

## Denmead Junior School - Returning to School Protocol and Procedures – July 2020

**Updated March 2021**

In line with the Department for Education's instruction, it is our plan that all pupils, in all year groups, will return to school full-time from the beginning of the autumn term. Term starts at Thursday 3<sup>rd</sup> September which, along with Friday 4<sup>th</sup> September, will be INSET days with all children returning to school on Monday 7<sup>th</sup> September.

This plan is 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 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 term will remain the same in the autumn term with the expectation that they will further embed so that children who did not attend in the summer term will themselves adopt the measures also.

The following plan outlines relevant detail from the government's guidance with further detail about how Denmead Junior School 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.

*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 Denmead Junior School 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)** clean hands thoroughly more often than usual
- 3)** ensure good respiratory hygiene by promoting the ‘catch it, bin it, kill it’ approach
- 4)** introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach
- 5)** minimise contact between individuals and maintain social distancing wherever possible
- 6)** where necessary, wear appropriate personal protective equipment (PPE)

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

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

Number 6 applies in specific circumstances.

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

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

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

Numbers 7-9 above may require school to share pupil/parent contact information with public health officials. This sharing of information is permissible under current law and is in line with data protection guidance covering schools.

Documents used to inform our planning:

*HIAS document: Discussion tool: Strategic planning to support the recovery of schools – COVID-19 pandemic. Primary- Published 12<sup>th</sup> May 2020*

*Guidance for full opening – schools - dated 2<sup>nd</sup> July 2020*

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

*Stay at home guidance for households with possible Covid -19 - dated 18<sup>th</sup> June 2020*

<https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance/stay-at-home-guidance-for-households-with-possible-coronavirus-covid-19-infection>

*Safe working in education, childcare and children’s social care – updated 16<sup>th</sup> June*

<https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe>

*COVID 19- cleaning in non-healthcare settings – dated 15<sup>th</sup> May*

<https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings>

*Guidance for the management of outdoor playgrounds –*

<https://www.gov.uk/government/publications/covid-19-guidance-for-managing-playgrounds-and-outdoor-gyms/covid-19-guidance-for-managing-playgrounds-and-outdoor-gyms>

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

Systems of control	Action
<p><i>Prevention</i></p> <p><b>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</b></p>	<p>If a member of staff, pupil, parent or any other adult show symptoms of Coronavirus or they have tested positive within the last 7 days, <b>they are not to attend school</b>. The symptoms have been communicated with all members of the school community and will be shared again at the beginning of the autumn term.</p> <p>If an adult becomes unwell, they are to remove themselves from the setting as soon as possible.</p> <p>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 to be used for this purpose is the existing staff room (which would be immediately closed until cleaned). This would be accessed from outside the building. The classroom that the child utilised will be immediately cleaned and all the children/adults in it will wash their hands thoroughly for 20 seconds. The toilets that the child would have used that day will also be additionally cleaned. There will also be a designated toilet assigned to children who fall ill, if they need this while they are waiting to be collected. This is the toilet in the changing rooms, and again this will be accessed from outside the building. Once the child is collected, all areas will be thoroughly cleaned by a member of staff wearing both gloves and a mask. This would be either the staff member who has looked after the child since they fell ill, or the site manager.</p> <p>In terms of PPE, a fluid-resistant surgical face mask should be worn by the supervising adult if a distance of 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</p>

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.

The child should then be tested for coronavirus. If the test is negative the child can return to the setting assuming they are well enough. If the test is positive, all children and adults within that group should self-isolate for 14 days and not attend the setting. This is why it is so important to not mix with other children and adults outside of the bubble – it is a protective mechanism. This guidance also applies if an adult presents as unwell and is subsequently tested as positive.

The school will contact PHE who will give up to date advice on which class groups or bubbles need to close, and they will then follow that advice.

**Cases of COVID-19 should be reported to the Hampshire and Isle of Wight Health Protection Team using the online reporting system [available here](#). Or by telephone to 0344 225 3861 or for out of hours advice 00844 967 0082.**

## **Prevention**

### **2. Clean hands thoroughly more often than usual.**

Adults and children are to wash their hands on the following occasions:

- Entry to school
- Before/after break times
- Before lunch
- When they change rooms e.g. entering/leaving the school library
- Before leaving school
- Anytime that they visit the toilet or cough/sneeze in to their hands.

Additional hand sanitisers are available in each classroom as well as additional hand sanitisers at appropriate points in school i.e. the reception desk for visitors and staff upon arrival; the photocopying areas and in the staff room for increased hygiene at 'pinch points' in the school. It is the site manager's responsibility to make sure that adequate supplies of hand sanitiser are purchased and to check the hand sanitisers in each room each night.

Where children are struggling to wash independently they may receive support assuming the adult supporting is also washing their hands. Children may also use moisturiser supplied from home when required.

If a child cannot appropriately wash their hands, then skin friendly skin cleaning wipes can be used as an alternative. Where required, staff are to request these packs from the office.

Hand hygiene protocols are to be re-visited at the start of the year during when the children will receive reminders about the expectations of practices and protocols in school. They will be established as part of our culture and behaviour expectations, as we did when we launched 'Bubble School' in the Summer term when we welcomed back year 6 and year 5 as well as all key worker children.

**SEPTEMBER 2020: Automatic hand sanitiser dispensers have been fixed to all classroom and staff room entrances**

<p><b>Prevention</b></p> <p><b>3. Ensure good respiratory hygiene by promoting the ‘catch it, bin it, kill it’ approach.</b></p>	<p>Children will be reminded of the posters around school that encourage them 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 in to the lidded bins in each classroom or toilets and hands must be cleaned afterwards.</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 is not a reason to deny these pupils face-to-face education, but a measure to ensure the safety of all in school.</p>
<p><b>Prevention</b></p> <p><b>4. Introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach</b></p>	<p>At regular points throughout the school day, adults will disinfect and clean tables, door handles and equipment. Each class will have their own allotted set of classroom cleaning equipment which will be stored appropriately within the classrooms. The site manager is responsible for checking this stock every night to ensure that there are adequate supplies.</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 aware of how many other children are also using the toilet and ensure that children wash their hands afterwards. All internal doors in the school, including the doors to the toilet will be wedged open (except fire doors) so that unnecessary touching of doors in the school does not happen. Toilets are to be cleaned regularly. The upper school children (year 5 and 6) will use the upper school toilets and the lower school, the lower school ones. There are not enough toilets in the school to designate to individual classes or year groups.</p> <p>Year groups must stick to their appointed set of toilets at all times of the school day including playtime and lunchtimes. This is especially true of children in Malta and Andorra classrooms who will have to walk through the hall to access the lower school toilets.</p> <p>If we are required to clean an area after a positive case of coronavirus has been identified, we must follow the guidelines (<a href="https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings">https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings</a>). 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.</p>
<p><b>Prevention</b></p> <p><b>5. Minimise contact between individuals and maintain social distancing wherever possible.</b></p>	<p>The purpose of ‘bubbles’ is to minimise contacts and mixing between people, reducing the transmission of coronavirus. Denmead Junior School will do everything we can to maintain this whilst still delivering a broad and balanced curriculum. Within bubbles, children and adults must also take measures to distance themselves where at all possible.</p> <p><b>Grouping the Children</b></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.</p> <p>The DfE guidance reads as follows:</p> <p>“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.”</p> <p>In order for school to offer the full range of curriculum subjects; to be able to operate efficiently and effectively as a school; and for the mental health of staff and children, DJS will operate 4 bubbles across the school: a year 6 bubble of 3 classes; a year 5 bubble of 3 classes and two bubbles of children from year 3 and 4 in the mixed aged classes (each bubble comprising of 3 classes). The reasons for this are as follows:</p> <ul style="list-style-type: none"> <li>➤ All children will be able to be considered for catch-up interventions now that teaching support can work across a whole year group bubble or 3 classes in the lower school. There would not be enough adults to support individual class bubbles.</li> </ul>

- Our curriculum structure is based on year groups planning and working together, and the sharing of resources and equipment to facilitate this. There would not be enough resources to support a broad curriculum if we used individual class bubbles.
- We can deploy many staff internally to cover PPA within a year group bubble model (but not all). If we were in class bubbles, we would need to compromise the integrity of the bubbles by asking members of staff to work across all bubbles, or look at options such as closing the school early on a Friday. This would reduce contact time and further restrict the curriculum offer.
- Staggered entry/exit times and break/lunch times can be managed more effectively in year group bubbles rather than having 12 individual start/finish/break/lunch times. This measure would reduce that to 4 start/finish times. Break time and lunchtime can be taken by two bubbles at the same time because we have an upper and a lower hard standing playgrounds so the two bubbles won't mix when outside together. (There is less risk of transmission outdoors.)
- Nearly all bubbles can be supported by their own team of lunchtime supervisory assistants, unless there is staff sickness.

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.

All teachers and other staff can operate across different classes and year groups in order to facilitate the delivery of the curriculum, however now that we are in year group bubbles, the necessity for this to happen is significantly reduced but not eliminated completely due to the nature of the existing staff contracts at the school.

**SEPTEMBER 2020: Staff cover deployment has been arranged to ensure integrity of the established class/year groups bubbles**

**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.

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. All staff will remember to work alongside children next to each other side by side, rather than opposite each other as this reduces the risk of transmission.

Classrooms need to be adapted to support distancing where possible. If tables are used, they should, where possible, be organised so that children can face the front and children should sit side-by-side, not facing one another nor side on. However, this will not be possible for all seating to be like this because our classrooms sizes at DJS are small. All staff are asked to consider the safest layout of their classroom whilst still enabling them to provided age appropriate provision. Classroom staff should only use the resources that they need for teaching and learning in their classroom to reduce the need to share equipment around the school. Classrooms will be prepared as such ready for September.

**SEPTEMBER 2020: The school has communicated to families the request for school bags not to be brought in (unless exceptional circumstances), thereby minimising close contact points between children in cloakroom areas**

**Classroom staff must:**

Spread tables as much as possible to maximise opportunities for children to sit side by side and create as much distance as possible between those face to face.

In organising the furniture, ensure that the sink (if their class has one) is readily available for children to use before they go out and when they come in, with the soap and paper towels being arranged to facilitate this. In classes without a sink, hand sanitizer should be used at the entrance to the classroom.

Ensure all adults and children should observe the 'keep to the left' rule when moving up and down the corridor. Children must walk quietly and all adults must reinforce and model this rule at all time

Display visual resources for adults and children to explain the routines and procedures needed.

Ensure that all adults and children adhere to the one way system in the narrow corridor outside Mexico classroom.

Allocate each child to a home seat. As far as possible children should sit at the same seat throughout the day; however where this is not possible tables should be wiped between one session/activity and the next.

Provide an individual resources pack for each child which contains writing pencils, pens, glue sticks etc.

Keep pots of colouring pencils, scissors etc. readily available for the children and ensure these are cleaned after every use.

Organise sets of practical maths equipment for use by the class which can be cleaned after every use. Limit children's access to other resources and only use those that can be readily cleaned.

Limit access to the whole of the school building – children should only leave their classroom to go to the toilet inside.

**All classes:**

Wherever possible, staff should maintain a distance from the children and avoid face to face contact at child height

Children will be told that they need to ask the teacher/TA to access materials rather than children to access these independently.

Any shared materials and surfaces will be cleaned and disinfected after use. Each class will have adequate cleaning materials for this. Classroom staff should alert the site manager if supplies are running low and the site manager will ensure that all stocks in the school are kept high.

**Measures elsewhere:**

A separate risk assessment will be written for accessing the school libraries and how the school will manage this safely. E.g. Classes will use hand sanitizers both immediately before and after visiting; if each class visited the library on a Thursday or Friday only, then the returned books could be quarantined over the weekend before being safely put back on the shelves.

**SEPTEMBER 2020: The addition of quarantine boxes to handle returned books in the library, in addition to following protocols detailed by the library service risk assessment**

There will be no whole-school events where children and adults are required to congregate. Assemblies could be conducted separately to the 4 bubble groups in the hall if not done remotely via Microsoft Teams.

The use of PE equipment; laptops and Ipads: wherever possible equipment will be divided up between bubbles where there is enough of it (and also dependent on the PE curriculum to be taught at the time). Ipads and laptops will be shared but wiped after use by each class. These will be also be timetabled.

**SEPTEMBER 2020: The trim trail as a shared resource has been timetabled for weekly bubble use allowing for a quarantine period each weekend**

Use of the staff room should be minimal. The staff room will remain open to adults; however strict social distancing must be in place. Staff can also use the grassed areas outside the room when the weather allows. It is important for the well-being of staff that they have the opportunity to meet together. However, all staff must observe social distancing measures, otherwise multiple groups could be at risk of infection should anyone present with symptoms. The corridor to the staff room is a 'pinch' point, but the staggered break and lunch times will help with the busy-ness around it and when the staff need access to it.

Staff will have allocated toilets to use within their bubbles as much as possible and the current ladies/gents toilets will become unisex. As we have children who will need to access the disabled toilet in September, this toilet will no longer be available for adult use.

The site manager will ensure that there are cleaning materials in all staff offices, the Lego Room, the staffroom and the library and as well as all teaching spaces, and ensure that the supplies are maintained.

**Measures for arriving at and leaving school (including break/lunch times):**

The start and end time of school will vary for each group bubble:

	In	Break	Lunch	Out
Y6 (3 classes)	8.40	10.45-11 (lower playground and quiet area)	12-12.45 (first 15mins in class eating lunch)	3.00
Y5 (3 classes)	8.50	10.45-11 (upper playground and netball court)	12-12.45 (first 15mins in class eating lunch)	3.10
Y 3/4 (3 classes: Estonia, Austria and Ireland)	9.00	11-11.15 (upper playground and netball court)	12.30-1.15 (first 15mins in class eating lunch)	3.20
Y3/4 (3 classes: Monaco, Andorra and Malta)	9.10	11-11.15 (lower playground and quiet area)	12.30-1.15 (first 15mins in class eating lunch)	3.30

**MARCH 2021: Further changes to timing of the day to ensure continued bubble integrity where possible**

WHICH GROUP	In	Out
Y5 (3 classes)	8.40	3pm
Y 3/4 (3 classes: Austria, Estonia and Monaco)	8.40	3pm
Y6 (3 classes)	8.50	3.10pm
Y3/4 (3 classes: Andorra, Ireland and Malta)	8.50	3.10pm

Times must be strictly adhered to by all staff at break times to ensure that no group goes outside before the previous group has come in.

**SEPTEMBER 2020: The school timings for break and lunch times have been amended to allow for a buffer of 5 minutes to avoid mixing bubbles during transition**

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. This will be difficult for some families of multiple children. The site manager is responsible for ensuring all gates are locked and unlocked at the correct times each afternoon and a member of the SLT in the morning.

**SEPTEMBER 2020: The school has implemented a new waiting area in the school car park to avoid large groups gathering at drop off and pick up points**

Children should be accompanied to school by one adult only. If younger siblings cannot be cared for safely at home, they may be brought to school in a pushchair or must hold the adult's hand (or hold onto the pushchair)

Year 5 and 6 will access and leave the school via the gates onto the top playing field and make their way around to the outside entrance of their classroom. For Mexico classroom children will enter



school from the door nearest to Morocco classroom and make their way along the one way corridor to their classroom nearby.

Cloakrooms will be allocated to a space nearest to their classes.

Year 3 and 4 will access the school via the little side gate onto the footpath. The school will operate a one way system, entering through that gate in the morning and after school and exiting via the staff car park gates. When waiting for the gate to open in the morning, children will line up socially distanced.

All parents and carers will be reminded of the government guidance to walk to school wherever possible and that there should be no congregating of groups around the school gate. The PCSO will be alerted to any inconsiderate parking or groups of adults who are not following the social distancing requirements.

Parents must not arrive early or late. They must collect their children on time so that teachers can release children safely. The playground will be open to parents to briefly wait in before their children are released to them. Whilst parents are waiting, social distancing must be adhered to.

For those families with multiple children in different bubbles we will make individual arrangements for pick up and drop off so that they are not waiting around outside for a long period of time.

Teachers will not be available to speak to parents on the playground, unless teachers initiate the contact. Teachers must commit their time to ensuring that all children safely leave their care.

The school office is not to be accessed by parents/carers unless through prior arrangement via a call or email. The office will not be open for parents to drop-in to, to drop off coats or water bottles for example.

The DfE guidance states that coming into the site without an appointment is not allowed. However, parents can still call and receive support over the phone or via email. Parents should direct their query to [admin.office@denmead-jun.hants.sch.uk](mailto:admin.office@denmead-jun.hants.sch.uk) as they did before lockdown. This query will be passed to the relevant teacher. Teachers will not prioritise answering emails over teaching, but will check their emails every day, and respond in a timely manner.

A member of the office team will go to the outside of each classroom door to collect any items brought in to school (money etc – although the school's preferred method is payment of school dinners in advance via Scopay) and registers (both morning and afternoon). Children should not be sent to the office to collect or return items such as the registers.

Any homemade non-disposable face coverings that staff or children are wearing when they arrive at their setting must be removed by the wearer and placed into a plastic bag that the wearer has brought with them in order to take it home. Disposable face-coverings must be placed in a lidded bin. The wearer must then clean their hands.

**Other considerations:**

Supply 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. The school office team will be responsible for ensuring that all visitors to the school are aware of these procedures. The site manager will also be responsible for ensuring the doors and reception area are cleaned regularly throughout the school day.

Where contractors can attend outside of school hours they should. If that is not possible, they should follow all procedures as determined by school. The site manager is responsible for liaising with contractors to arrange visits and should check with the head teacher before arranging for any visit during the school day.

A record of all visitors must be kept by the admin team to support NHS Test and Trace.

Children should not bring anything additional from home. There can be no 'show and tell' type activities, no pencil cases or classroom mascots. If a child needs a transition object to help with separation from a carer in the morning, this should be organised by the class teacher and be an item which is small and easily cleaned.

SEPTEMBER 2020: The use of bubble-specific 'drop boxes' to house forgotten items have been set up outside the main school entrance

Teachers can take books home (and return them freely) to assess or use to support planning etc.

MARCH 2021: All school staff in school participate in twice weekly LFT testing, to help minimise the risk of asymptomatic transition

**Prevention**

**6. Where necessary, wear appropriate personal protective equipment (PPE).**

PPE should only be used for two reasons; where an individual is presenting with coronavirus symptoms and/or when a child is receiving intimate care (toileting/relevant first aid support).

The PPE available in school for dealing with cleaning of potentially infected zones and supporting ill children or adults is as follows:

- Face masks
- Aprons
- Gloves
- Face shields (limited quantities)

Children need to know that some adults might be wearing PPE and that it is 'ok'.

**Response to any infection**

**7. Engage with NHS Test and Trace.**

Parents and staff will be informed that they are expected to engage in the NHS Test and Trace process if required to do so.

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.

Anyone who displays symptoms of coronavirus can and should get a test following the flowchart response.

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. These should be received by the school prior to the start of the school term and they will be stored in the school office. These kits will only be issued to families when authorised to do so by the Head Teacher.

Contact with the symptomatic family will be maintained so that we can respond appropriately to either a positive or a negative result.

If the test result is negative, the child can return to school assuming they are well enough to do so. If the test result is positive, the child and family need to follow the 'stay at home' guidelines.

**Response to any infection**

**8. Manage confirmed cases of coronavirus (Covid-19) amongst the school community.**

School should contact the local health protection team:

Hampshire and Isle of Wight HPT (South East)  
Public Health England  
Fareham Borough Council  
Civic Offices  
Civic Way  
Fareham  
Hampshire  
PO16 7AZ

Telephone 0344 225 3861  
Out of hours advice 0844 967 0082

School must provide the details of those children/adults that have been in direct close contact with the child/adult (face-to-face contact for any length of time); proximity contacts (extended close contact – within 1m-2m for more than 15 minutes); travelling in a small vehicle with the infected person.

	<p>The admin team will prepare a report that shows the contact details of each member of the year group bubbles to support the contact tracers.</p> <p>School will inform parents of the infection but will not reveal the name of the infected child/adult.</p> <p>Those contacted or sent home must self-isolate for 14 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 in to 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 14 days. If the result is positive, they must inform school immediately and isolate for at least 7 days from the onset of symptoms. They should not come back into school until they are symptom free and this may be longer than the 7 days.</p> <p>Denmead Junior School 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><b>Response to any infection</b></p> <p><b>9. Contain any outbreak by following local health protection team advice.</b></p>	<p>Keep in contact with our health protection team.</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 PHE health protection team would advise the school throughout.</p> <p>This could result in a class group lockdown, a year group 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> <p>If the country or local area has to move back to a lockdown situation, the school could transition to a 'class bubble' model system of operation, and increase number of staggered starts/finishes and breaks/lunchtimes.</p>

## Section 2: School operations

Aspect of school	Action
<p><b>Transport</b></p> <p>There is a distinction between dedicated school transport and wider public transport:</p> <ul style="list-style-type: none"> <li>by dedicated school transport, we mean services that are used only to carry pupils to school. This includes statutory home to school transport, but may also include some existing or new commercial travel routes, where they carry school pupils only</li> <li>by public transport services, we mean routes which are also used by the general public</li> </ul>	<p><b>Wider public transport</b></p> <p>Children should not attend trips or visits if they are required to use public transport to get there.</p>

<p><b>Attendance</b></p> <p>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.</p> <p>School attendance will therefore be mandatory again from the beginning of the autumn term.</p>	<p><b>Attendance expectations</b></p> <p>We will communicate the necessity of attending school to parents and where required, we will offer additional pastoral support.</p> <p>We will re-establish attendance routines as before i.e. we will continue to record and monitor attendance as we did pre-Covid and any absence will be followed up.</p> <p>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).</p> <p><b>Children who are shielding or self-isolating</b></p> <p>If rates of infection in the local area rise, then some parents/carers who have children who were once shielding due to medical advice may wish to isolate their children again. We will support those parent/carers through dialogue with the school nurse team so that appropriate advice can be offered and leeway afforded.</p> <p>Where children can't attend school as parents/carers are following clinical and/or public health advice, absence will not be penalised.</p> <p><b>Children and families who are anxious about return to school</b></p> <p>If parents/carers of children with significant risk factors are concerned, we will provide opportunity to discuss the safety at school and the procedures in place in an attempt to provide reassurance.</p>
<p><b>School Workforce</b></p>	<p><b>Staff who are clinically vulnerable or extremely clinically vulnerable</b></p> <p>Denmead Junior School has planned to follow the full measures within the guidance, therefore most staff should 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 1<sup>st</sup> August. However, those adults will be encouraged to maintain social distancing measures as much as possible when in attendance.</p> <p>People who live with those who are clinically extremely vulnerable or clinically vulnerable can attend school as normal also.</p> <p><b>Deploying support staff and accommodating visiting specialists</b></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><b>Supply teachers</b></p> <p>Supply teachers will be used as a last resort to cover classes, however if required they will need to maintain stringent distancing.</p> <p><b>Staff taking leave</b></p> <p>The government has set a requirement that people returning from some countries will be required to quarantine for 14 days.</p> <p>Where staff are required to quarantine after returning from holidays, they need to understand that any period of absence is not authorised given that they are knowingly becoming absent from work. No home-working role is available to those adults therefore staff would be determined as being absent without leave. However if a holiday has been taken to a country with no quarantine requirements, but this situation changes whilst the staff member is away, this absence would be authorised.</p>
<p><b>Safeguarding</b></p>	<p>All existing pre-covid safeguarding measures will return as normal; the safeguarding team will make contact with those children requiring additional pastoral support as a result of prolonged absence from school. The timetable of the ELSA will be adjusted to reflect this for the first four weeks of term and then reviewed to see what support is needed at that point.</p>
<p><b>Catering</b></p>	<p>The expectation is that the school kitchen will be fully open in Autumn term. Whilst policy and practices continue to embed, we will only serve picnic boxes for the first few weeks of term with a view to review this and extend to hot meals. School is negotiating what exactly can be offered. The needs of children with allergies will still be met by HC3S.</p>

**Lunch and break times****Break times**

	In	Break	Lunch	Out
Y6 (3 classes)	8.40	10.45-11 (lower playground and quiet area)	12-12.45 (first 15mins in class eating lunch)	3.00
Y5 (3 classes)	8.50	10.45-11 (upper playground and netball court)	12-12.45 (first 15mins in class eating lunch)	3.10
Y 3/4 (3 classes: Estonia, Austria and Ireland)	9.00	11-11.15 (upper playground and netball court)	12.30-1.15 (first 15mins in class eating lunch)	3.20
Y3/4 (3 classes: Monaco, Andorra and Malta)	9.10	11-11.15 (lower playground and quiet area)	12.30-1.15 (first 15mins in class eating lunch)	3.30

Breaktimes and lunchtimes will be on zoned areas of the playing field all the time that it is dry. These zones will be allocated and rotated. When the field can't be used the children will move to the hardstanding playground areas as detailed above.

Each bubble of three classes will need three adults on duty at lunchtimes – one to cover first aid, another to act as play leader/supervisor and the other to take responsibility for the beginning and endings of the session.

At lunchtime, each bubble of three classes will be provided with a selection of outdoor equipment to use which will remain with their bubble for all lunchtimes and stored in a large wheeled crate to be kept in the changing rooms. These will be wiped down mid-week by the lunchtime staff.

Children will wash their hands before and after playtime and lunchtime.

**Lunchtime**

All children will eat their lunch in their classrooms. Classroom staff will ensure that tables have been wiped and hands washed beforehand.

The LSA for each class should collect the packed lunches from the kitchen and take it to their classroom.

After the children have eaten, all rubbish must be cleared away (in a bin bag for waste food, and food boxes into recycling) and one of their lunchtime supervisors will lead the children out to play.

At the end of the first three weeks, the routines will be reviewed to see whether we can reintroduce the serving of hot meals in the hall.

On some occasions, support staff may be required to help to supervise the children whilst they eat and then support in cleaning the room before children go out for their playtime.

Whilst children are outside, members of staff are to have their lunch. This can continue in to the afternoon lesson time to ensure all are well-rested i.e. the teacher will deliver the start of the afternoon without support staff (or the other way around) so that everyone can have sufficient time if there are not enough midday supervisors to support.

**Estates**

The site manager will ensure that all building checks e.g. legionella, site security, are completed prior to the start of the new term.

All staff need to ensure that classrooms have good ventilation (open windows and doors).

**Educational Visits**

School trips are permitted to resume however the risk of compromising the integrity of bubbles by mixing with other schools attending venues or using coaches that have also been used by other schools, does not seem conducive with guidance. The school will therefore risk assess each trip and the coach company's procedures before making a final decision on a trip.

<p><b>Wraparound care</b></p>	<p>Wraparound care is permitted to commence. Children attending wrap around care will ideally need to be kept in separate bubbles, however that will not be possible due to limited staff numbers and children attending, and the space available for the provision. Therefore, the children will need to remain in one bubble, observing very good hand hygiene and other safety measures.</p> <p><b>Before and After School Club</b></p> <p>Denmead Day Care will resume the provision of before and after school care. This will be limited to children from Denmead Junior School only and organised in one bubble due to them only being able to access one room. They will continue to use the small kitchen area outside Mexico (which the school will not use) and the upper school toilets. Children will be dropped off and picked up using the external doors to the Music and Drama room and the external side gate entrance, so no child or parent comes into the main school building. DDC will complete their own risk assessment for cleaning, hygiene and social distancing. The site manager will also clean before and after any school use of the Music and Drama room throughout the day. The school will also clean the toilets before DDC use, and DDC will clean them after the end of their session.</p> <p><b>After school clubs</b></p> <p>If the school is approached by any sports provider wishing to run an after school club, these must be run for a bubble group at a time to minimise mixing. The provider will be responsible for ensuring that any equipment they bring onto the school site is cleaned and that they clean any school equipment they use. A separate risk assessment will be completed by the provider and agreed with the school.</p>
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### Section 3: Curriculum, behaviour and pastoral support

Aspect of school	Action
<p><b>Curriculum expectations</b></p> <p>The key principles that underpin government advice on curriculum planning are:</p> <p>Education is not optional: all pupils receive a high-quality education that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life.</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.</p> <p>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</p>	<p>Our curriculum in September 2020 will continue to follow the principles outlined in the curriculum section on our website.</p> <p>Initially we will focus on revisiting our learning powers of Curiosity, Concentration, Co-operation, Resilience and Reflectiveness (to self-improve) to remind children of our expectations of their learning behaviours, alongside ensuring that children are well rehearsed in the general behaviour expectations of the school and the additional expectations for the ways in which they move around their classroom and school building.</p> <p>All previously planned cross curricula projects will be taught, with year group teams scrolling back to teach any skills, knowledge or concepts which were not taught in the previous year. Subject leaders will be able to help each phase team with this.</p> <p>In terms of our maths and literacy curriculum, we will refer to and adapt the Hampshire catch up units provided for the Autumn Term.</p> <p>The new Relationships Education element of our Personal Development Learning (PDL) will be planned and consulted on with parents in the autumn term. There is now leeway to defer the implementation of that curriculum content until the summer term 2021.</p> <p>The provision of high quality remote education has become a focus for DJS's future development. During lockdown the school trialled a number of different platforms: Seesaw, Zoom and Microsoft teams with very mixed results, and none of them right for all families or staff. The computing leader and new Head Teacher will continue to improve the school's resources and skills in this area.</p> <p>The school will provide a remote 'emergency curriculum' in the event of another lockdown. For further details, see below.</p>

<p>educate pupils remotely, where this is needed.</p>	
<p><b>Specific points for early years foundation stage (EYFS) to key stage 3</b></p>	<p>For children in every class, class teachers and school leaders are expected to prioritise identifying gaps and re-establish good progress in the essentials (reading, increasing vocabulary, writing and mathematics), identifying opportunities across the curriculum so children read widely, and develop 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.</p>
<p><b>Music</b></p>	<p>Given that there could be 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.</p>
<p><b>Physical activity in schools</b></p>	<p>PE lessons are still to take place. Where possible, they are to take place outside as transmission of the disease is reduced in the outdoors.</p> <p>On the children’s PE days, children will come in their PE kits. This will prevent the need for class groups to access the changing rooms and also to prevent over-full cloakroom areas.</p> <p>The systems of control will still need to be applied during these sessions. Children will be kept in their class groups and sports equipment will be cleaned thoroughly between each use by different groups. Hand 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>
<p><b>Pastoral support</b></p>	<p>Teachers will continue to use our tailored PDL curriculum plans for returning to school after lockdown that we created for when year 6 and year 5 returned to school in the summer term. These plans use the Art of Being Brilliant ‘Wellbeing Wednesdays’ as well as a range of other resources to support children’s well-being. Each class will have very regular PDL lessons (almost daily to begin with) and build in time for mindfulness activities and other ‘pauses’ during the day e.g. DEAR (drop everything and read).</p> <p>The PDL leader will share resources with parents/carers and lead sessions for different staff teams to help them meet the needs of all our families.</p> <p>The Inclusion Leader and ELSA staff will identify those children who need extra support in transitioning back into school after lockdown and provide individual/group sessions as appropriate in the autumn term.</p> <p>The Inclusion Leader and Welfare Manager will identify any families or individuals who may need informal support and signposting to other agencies.</p> <p>Our ELSA staff will be amongst the few members of staff delivering interventions across more than one bubble. They will ensure that wherever possible they maintain a social distance from the children they are working with, works outside wherever possible, sits side by side rather than opposite and cleans the furniture and resources before working with each child.</p>
<p><b>Behaviour expectations</b></p>	<p>Classroom staff must ensure they teach children rules for washing hands and create clear classroom routines, including going to the toilets, and maintaining social distance, which must be followed at all times.</p> <p>Everyone should walk along corridors to the left. Children should also be taught to walk in quiet, straight lines when going to e.g. the library, and must not touch surfaces. All children must follow the one way system down the corridor by Mexico classroom.</p> <p>All children need to know that the inside of the school building is essentially closed, and that they have limited access to that, and that they must remain in their class bubble and not leave the classroom except to go to the toilet.</p>

Children must access their cloakrooms in small groups.

#### Section 4: Assessment and accountability

Aspect of school	Action
<b>Primary Assessment</b>	<p>All statutory assessments will take place in the academic year 20/21 in accordance with the usual timetables. The tests are as follows:</p> <ul style="list-style-type: none"><li>• Year 6 SATS</li><li>• Year 4 times tables test</li></ul> <p>Denmead Junior School will prepare for these tests in the same manner as has been done in previous years.</p>

#### Section 5: Contingency planning for outbreaks

Aspect of school	Action
<b>A local outbreak</b>	<p>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.</p>
<b>Remote education support</b>	<p>Denmead Junior School needs to be in the position to offer immediate remote education if there was a local outbreak and subsequent lockdown.</p> <p>Our immediate response will be the following:</p> <ul style="list-style-type: none"><li>• We will deliver an 'emergency curriculum' which will comprise a mixture of resources e.g. reference to Oak National Academy; BBC Bitesize; recorded DJS teacher inputs; etc via the website, Seesaw and Microsoft Teams. This learning would be sequenced to enable the progression of skills, knowledge and understanding</li><li>• We will maintain regular contact with all children in the class remotely via a range of IT platforms e.g. Zoom for regular check ins</li><li>• Teachers will work from the school building in a safe way to do this</li><li>• We will develop our teacher and child assessment of each learning objective using NAME (Novice, Apprentice, Master, Expert) to provide feedback and to tailor next tasks/challenges for children</li></ul> <p>In the event of another lockdown, where the school needed to remain open for keyworker children, we would staff those keyworker bubbles with LSAs to enable the teachers to focus on the remote education of the whole class.</p> <p>Where children can't access the internet, children will receive home-learning packs (paper-based) to complete. However, efforts will be made to ensure vulnerable/disadvantaged families are not further disadvantaged by their lack of technology in the household. The existing devices will be re-distributed to those eligible families.</p>



## **APPENDIX – SEPTEMBER 2020**

**Please see below for the additional measures taken since the start of term (added in highlighter to the relevant sections within the main document):**

- Automatic hand sanitiser dispensers have been fixed to all classroom and staff room entrances
- Staff cover deployment has been arranged to ensure integrity of the established class/year groups bubbles
- The trim trail as a shared resource has been timetabled for weekly bubble use allowing for a quarantine period each weekend
- The addition of quarantine boxes to handle returned books in the library, in addition to following protocols detailed by the library service risk assessment
- The use of bubble-specific 'drop boxes' to house forgotten items have been set up outside the main school entrance
- The school has communicated to families the request for school bags not to be brought in (unless exceptional circumstances), thereby minimising close contact points between children in cloakroom areas
- The school has implemented a new waiting area in the school car park to avoid large groups gathering at drop off and pick up points
- The school timings for break and lunch times have been amended to allow for a buffer of 5 minutes to avoid mixing bubbles during transition

## **APPENDIX – MARCH 2021**

**Please see below for the additional measures for the return of all children on Monday 8<sup>th</sup> March (added in highlighter to the relevant sections within the main document):**

- All school staff in school participate in twice weekly LFT testing, to help minimise the risk of asymptomatic transition
- Further changes to timing of the day to ensure continued bubble integrity where possible