those children/adults that have been in direct close contact with the positive child/adult in school.</p> <p>A contact is a person who has been close to someone who has tested positive for COVID-19 with a <u>polymerase chain reaction (PCR) test</u>. You can be a contact anytime from 2 days before the person who tested positive developed their symptoms, and up to 10 days after, as this is when they can pass the infection on to others.</p> <p>A contact can be:</p> <ul style="list-style-type: none"> • anyone who lives in the same household as someone with COVID-19 symptoms or who has tested positive for COVID-19 • anyone who has had any of the following types of contact with someone who has tested positive for COVID-19 with a PCR test: • face-to-face contact including being coughed on or having a face-to-face conversation within one metre • been within one metre for one minute or longer without face-to-face contact • sexual contacts • been within 2 metres of someone for more than 15 minutes (either as a one-off contact or added up together over one day) • travelled in the same vehicle or a plane <p>The admin team will prepare a report that shows the contact details of each member of the phase bubbles to support the contact tracers.</p> <p>School will inform parents of the infection, according to the flowchart, but we will not reveal the name of the infected child/adult.</p> <p>Those contacted or sent home must self-isolate for 10 days but those living in the household do not have to unless the child shows symptoms. At that point the household will need to go into full isolation following stay at home guidance and have the test. If the symptomatic child's test is negative, they must continue to isolate for the remainder of the 10 days. If the result is positive, they must inform school immediately and isolate for at least 10 days from the onset of symptoms.</p> <p>The Riverhill Federation will not (as per the DfE instruction) be able to ask for evidence of negative test results or other medical evidence before admitting children back after a period of self-isolation.</p>	<p>Admin staff</p>	<p>Jan 2021-update</p>	
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	<p>In the majority of cases, schools and parents will be in agreement that a child with symptoms should not attend school, given the potential risk to others. In the event that a parent or guardian insists on a child attending school, schools can take the decision to refuse the child if in their reasonable judgement it is necessary to protect their pupils and staff from possible infection with coronavirus (COVID-19). Any such decision would need to be carefully considered in light of all the circumstances and the current public health advice.</p>			
<p>Response to any infection</p> <p>9. Contain any outbreak by following local health protection team advice.</p>	<p>The school will complete a risk assessment following PH guidelines if a child or adult tests positive for Covid-19. We will keep in contact with our health protection team when we are informed of a positive case as well as inform the Local Authority: (Yvonne Ely at Yvonne.ely@southwark.gov.uk)</p> <p>If school has 2 or more confirmed cases within a 14-day period, this could be considered an outbreak and greater measures would need to be put in place. The health protection team would advise throughout.</p> <p>This could result in a year bubble lockdown; a school closure or/and a mobile testing station being established in school.</p> <p>Testing will focus on the affected classes, then their year groups and then the remainder of school if required.</p>	HoS/EHT	When a positive result is confirmed	This has been followed rigorously. PH Southwark are supporting schools during the increase of cases more often than PHE.
10. Use of face coverings in schools	<p>The government is not recommending universal use of face coverings in all schools. Primary school children will not need to wear a face covering.</p> <p>In primary schools where social distancing is not possible in areas outside of classrooms between members of staff or visitors, for example in staffrooms, head teachers will have the discretion to decide whether to ask staff or visitors to wear, or agree to them wearing face coverings Riverhill Federation will request that staff and visitors to the school wear face masks or coverings when walking through the school and in corridors. All staff working with others in offices must wear a face mask.</p> <p>Based on current evidence and the measures that schools are already putting in place, such as the system of controls and consistent bubbles, face coverings will not be necessary in the classroom even where social distancing is not possible. Face masks would have a negative impact on teaching and their use in the classroom should be avoided, however at RPS we will permit the use of face visors.</p> <p>Where local restrictions apply</p>		Jan 2021	Staff have been wearing visors and face mask in offices since October. Some staff are wearing visors in classrooms.

	<p>In areas where local lockdowns or restrictions are in place, face coverings should be worn by adults and pupils (in years 7 and above) in areas outside classrooms when moving around communal areas where social distancing is difficult to maintain such as corridors.</p> <p>In the event of new local restrictions being imposed, schools will need to communicate quickly and clearly to staff, parents and pupils that the new arrangements require the use of face coverings in certain circumstances.</p> <p>Exemptions Some individuals are exempt from wearing face coverings. This applies to those who:</p> <ul style="list-style-type: none"> ▪ cannot put on, wear or remove a face covering because of a physical or mental illness or impairment or disability ▪ speak to or provide assistance to someone who relies on lip reading, clear sound or facial expression to communicate <p>The same exemptions will apply in education settings, and we would expect teachers and other staff to be sensitive to those needs.</p> <p>Access to face coverings It is reasonable to assume that staff and young people will now have access to face coverings due to their increasing use in wider society, and Public Health England has made available resources on how to make a simple face covering.</p> <p>The Riverhill Federation will have a small contingency supply of PPE including face masks for anyone who needs it when on site. No-one should be excluded from education on the grounds that they are not wearing a face covering.</p>			
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Section 2: School operations

Aspect of school	Action	By Whom	When	Monitoring/ Review
Transport By public transport services, we mean routes which are also used by the general public	<p>Wider public transport</p> <p>Parents/staff will be encouraged to walk to school where possible and to avoid public transport (through letter and staffing updates). We are requesting that staff do not car share with other staff members who are not in their bubbles.</p>	EHT / HoS	July 20 Newsletter reminders Jan 2021	Reminders have been regular.

	Children should not attend trips or visits if they are required to use public transport to get there for the foreseeable future. From May the 1st it is possible for children to go on school trips within the local area to view places of interest. These should be in walking distance from the school and avoid mixing with members of the public.	Teachers to complete RA	May 21	No trips have been arranged during the Spring term.
Attendance	Attendance expectations			
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.	School will communicate the necessity of attending school to parents and where required, we will offer additional pastoral support.	EHT / HoS	July 20 and then ongoing in Sep via a range of communication channels	
School attendance will therefore be mandatory again from the beginning of the autumn term.	We will ring parents of children who were PA (prior to lockdown) to clarify expectations and provide any support required to help the transition back to school.	LM/SIO	July 20	
	School will re-establish attendance routines as before i.e. we will continue to record and monitor attendance as we did pre- Covid 19 and any absence will be followed up.	AO/SIO/LM	Sep 20	
	Where appropriate, we will engage with the local authority to pursue sanctions for families with non-attending pupils (in line with the local authority's code of conduct). The School will refer families to the 'Back to School team (this is part of the Early Help Team) where this is required.	AO/SIO/LM SLT		
	Since May the Back to School team has ceased. Where there are concerns regarding attendance we will refer families the Education and Inclusion Team (EIT). Families who are persistently absent will be discussed at Team Around the School Meetings. Families will be expected to engage in attendance contracts with the school if they are PA.	SIO/LM/SLT	Summer 21	
	Pupils who are shielding or self-isolating	AO/LM/SIO	If required	
	Specialists in paediatric medicine have reviewed the latest evidence on the level of risk posed to children and young people from coronavirus (COVID-19). The latest evidence indicates that the risk of serious illness for most children and young people is low. In the future, we expect fewer children and young people will be included on the shielded patient list.	AO/LM/SIO	When issues arise	
	Patients can only be removed from the shielding patient list by their GP or specialist, following consultation with the child and their family, and other clinicians where appropriate. If a child or young person is removed from the shielded patient list in due course, they will no longer be advised to shield in the future if coronavirus (COVID-19) transmission increase. Discussion by a clinician with those previously advised that they were a clinically vulnerable child or young person but can now be removed from the shielded patient list, and with their families are ongoing. Since shielding advice has paused nationally, except in a very few areas where the implementation of local restrictions is ongoing, all	AO/LM/SIO/SENCO	July 20 onwards	
			July 20 onwards	

	<p>previously affected children should be able to return to school except where individual clinical advice not to do so has been provided. Riverhill Federation will support those parents through dialogue with the school nurse team so that appropriate advice can be offered. Children who have been directed to shield will have received a letter directing them to do so. They should show this letter to the school. Any children directed to shield will not be expected to attend school during the period stated on the shielding letter. Remote learning will be provided for these children. Regular contact with them will be maintained by the class teacher.</p> <p>Where children are not able to attend school as parents and carers are following clinical or public health advice, for example, self-isolation or family isolation, the absence will not be penalized.</p> <p>The school recognises it has a legal obligation to protect their employees and children from harm. This risk assessment attempt to mitigate and reduce the risks of COVID-19 for staff and pupils.</p> <p><i>Pupils and families who are anxious about return to school</i></p> <p>Pre-emptive calls will be made by the safeguarding team to allay parent’s fears and provide any support required to enable parents and children to feel safe attending school. Transition books will be provided for families if this would support children and families.</p> <p>If parents of pupils with significant risk factors are concerned, we will provide opportunity to discuss the safety at school and the procedures in place to provide reassurance – this could be via a Teams/Zoom meeting. An individual risk assessment may be completed if needed. We may also contact LA ‘Back to school’ team for support.</p>		March 2021	
<p>School Workforce</p>	<p><i>Staff who are clinically vulnerable or extremely clinically vulnerable</i></p> <p>Riverhill Federation has planned to follow the full measures within the guidance; therefore, most staff will return to the workplace as normal.</p> <p>Those members of staff that received a letter to say that they were extremely vulnerable and advising them to shield can also return as normal given that shielding comes to a close on 1st August. However, those adults will be encouraged to maintain social distancing measures as much as possible when in attendance. People who live with those who are clinically extremely vulnerable or clinically vulnerable can attend school as normal.</p> <p>During full reopening on March the 8th any member of staff who personally received a shielding letter because they are ‘extremely clinically vulnerable’ did not attend school for the duration stated within the letter. Those members of staff required to shield worked from home where this was possible. They received full payment during this time. All other staff continued to attend work, including those living in a household with someone who is clinically extremely vulnerable.</p>	<p>EHT / HoS to provide updates</p> <p>HoS/EHT to provide info by email and during briefings</p>	<p>July 20 onwards</p> <p>March 2021</p>	

	<p>If staff are concerned for any reason about returning to school, they must contact the Head of School or Executive Head Teacher to discuss their concerns. An individualised risk assessment will then be completed for those individuals. If staff choose to invoke the protection of Section 44 and 100 Employment Rights Act 1996, they must write to the Executive Head Teacher to do so.</p> <p>Any staff who is pregnant will have an individual risk assessment completed that will include risk caused by COVID 19. They will be requested to discuss the risk for their own health with their GP particularly when they read the 3rd trimester of pregnancy. The individual risk assessment will be revised as the member of staff approaches the 3rd trimester and will be informed by the medical advice.</p> <p><i>Deploying support staff and accommodating visiting specialists</i></p> <p>As per government guidance, teaching assistants may be deployed to lead groups or cover lessons under the direction and supervision of a qualified, or nominated, teacher. This will become an important measure to reduce the necessity of bringing in agency staff and compromising the integrity of bubbles, should there be a need to arrange cover for any reason.</p> <p>Supply teachers will be used as a last resort to cover classes, however if required they will need to maintain stringent distancing. Supply teacher information sheet to have update procedure information due to Covid-19 on it.</p> <p>Specialist subject teachers such as coaches and music teachers will be permitted to teach various groups of children assuming that they are able to follow social distancing rules and sterilise equipment. These will need to be consistent people, not changing week-to-week.</p> <p>Instrumental lessons - where instruments are used during lessons these will be sterilised or quarantined for at least 78 hours before use.</p> <p>Wind Instruments - we will ensure there is more than a 2m distance (as required by the DfE guidance) between children when they are playing wind instruments such as brass, recorder, etc. These types of instruments will be allocated to children on an individual basis. These instruments will not be shared unless sterilised or quarantined for at least 78 hours.</p> <p>Peripatetic teachers such as a speech and language therapist or Future Men counsellor, will need to ensure that social distancing measures are adhered to. They will be required to read the school's risk assessment and pay due care to DfE guidance.</p> <p>PPA: Teachers will continue to receive PPA release time as part of the contract. HLTA or Intervention TA will be allocated to on year group and timetabled to provide PPA cover for teachers. HLTA and Intervention TA will be expected to maintain strict hygiene and social distancing when teaching.</p>	<p>EHT / HoS</p> <p>EHT/Hos to deploy staffing</p> <p>SIO to adapt supply safeguarding info.</p> <p>Admin staff/ SLT to ensure supply teachers have the appropriate info and guidance</p> <p>SIO/SENCO</p> <p>EHT / HoS to provide info. HLTA to follow guidance</p> <p>AHT</p>	<p>July 20 onwards</p> <p>July 20</p> <p>Sep 20</p> <p>Sep 20</p>	
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<p>Safeguarding</p>	<p>Staff refresher safeguarding training session on processes and procedures and the revised and changes to KCSIE in regard to Covid-19. Child Protection policy has been updated and disseminated.</p> <p>Induction for new staff and contractors to include Covid-19 safety measures.</p> <p>Individual risk assessments to be reviewed/update for children to ensure they reflect any changes due to reopening arrangements for specific children.</p>	<p>SIO</p> <p>SIO</p> <p>SENCOs</p>	<p>3rd Sep</p> <p>Sep 20 onwards and when needed</p>	

	<p>Vulnerable calls to assess risk for any children who are requested to self-isolate – calls to monitor safety, health and wellbeing.</p> <p>Virtual meetings with external agencies and families to continue if social distancing is difficult to maintain. Meetings to be logged.</p> <p>Behaviour Policy to be reviewed in light of Covid- 19 restrictions. Inset day staff meeting to ensure staff have a good understanding of how to manage and support behaviour requirements.</p> <p>Class Charters to be adopted. Zones of regulation, mindup and PSHE lessons to be rigorous and posters to be displayed to promote self-regulation. All classes to have a reflection box.</p>	<p>SIO/LM</p> <p>SIO/LM/SLT</p> <p>EHT/HoS</p> <p>Teachers SMSC lead to provide guidance</p>	<p>Sep 20 onwards</p> <p>Sep 20</p> <p>Sep 20</p>	<p>Completed.</p>
Catering	<p>Rotherhithe Primary School The expectation is that the school kitchen will be fully open in Autumn term. Kitchen staff to follow Chartwells social distancing and hygiene training and practices. PPE to be worn where practicable. Lunch service will start from 11:30 and continue to 1:45. These arrangements will be continually reviewed.</p> <p>Both canteens to be open. Tables and chairs to be sterilised before a new bubble or child uses it. Only 1-year group to be seated in each section of the canteen.</p> <p>Food deliveries via the kitchen door in the morning to reduce social contact.</p>	<p>Kitchen staff</p> <p>MMS</p> <p>Admin/ Premises manage and catering company</p>	<p>Sep 20</p> <p>Sep 20</p> <p>Sep 20 onwards</p>	
Lunch and break times	<p>Midday supervisors (MMS) / TAs will continue to support the supervision of lunchtimes, but they will be allocated to year group bubbles that cannot mix. These bubbles will be allocated a set playtime space and time.</p> <p>Each bubble will be supported by 2/3 members of staff to enable supervision in the playground and within the lunch hall. Coaches and LM will be allocated to year group bubbles to avoid mixing if needed. These members of staff are expected to support the cleaning of the room before and after children eat if needed.</p> <p>Possible playground ideas: https://engb.padlet.com/gazneedle/mry7d3wlpw313515 (No balls to be used within the playground space due to road safety risk for traffic if balls are thrown over fences. At</p>	<p>MMS HoS / SLT timetable</p> <p>MMS/LM/ SIO/Coach</p> <p>MMS/LM/ SIO Coach</p>	<p>Sep 20 July 20</p> <p>Sep 20</p> <p>15th & 16th July</p>	

<p>Educational Visits</p>	<p>Overnight residential trips will not be scheduled this year as per DfE instructions.</p> <p>Although school trips are permitted to resume as per the guidance - no school trips will be scheduled during the autumn or Spring 2 term.</p> <p>After this period trips to outdoor venues that will not require use of public transport can be organised. These trips must ensure excellent hygiene standards, social distancing compliance and that school parties will not be sharing the facilities at the same time.</p> <p>Risk assessments will need to be completed as per normal practice for each trip.</p>	<p>Teachers/ Resources manager</p>	<p>Nov 20</p>	
<p>Wraparound care</p>	<p>Tree tops: Wraparound care is permitted to commence. Tree tops will be organising after school wrap around provision. Children attending wrap around care will ideally need to be kept in separate year bubbles, however this might not be possible due to limited staff numbers and children attending therefore the children will need to remain in small consistent bubbles, observing very good hand hygiene.</p> <p>Breakfast Club: Children attending breakfast club will be seated in specific allocated areas of both canteen areas. Children will not be permitted to mix across these bubbles.</p> <p>Parents must reserve and pay for spaces in advance so that exact allocation of areas can be established. Children must wash they hands before and after eating. Parents must pay via parent pay or a space will not be allocated.</p> <p>After School Sport and Music Clubs</p> <p>These will start from the 3rd week of the Autumn term. Allocation to a club will be based on a year group basis only. Only activities that require reduced contact will be permitted.</p> <p>All equipment to be sterilised before and post use. Letter to parents will include information about how the risk of contamination will be minimised. After school clubs will be resume in the Summer term. Music clubs will resume from the week of the 8th of March.</p>	<p>Treetops</p> <p>AO/LM</p> <p>Admin officer</p> <p>Coach & Music teacher</p>	<p>Sep 20</p> <p>Sep 20</p> <p>Sep 20 onwards</p> <p>Week 3 – Sep 20 onwards</p>	
<p>Clothing / School Uniform</p>	<p><u>Rotherhithe Primary School</u></p> <p>The school will resume its full school uniform policy. Parent will be reminded of this in communication about full opening and in newsletters.</p> <p>Velcro shoes to be requested for children who cannot tie their own shoelaces.</p>	<p>HoS</p>	<p>July 20 onwards</p>	

<p>The curriculum remains broad and ambitious: all pupils continue to be taught a wide range of subjects, maintaining their choices for further study and employment. Remote education, where needed, is high quality and aligns as closely as possible with in-school provision: schools and other settings continue to build their capability to educate pupils remotely, where this is needed.</p>	<p>Next two weeks all teachers will use a transition programme based on a book called 'Here we are' written by Oliver Jeffers. This transition programme will achieve the following:</p> <ul style="list-style-type: none"> ➤ provide a framework for children to re-engage socially with each other and their wider community ➤ suggest opportunities to engage positively with the outdoor environment ➤ stimulate thinking and talk about world events and the impact of these events on individuals and the wider world ➤ provide a safe forum to share thoughts, concerns, ideas and personal responses ➤ use art and writing to help children respond personally to experiences they have had ➤ provide opportunities for Maths to be taught and explored throughout this unit in a cross curricular way <p>What will the rest of the first half term look like? <i>It will be necessary to adapt the curriculum for a short time at the start of the new academic year but we will return to a full and broad curriculum as quickly as possible and as soon as our children are ready. We will continue to focus on cross curricular subjects and themes where possible whilst still focusing on basic skills including speaking and listening, phonics, writing, reading and maths.</i></p> <p><i>For pupils in key stages 1 and 2, school leaders are expected to prioritise identifying gaps and re-establish good progress in the essentials (phonics and reading, increasing vocabulary, writing and mathematics), identifying opportunities across the curriculum so they read widely, and developing their knowledge and vocabulary. The curriculum should remain broad, so that the majority of pupils are taught a full range of subjects over the year, including sciences, humanities, the arts, physical education/sport, religious education and relationships and health education. DfE guidance</i></p> <p>Maths mastery and White Rose have adjusted their teaching plans and resources to ensure content missed during lockdown are covered. Teachers will use and adapt these plans to meet the needs of their children.</p> <p>English: Units of work have been adapted to ensure curriculum coverage. The core texts taught will be adjusted to ensure skill coverage.</p> <p>Reading: RWI phonics will be taught in Reception, Year 1 and Year 2. Reading will continue to be taught as a whole class and texts will aim to cover some topics that may have been missed in the summer term.</p> <p>Science: Curriculum coverage has been organised over a two-year period to ensure all aspects of the curriculum are covered.</p>	<p>English lead to organise plans and ordering of texts</p> <p>Teachers to adapt plans</p> <p>Teachers/ Subject leads to support</p> <p>Maths lead to share resources and organise training Teachers English Consultant and English lead</p> <p>Science lead – curriculum</p>	<p>Sep 20</p> <p>July 20</p> <p>Sep 20</p> <p>Sep 20</p> <p>July onwards</p> <p>Sep 20 onwards</p> <p>July 20</p>	<p>the transition pack used across the school was well received. A few children did require some additional mental health support.</p> <p>Jan 2021 Teachers have adapted the curriculum to include skills and knowledge that was missed in the Summer term. The curriculum include links to Oak Academy to enable staff to move quickly to remote learning when needed. Jan 21</p>
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<p>RSE curriculum: <i>The Relationship and Sex Education element of our new curriculum was planned and consulted on with parents during the spring term. The curriculum has fully resumed this summer 21.</i></p> <p>IT/Computing curriculum: <i>This will include lessons that prepare children to use Microsoft Teams to support remote learning if this is required. Online safety will be a key feature.</i></p> <p>Spanish: <i>This will not be a focus for KS2 until the Summer term to enable a greater focus on PSHE/wellbeing activities. Oak academy lessons will be used during Summer term.</i></p> <p>Foundation subjects: <i>A full range of curriculum subjects will be gradually incorporated into the curriculum- where possible subject content that has been missed during the summer term will be addressed during reading lessons as suggested in the DfE guidance.</i></p> <p>Remote education <i>Since October the school recognises it has a duty to provide remote education for state-funded, school-age children unable to attend school due to coronavirus (COVID-19). When providing remote education, the DfE states that schools must</i></p> <ul style="list-style-type: none"> • <i>set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects</i> • <i>set work that is of equivalent length to the core teaching pupils would receive in school, and as a minimum: <ul style="list-style-type: none"> • <i>primary: 3 hours a day, on average, across the school cohort</i> </i> • <i>provide frequent, clear explanations of new content, delivered by a teacher or through high-quality curriculum resources or videos</i> • <i>have systems for checking, at least weekly, whether pupils are engaging with their work, and inform parents immediately where engagement is a concern</i> • <i>gauge how well pupils are progressing through the curriculum using questions and other suitable tasks, and provide feedback, at least weekly, using digitally facilitated or whole-class feedback where appropriate</i> • <i>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.</i> <p><i>There is an expectation that the remote curriculum will be of high quality. That schools will ensure they</i></p> <ul style="list-style-type: none"> • <i>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</i> 	<p>overview for teacher</p> <p>SMSC lead</p> <p>IT lead Teachers/ IT lead to plan</p> <p>Teachers</p> <p>Teachers/ Subject Leads</p> <p>SLT/Teachers</p> <p>SLT/Teachers</p>	<p>May 20</p> <p>Training for staff July 20</p> <p>Sep 20</p> <p>Oct 20</p> <p>Oct 20</p> <p>Sep 20 onwards</p> <p>Jan 2021</p>	<p>Spanish has been delayed further due to partial opening at the start of the Spring term.</p>
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	<ul style="list-style-type: none"> • use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos and that is linked to the school's curriculum expectations. We will provide pre-recorded lessons and access Oak National Academy lessons. • give access to high quality remote education resources (From January 2021 the school has 31 DFE laptops to loan to parents and 30 tablets at RPS and 15 laptops and 17 tablets at DKH. Parents will be expected to sign an agreement when loaning this equipment.) • select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback and make sure staff are trained in their use. We will be using of Microsoft Teams). • provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access • recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support and so schools should work with families to deliver a broad and ambitious curriculum - for pupils with SEND, their teachers are best placed to know how to meet their needs. (SENCOs will support class teachers to differentiate remote education packs for those who have additional SEN needs.) <p>The school will revert to remote learning set out above if classes or bubbles are required to self-isolate. Children shielding will also be provided with remote learning in line with the school's curriculum.</p>		March 2021	
<p>Physical activity in schools</p>	<p>PE and sport activities will be delivered by our specialist coach and will follow current DfE guidance – with avoidance of contact sports during the Autumn term. This will be reviewed in light of changing guidance. Due to the limited playground space at RPS most PE activities will occur indoors. At DKH we will be able to use indoor and outside spaces, weather permitting. During the Summer term it is possible to deliver PE lessons within Southwark Park, so long as children are socially distanced from members of the public. Children will need to return to school if members of the public compromise social distancing rules. Appropriate hygiene measures should continue – including cleaning of PE equipment in use while at the park as well as use of hand sanitiser.</p> <p>After school PE clubs are also permitted. These, however, will be restricted to a controlled group of children within a bubble.</p> <p>Where possible, they will take place outside as transmission of the disease is reduced in the outdoors.</p> <p>The systems of control will still need to be applied during these sessions. Pupils will be kept in consistent groups and sports equipment will be cleaned thoroughly between each use by different groups. Hand</p>	<p>Coach</p> <p>DS/Teachers</p>	<p>Sep 20</p> <p>Summer 21</p>	

	<p>hygiene and respiratory hygiene is paramount due to the nature of exercising and the way people breathe as a result. Hands must be washed thoroughly after completing a PE session.</p>			
Music	<p><i>The DfE notes that there is an additional risk of infection in environments where children and adults are singing, chanting, playing wind and brass instruments or shouting, singing should not happen in groups of more than 15 and when it does take place, children need to be side-by-side and not facing one another.</i></p> <p>Music will be delivered by Margaret and her team. During the first half of term activities will focus on listening appreciation, body percussion, and use of percussion instruments. Children will face forward during these lessons to avoid contamination</p> <p>Low level singing lessons will resume within classrooms. Children will face forwards when singing. The school will keep up to date on the most up to date guidelines.</p> <p>Brass lessons: Tuition will occur on a 1:1 or 1:2 basis ensuring that the space available permits a 2m distance.</p>	<p>Margaret music team/ Teachers</p> <p>Owen</p>	<p>Sep 20</p> <p>Sep 20</p>	
Specific points for early years foundation stage (EYFS)	<p><i>Disapplication guidance states: 'Whilst providers should try and meet existing requirements as far as is possible during the coronavirus (COVID-19) outbreak, we recognise that these are extraordinary times and there may be occasions where it will not be possible to provide activities and experience across all seven areas of learning for all children all of the time'. Disapplication rules apply until the 31st August 2021.</i></p> <p>Nursery: Teachers will focus on the prime areas of learning, including communication and language, personal, social and emotional development (PSED) and physical development as instructed by the DfE.</p> <p>Reception teachers will assess and address gaps in language, early reading and mathematics, particularly ensuring children's acquisition of phonic knowledge and extending their vocabulary.</p> <p>Planning will be responsive based on children's interests. Role play activities will resume in a limited capacity.</p> <p>It is acknowledged that younger children will not be able to socially distance from teachers and other children, however, staff will endeavour to reduce face to face contact for long periods of time. During whole class sessions children will face forwards rather than towards each other.</p>	<p>Teachers</p>	<p>Sep 20 onwards</p>	

	<p>Additional hygiene measures will be in place including sterilisation of resources including spraying fabric items with anti-viral spray.</p> <p>As children will be in a year group bubble, they will be able to interact across both classes.</p> <p>A paediatric first aider will always be available to support children.</p>			
Pastoral support	<p>The safeguarding team and SMSC lead will ensure that appropriate materials are on hand to support children's wellbeing.</p> <p>All teachers will use the Zones of Regulation to help children to understand their emotions and learn to self-regulate these. Every classroom will have a Zones of regulation poster within it. Mindup lessons and the PATHS programme will be taught on a fortnightly rota – this is so that children understand the 'brain science' behind their emotions while giving them opportunities to carry out PATHS activities to develop their emotional literacy skills. These sessions will provide children with the opportunity to rebuild friendships and increase social engagement and address issues linked to coronavirus or their experiences during lockdown.</p> <p>All staff to receive bereavement training. LM referrals to be made where these may be required. LM timetable to be organised to focus on year groups across particular days to limit mixing across bubbles.</p> <p>Sensory toys/anxiety reducing aids – to be allocated on an individual basis or to be sterilised after use.</p> <p>Disclosures or concerns to be logged using My Concern as per normal safeguarding procedures.</p> <p>The safeguarding team have made phone calls, and organised transition visits for vulnerable children returning to school, who have shown low wellbeing, mental health and elevated anxiety regarding the return. They will support key children once the school reopens on the 8th March liaising with the family and class teacher. SEND children have received transition stories to support their return to school.</p>	<p>Safeguarding team/ SMSC Lead</p> <p>SMSC lead/ LM Teachers</p> <p>All staff Teachers LM/SIO</p> <p>SENCO/LM/ Teachers</p> <p>All staff</p> <p>Safeguarding team</p>	<p>Sep 20 onwards</p> <p>Training delivered 20.7.20/ Resources given July 20</p> <p>July 20</p> <p>Sep 20 onwards Sep 20 onwards</p> <p>Ongoing</p> <p>March 2021</p>	<p>All actions were put into place successfully during the Autumn term 20.</p>
Behaviour expectations	<p>Class charters: positive behaviour expectations will be set by each class.</p> <p>Rainbow Moto: overarching caring moto to be created for each class with individualised wording.</p> <p>School's values will be widely discussed so that the ethos of the school does not change. The climate and culture will remain one of high expectations and respect for one another. This will be reinforced during virtual assemblies led by SLT.</p>	<p>Teachers</p> <p>Teachers</p> <p>Teachers SLT</p> <p>EH</p>	<p>3rd Sep</p> <p>3rd Sep</p> <p>Sep 20 onwards</p>	<p>The behaviour policy has been updated twice. Class charters are in place.</p>

	The current adapted behaviour policy with Covid-19 amendments will be reviewed and discussed with staff on inset day.			
<i>Catch-up</i>	<p>The government have indicated they will provide additional funding for catch-up and tutoring interventions.</p> <p>Gap analysis to be used to identify where there are gaps that need to be addressed. After school phonics booster to be organised.</p> <p>Class teachers to organise interventions/deploying support staff - using the EEF to make decisions re interventions selected.</p> <p>Impact of interventions to be monitored using assessment pre and post intervention.</p> <p>1:1 tuition to where possible scheduled after school to maximise learning.</p>	<p>Teachers EHT/ HoS/Support staff</p> <p>Subject lead and teachers</p>	<p>Sep 20</p> <p>Sep 20 onwards</p> <p>Autumn 2 20</p>	

Section 4: Assessment and accountability

Aspect of school	Action	By Whom	When	Monitoring/ Review
Inspection	<p>Ofsted may complete random visits to school to supervise the arrangements that have been put into place. All staff to be aware of a potential visit and to be informed of this risk assessment, so they are able to respond to any questions asked. RPS had a remote visit in November 2020.</p> <p>Governors to be consulted regularly to ensure they are fulfilling their duties to monitor the school's response.</p> <p>Covid-19 related updates to be provided in all governor meetings.</p>	<p>EHT / HoS</p> <p>EHT / HoS</p>	<p>Sep 20 onwards</p> <p>Ongoing</p> <p>Ongoing</p>	<p>This visit has occurred at RPS and was successful. Autumn 20</p> <p>COVID related updates are discussed at all governor meetings.</p>
Primary Assessment	<p>All statutory assessments (other than the Reception Baseline) will take place in the academic year 20/21 in accordance with the usual timetables. The tests are as follows:</p> <p>All statutory tests and data collection has been cancelled for this academic year. Both schools will continue to use assessment internally to monitor progress and attainment. It is noted that OFSTED are not permitted to request assessment data from schools. Assessment data should not be used to complete staff appraisal at the end of the year.</p>	Teachers/SLT to timetable	March 21	The phonics screening check was administered to year 2 children with only 1 child being absent due to self-isolating at

	RPS will conduct mock statutory assessments in year 2 and 6. We will also voluntarily participate in the year 4 multiplication check. We will conduct a year 1 mock phonics screening check.		Summer 2 21	RPS. All children completed the test at DKH. Jan 2021
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Section 5: Contingency planning for outbreaks

Aspect of school	Action	By Whom	When	Monitoring/ Review
A local outbreak	If school is made aware of a local outbreak, the PHE health protection team or the local authority may advise school to close. Preparations will be made by way of a contingency plan so that learning can still continue, and the community can remain safe.			
Remote education support	<p>Riverhill Federation will be in the position to offer immediate remote education if there was a local outbreak and subsequent lockdown.</p> <p>Teachers had training on how to make the best use of Microsoft Teams for remote learning. Webinar to be available post training to refer to.</p> <p>Teachers to include training for pupil during IT lessons so they are familiar with the programme if a lockdown occurs.</p> <p>Our immediate response will be the following:</p> <ul style="list-style-type: none"> ➤ Children are to take home an individual stationery packs and an exercise book. ➤ Adults will share lessons via Microsoft teams often in reference to Oak National Academy lessons that are tailored for every objective in the primary curriculum. These will be differentiated to the ability of the child. ➤ These lessons will be editable and downloadable so that paper packs can be produced and provided for parents who do not have computers at home. All children will be sent home with an initial starter pack of lessons to work through. ➤ Some teaching and lessons may occur via Microsoft teams. ➤ Teachers will then be able to meet with children that require additional support through MS Teams online. ➤ Children will be able to take photos of their learning and upload to Microsoft teams so that teachers can monitor progress and offer supportive feedback if appropriate. 	<p>IT lead/ Concero Teachers</p> <p>Teachers Support Staff</p>	<p>21.7.20 When required</p> <p>When required</p>	<p>Teachers received training for Microsoft Teams in the Summer term 2020. They have moved to remote learning when required due to classes being directed to self-isolate. Jan 2021</p>

	<ul style="list-style-type: none"> ➤ Early Years teachers will continue to post learning and communicate through Tapestry. ➤ Maths with Parents will continued be used in Reception to Year 2. <p>Chosen learning activities will follow our curriculum sequencing and will be of high quality. All teachers will use this consistently to support online learning. More detail on Oak National Academy can be found here (https://www.thenational.academy/information-for-teachers).</p> <p>The principles for delivery will be as follows:</p> <ul style="list-style-type: none"> ➤ Children will receive learning opportunities for a range of subjects each day ➤ Learning will be sequenced as per our current curriculum model ➤ High quality explanations will be made by the teacher using video links from school or through curriculum resources such as Oak National ➤ Work will be checked, and feedback provided through uploads to MS Teams ➤ Teachers will further tailor the learning because of feedback. Often this will be after the Oak National Academy lesson has been completed. ➤ Lessons will be of the equivalent length of a normal school day. ➤ Oak National content that specialises in SEND will be offered accordingly, alongside packages made available through the learning support team. <p>The school will endeavour to raise funds to purchase laptops for disadvantaged children and to continue to liaise with the LA to access such devices.</p> <p>In the event that the class teacher is unable to deliver and organise lessons another year group teacher will take responsibility for planning and communication across the year group – supported by SLT.</p> <p>Children to be continually reminded through teaching, assemblies about online safety.</p>	<p>EHT/ HoS/IT lead</p> <p>SLT</p> <p>IT Lead/Teachers</p>	<p>Sep 20</p> <p>When requires Ongoing</p>	
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I declare that the content of these management arrangements reflects the principal risks and mitigations to prevent and reduce harm due to Covid 19 and confirm that these measures will remain in place for the duration that the risk exists.

Signed: **Position: Executive Head Teacher / Head of School** **Dated: 22.7.20 / (updated 31.8.20) / updated 2.11.20 / Updated 2.1.21**

Updated 3.3.21/ Updated June 21

DfE guidance on children who can attend school during partial opening from the 5th January 2021

Vulnerable children and young people include those who:

- are assessed as being in need under section 17 of the Children Act 1989, including children and young people who have a child in need plan, a child protection plan or who are a looked-after child
- have an education, health and care (EHC) plan
- have been identified as otherwise vulnerable by educational providers or local authorities (including children's social care services), and who could therefore benefit from continued full-time attendance, this might include:
 - children and young people on the edge of receiving support from children's social care services
 - adopted children, those at risk of becoming NEET ('not in employment, education or training')
 - those living in temporary accommodation, those who are young carers
 - those who may have difficulty engaging with remote education at home (for example due to a lack of devices or quiet space to study)
 - others at the provider and local authority's discretion

Critical workers include those working in the following professions:

Health and social care

This includes, but is not limited to, doctors, nurses, midwives, paramedics, social workers, care workers, and other frontline health and social care staff including volunteers; the support and specialist staff required to maintain the UK's health and social care sector; those working as part of the health and social care supply chain, including producers and distributors of medicines and medical and personal protective equipment.

Education and childcare

This includes:

- childcare
- support and teaching staff

- social workers
- specialist education professionals who must remain active during the coronavirus (COVID-19) response to deliver this approach

Key public services

This includes:

- those essential to the running of the justice system
- religious staff
- charities and workers delivering key frontline services
- those responsible for the management of the deceased
- journalists and broadcasters who are providing public service broadcasting

Local and national government

This only includes:

- those administrative occupations essential to the effective delivery of the coronavirus (COVID-19) response
- or delivering essential public services, such as the payment of benefits, including in government agencies and arms length bodies

Food and other necessary goods

This includes those involved in food:

- production
- processing
- distribution
- sale and delivery
- as well as those essential to the provision of other key goods (for example hygienic and veterinary medicines)

Public safety and national security

This includes:

- police and support staff
- Ministry of Defence civilians
- contractor and armed forces personnel (those critical to the delivery of key defence and national security outputs and essential to the response to the coronavirus (COVID-19) outbreak)
- fire and rescue service employees (including support staff)
- National Crime Agency staff
- those maintaining border security, prison and probation staff and other national security roles, including those overseas

Transport

This includes those who will keep the air, water, road and rail passenger and freight transport modes operating during the coronavirus (COVID-19) response, including those working on transport systems through which supply chains pass.

Utilities, communication and financial services

This includes:

- staff needed for essential financial services provision (including but not limited to workers in banks, building societies and financial market infrastructure)
- the oil, gas, electricity and water sectors (including sewerage)
- information technology and data infrastructure sector and primary industry supplies to continue during the coronavirus (COVID-19) response
- key staff working in the civil nuclear, chemicals, telecommunications (including but not limited to network operations, field engineering, call centre staff, IT and data infrastructure, 999 and 111 critical services)
- postal services and delivery
- payments providers
- waste disposal sectors
- Vulnerable children and young people



Teacher Guide – Working From Home

What?	Who?	When? / How often?	Details	Practicalities
Children to access the mindfulness sessions from Kellie	Teachers to email children.	Daily	Sessions have been pre-recorded.	
Overview of each day's learning.	Teacher recorded session.	Daily.	<p>In this session you should take children through their tasks for the day. The session should be around 15minutes and should cover:</p> <ul style="list-style-type: none"> ○ What equipment they will need. ○ Time allocation for each activity. ○ Expectations of outcome - what a good one will look like. ○ Top tips – anticipate what they may struggle with. 	This should be prepared ready for the day before so that parents can access it from 9am or at a chosen time if they have more than one child in the family.
Three or four 20 - 30minute group sessions (depending on numbers)	10 – 15 children on Teams with the teacher. Decide what is manageable and considering how many children are using remote learning.	<p>Daily.</p> <p>Times will be allocated per year group to ensure siblings can access their home devices.</p>	<p>The purpose of these sessions is to provide an opportunity to check in with your children, respond to difficulties that they may have and share and celebrate successes. Children should be grouped according to ability so that feedback can be more targeted, and support / modelling can provide teaching input.</p>	<p>Ensure that the chat function is turned off so that you do not have to monitor children's interactions during the session.</p> <p>Ensure that your background is neutral or select a virtual background from Teams.</p>

				Please ensure that you and the children adhere to the online safety guidance prepared.
Class story / story telling session	Teacher recorded session.	KS1 – Daily KS2 – 2 per week	Share a story book or class chapter book.	
Contact with parents.	Teacher / Parents.	Daily	Keep on top of emails from parents and respond on the same day where possible (within working hours).	Keep SLT informed if there are any concerns or challenges.
Contact with those children who do not appear to be engaging with remote learning	Teacher / SIO / SO / Learning Mentor	At least twice a week if they do not sign in daily.	Please ensure that you keep a register of all those who are not attending, when you tried to contact via email or phone and what the response is. If you still can't make contact, please email Shirley / Kofi directly.	We must try not to overwhelm the parents with too many people calling on the same day. Some communication between Safeguarding team and teachers will be needed to monitor communication. We will allocate days for SIO to call and days on which the teachers will call to support the above.
Prepare for a move to the Spring curriculum should partial opening be extended.	Teachers	In the time not spent on Teams or recording daily overviews.	<ul style="list-style-type: none"> o Consider the spring curriculum overview for your year group and how it can be delivered remotely. o Practice recording teaching videos for Maths and English (examples on shared area) o Prepare a new 2-week pack for children/classes directed to self-isolate or in case for closures 	Communicate with your year group partner daily to ensure good communication and so that tasks can be divided efficiently for whoever is working from home.



Protocols for online learning – January 2021 – River Hill Federation

Teachers

- Remember that there might be limits to what can be achieved through pre-recording and remote learning. Try not to give children too many steps to a task you are expecting them to achieve on any given day.
- However, please be as clear as possible about the expectations for the day in your pre-recorded videos. This will avoid lots of questions throughout the day.
- Be in touch with your year partner / line manager if you have any concerns during the teaching day.
- Parents may e-mail questions about the learning. Please check your email regularly and try to reply to enquiries within **the school day**. Please do not feel obliged to reply to parents before 8.30 a.m. or after 3.30 p.m.
- When live streaming or when recording lessons teachers should be in a neutral area where nothing personal or anything deemed to be inappropriate can be seen or heard in the background. Either use a default background or a background in your home which does not contain any distractions for children.
- Please dress appropriately for online sessions.
- Live streamed sessions should be recorded and backed up elsewhere, so that if any issues were to arise, the video can be reviewed. You must inform parents that this is for safeguarding purposes in advance.
- There will be time in every day where you will discuss the learning with children in small groups. Apart from these times, please refrain from contacting children directly. 1:1 contact with a child should be avoided unless a parent or other member of staff is available during the meeting.
- Please do not contact children or parents from a personal email address. In the event that you need to telephone a parent, please take steps to withhold your number.
- If you find any contact made by parents or children inappropriate, report this to your line manager.
- If you have any safeguarding concerns please inform a DSL as soon as practically possible.
- If you are having issues with the device you are using to the point where this is affecting your ability to teach, please contact your line manager as you may be able to borrow a device from the school.

Parents

- ✓ To help facilitate online learning please ensure the following:
- ✓ That the computer is placed in a neutral area without distractions.

- ✓ Please ensure that household members who may be seen during live streamed sessions are appropriately dressed and use appropriate language.
- ✓ Live steamed lessons will be recorded for safeguarding purposes by the teacher. These will be deleted in line with our data retention policies.
- ✓ Children and parents are not permitted to record these lessons or share them with others.

Children

- ✓ Check your timetable for when your group session with your teacher will be today.
- ✓ Begin your day at 9 a.m. by watching the pre-recorded video your teacher will have made. Listen carefully to the instructions but watch it again if there was any part you didn't understand.
- ✓ If there is a question you have about the learning, try to complete another activity until you have a chance to speak to your teacher in a group session.
- ✓ If you are completely stuck and you cannot continue with any of your other learning, ask an adult at home to help you contact your teacher, usually by e-mail.
- ✓ Please make sure you are appropriately dressed for times when you are talking to your teacher online.
- ✓ Please make sure you are ready for learning (not eating, not watching TV, not using another mobile phone etc.) when you are talking to your teacher online.
- ✓ Please do not take screen grabs or record the screen while you are completing online learning.
- ✓ The language and your behaviour you use during online sessions should be appropriate at all times.
- ✓ Be ready to mute your microphone if you are asked to by the teacher.
- ✓ If you are on a platform which has a chat function, such as Microsoft Teams, do not use this to send any messages to others apart from questions that relate to your learning.
- ✓ Complete your learning to the best of your ability at all times but remember not to get too frustrated if there are things you find tricky!