

ALL MEMBERS OF STAFF, AND GOVERNORS HAVE CONTRIBUTED TO THIS ACTION PLAN AND HAVE AGREED IT

ACTION PLAN TAKES INTO ACCOUNT ALL UNION GUIDELINES

COVID 19: Practicalities Plan – November 2020		
<u>Social Distancing</u>		
Issue / Risk	Actions Needed / Points to consider	Success Criteria
If Government maintain social distancing rules, issues that may arise in school:		
Number of people in school at one time / risk of cross contamination in relation to the number of people on site	<ul style="list-style-type: none"> • Health and Safety check of building completed and discussed with all staff and governors. • Divide school into 3 year group bubbles – bubbles to have separate entrances, playtimes, lunchtimes, assemblies. (Siblings can be in separate bubbles). • If using After school clubs –ensure robust risk assessments and one year group only • Minimise workshops etc. with external agencies – they must provide a Covid risk assessment. • Children will use external classroom doors to minimise use of corridors / shared spaces. • Keep windows open where possible to aid ventilation – including toilets • Movement of pupils around the school is minimised – No paper attendance registers – all online. Dinner register to be completed over the phone with office staff. Staff not to send children to different year groups to show work/behaviour sanctions. Keep children in their year group bubbles as far as possible 	A limited number of people on site will reduce infection rates and cases of the virus.
Drop off and collection times / cross contamination at drop off and collection times	<ul style="list-style-type: none"> • Reduce number of adults on site and minimise adult to adult contact – one adult only to bring children to school and to drop off at designated school gate – SLT on each gate (Y1 top gate, Y2 office gate, Reception car park) • ALL STAFF TO WEAR FACE COVERINGS ON THE GATE • Flexibility of start time – Between 9.00am – 9.15am. • Breakfast club/After school club – due to start after October half term (Junior School decision) • Collection from designated gate exercising social distancing rules between 3.15 Class 3,6,9 3.20 8,5,2 3.25pm 1,4,7 Late children to be taken back to class NOT to office area. • Encourage parents to vacate area as soon as child has been collected and to observe social distancing whilst waiting to collect. • All children to wash their hands on arrival to school and frequently throughout the day. 	<p>A limited number of people on site will reduce infection rates and cases of the virus.</p> <p>Parents and children / staff may feel more reassured if we attempt to enforce social distancing</p>
Parents / increased risk of cross contamination in relation to the	<ul style="list-style-type: none"> • Preference to call office or email rather than face to face contact. • Parents can call office to ask a teacher / senior leader to call back rather than after school lengthy discussions and to replace Monday pop in session. 	Minimise face to face conversation in order to promote social distancing resulting in less

<p>number of people on site</p>	<ul style="list-style-type: none"> • Only essential parent meetings – by appointment only. • Limit parent meetings / workshops / assemblies / productions / Terrific Tuesdays etc. (unless guidance allows) • All communication to parents is available on the school website • Parents are kept up to date with guidance and school’s expectations • Key messages in line with government guidance are reinforced via email / text / schools website 	<p>spread of the virus on the school site.</p>
<p>Playtimes and Lunchtimes / cross contamination in relation to play times and lunch times</p>	<ul style="list-style-type: none"> • Staggered playtimes in big playground by year group- arranged by Year group leaders. Year groups to be kept separate as far as possible. KS1- play in large playground. Reception – outdoor area in short term. • Staggered lunchtimes due to Covid /no kitchen due to building work – hot meals to be provided by external contractor EYFS: eat / in hall 11.45, leave by 12.25 disinfect tables then outside until learning at 1pm Year 1: outside 12.00-12.30. 12.35 -Children to eat lunch in hall - eat/stay in hall 12.35-1.05, Can return to class once eaten as CT will be in classroom from 1. Commence learning 1.15. Year 2:12.00- Children collect lunch from hall - eat/stay in classroom 12.00-12.30, outside 12.35-1.05, commence learning 1.15. Caretaker to Hoover every Year 2 class after eating/ TA to disinfect tables (see crib sheet for each year group) TA break 1.15 - 1.45 EYFS Teachers 12.00-1.00. Year 1 Teachers 12.00-1.00 Year 2 Teachers 12.15-1.15. • Children to bring own individual named water bottles which also need to be used at lunchtime. • Teacher’s lunchtimes – ensure social distancing rules maintained as far as possible – teachers given allocated times to use staff room, starlight room and use common sense. • Gym equipment in playground to be disinfected in between each session by the TA of the class leaving. Separate outdoor equipment boxes for Year 1 and 2. Year group leaders to organise. 	<p>Limited number of children mixing will reduce the risk of cross contamination in order to reduce infection rates.</p>
<p>Meetings / increased risk of cross contamination in relation to the number of people in an enclosed space</p>	<ul style="list-style-type: none"> • Limit face to face staff meetings – if needed hold in the hall so can social distance. Virtual where possible. • SLT– split into 2 bubbles for meetings / lunchtimes etc • PPA – Reception, Wednesday afternoon – staffroom, KS1 Thursday afternoon, Year One Starlight room, Year Two staff room • Minimise contact with others during all meetings (eg; parents etc.) • Focus on safeguarding / well-being and mental health of staff and children • Governor meeting – remain virtual. 	<p>Limited number of people in a confined space will reduce the spread of infection and risk of catching C19</p>
<p>Visitors / Contractors / increased risk of cross contamination in</p>	<ul style="list-style-type: none"> • Limit visitors to site – only essential. • Essential visitors complete disclosure form including mobile number for test and trace • Hand sanitiser on entry. 	<p>A limited number of people on site will reduce infection rates and cases of the virus.</p>

relation to the number of people on site	<ul style="list-style-type: none"> • Signage to be displayed clearly around the school eg ‘no go areas’ ‘please keep 2 metres apart’ ‘no parents beyond this point’ • Virtual tours available to replace Autumn Term open days for prospective parents 	
PPE recommendations / Direct exposure to the virus	<ul style="list-style-type: none"> • Government guidelines are that staff wear PPE for direct intimate care / dealing with a child/adult with symptoms • All staff have been instructed on how to put on and remove PPE carefully to reduce contamination and also how to dispose of them safely • Staff are reminded that the wearing of gloves is not a substitute for good hand washing • Face coverings are not recommended for children in primary schools by the government. 	Reduced spread of infection and risk of catching C19
Toilets / risk of cross contamination in relation to the number of people in an enclosed space	<ul style="list-style-type: none"> • 20 second hand washing after each visit and throughout the day at regular intervals. • Windows/door to be opened where possible • Additional cleaning throughout the day and enhanced cleaning in evenings • All children to use their own class toilet. • After lunch staff to spray toilet seats, flush and taps with antibacterial spray. • Staff toilets – one in one out 	Limited number of people in a confined space will reduce the spread of infection and risk of catching C19
Extra cleaning and sanitisation will be required to ensure the site is as safe as possible / increased risk of cross contamination in relation to the number of people on site	<ul style="list-style-type: none"> • Deep clean of whole school arranged each half term – including all fabric chairs and classroom rugs across the school • 3 cleaners on site daily. • Caretaker responsible for disinfecting door handles, hard surfaces etc. throughout the day across the school. • Extra deep clean to be arranged if notified of positive case of C19. • Extra disinfectant available for all staff to use when desired to enable thorough and frequent cleaning of resources. • Hand sanitiser available throughout the school. • New caretaker appointed – cover until caretaker starts arranged through cleaning contractors. 	Reduced spread of infection and risk of catching C19
Positive case or symptoms of C19 in whole school community / spread of the virus due to exposure on site	<ul style="list-style-type: none"> • No parent / child or visitor will enter the site if they have shown symptoms or have returned from a specific country abroad within the last 14 days. • If anyone, child or adult, becomes unwell with a new, continuous cough, high temperature or Anosmia, (loss of smell leading to loss of taste), they must be sent home and advised to follow guidance for households with symptoms, (self-isolate for 10 days and fellow household members should self-isolate for 14 days). • When waiting for collection child should be moved to an isolated room behind a closed door (Deputy office) – PPE should be provided for the supervising adult if 2m distance cannot be applied. Adult should ensure they wash their hand following guidance after being in contact with the child. (Adult does not need to take action for themselves unless they become unwell). Room will be deep cleaned after child has been sent home. • Adults and children displaying symptoms should be encouraged to be tested 	Reduced spread of infection and risk of catching C19

	<ul style="list-style-type: none"> • Pupils / adults / staff are aware of steps to take if they are members of their household display symptoms - including understanding of the definitions and mitigating actions to take in relation to the terms clinically vulnerable and clinically extremely vulnerable • If they choose NOT to take a test they MUST self-isolate for 14 days • If test is negative they should return to school. • If test is positive, advice will be sought. Any positive cases will be reported to the LA. • Deep clean to be completed for the areas where contamination has occurred. • See most current Croydon's procedures for suspected / confirmed cases: Appendices 1-3, pages 14-19 • If a child self isolates (test and trace but not symptomatic/positive test) class teacher will call to discuss personalised home learning options including Oak Academy, mathletics, reading eggs, busy things, letters and sounds. Teacher will email specific home learning for the week. • If a bubble or whole school needs to close, then children who are not ill/not symptomatic – will be provided with home learning. This will include Oak Academy, mathletics, reading eggs, letters and sounds and specific home learning activities from school curriculum. All children will be given access to Google Classroom/Just2EasyTool Suite and will include recorded teaching sessions, (if teachers are not ill / symptomatic). 	
<p>People coming into contact with a positive case of C-19 / spread of the virus due to exposure on site</p>	<ul style="list-style-type: none"> • School must ensure that staff and parents understand the NHS track and trace process and how to contact their local health protection team. • School will ensure that staff / parents understand that they will to be ready and willing to: <ul style="list-style-type: none"> * book a test if they are displaying symptoms * they must not come into school if they have symptoms * provide details of anyone they have come into close contact with if they test positive * self-isolate if they have been in close contact with someone who has tested positive for C-19 	<p>Reduced spread of infection and risk of catching C19</p>

COVID 19: Practicalities Plan		
<i>Oversight of the Governing Body</i>		
Issue / Risk	Actions Needed / Points to consider	Success Criteria
Lack of governors oversight during c19 crisis/leads to the school failing to meet statutory requirements	<ul style="list-style-type: none"> The governing body continues to meet regularly via online platforms Governing body agendas are structured to ensure all statutory requirements are discussed and school leaders are held to account for their implementation The Headteacher report to governors includes content and updates on how the school is continuing to meet its statutory obligations in addition to covering the school response to C-19 	GB is satisfied that the school has met the statutory requirements as well as an effective response to the C19 pandemic

COVID 19: Practicalities Plan – November 2020		
<i>Staff</i>		
Issue / Risk	Actions Needed / Points to consider	Success Criteria
When staff return to school, issues that may arise:		
Staff shortages due to illness/track and trace alerts and self-isolation / quarantine / School closure in relation to staff shortages	<ul style="list-style-type: none"> Staff to inform Headship team if they receive NHS alert to self-isolate (test and trace) If one adult in the bubble must self-isolate – the other adults within the year group bubble take responsibility of bubble – flexible and responsive deployment of TA and pastoral staff. If teacher is isolating (not ill), teacher to use Microsoft Teams to teach a class remotely, with school staff in class to support in person. If both class adults self-isolate – other staff members within the year group to take responsibility if possible If no staff member available from other year group– class closes – because of staff shortage – parents alerted by text. There should always be 1 person in the office – senior staff will cover in the short term – however if absence continues the situation will be reviewed after 5 days. Highly likely that school will need to be closed if both SLT bubbles have a positive case as the school cannot be run without SLT on site. Ensure safe staffing levels at all times – member of Headship Team (DSLs), will be available each day. SENCO available on site / on the phone. In the event of HT illness (unrelated to COVID) /self-isolation (test and trace) – DHT leads school. If DHT becomes ill (non Covid related) or needs to self-isolate due to test and trace- AHTs to lead school in their absence for no more than 10 working days. Chair of Governors to be informed of 	<p>Staff will be motivated; morale will be as high as it can be.</p> <p>The school community will begin to be rebuilt.</p> <p>Staff feel well supported during the return period and confident returning to some sort of normality.</p>

	<p>HT/DHT absence. HR/LA advice to be sought if HT/DHT unable to lead school for longer than 10 days.</p> <ul style="list-style-type: none"> • Caretaker and cleaning staff to always be available to carry out routine jobs as well as additional hygiene requirements due to C-19. • Staff with particular vulnerabilities (eg pregnant women, those with diabetes, severe respiratory conditions etc are advised to follow Government/ local/ clinical guidance) 	
<p>Non-Caucasian staff well-being / increased risk of significant symptoms in relation to C-19</p>	<p>Non-Caucasian staff may be more at risk. Leaders are aware that there has been a higher number of deaths in non-Caucasian people due to Covid '19 compared to Caucasians and follow guidance on risk mitigation across the setting:</p> <ul style="list-style-type: none"> • Hold confidential, individual Supervision meeting discussions in Autumn Term, with all members of staff to discuss concerns/adaptations/support • All staff have been offered Vitamin D testing / flu jabs and advised to take supplements if needed. 	<p>Staff will feel supported and safe within their role in school. Staff feel confident returning.</p>
<p>Anxiety amongst staff team re C-19 / low staff morale</p>	<ul style="list-style-type: none"> • Leaders hold confidential, individual Supervision meeting discussions with members of staff and reassure them and deal with any specific concerns. • Vitamin D testing / flu jabs offered to all staff. • Focus will be on well-being and social issues for staff in the Autumn term • Signpost staff to free counselling, if anxieties are expressed, through Schools Insurance/ Education Support line • Leaders will be aware that some staff members may have experienced difficult circumstances at home during recent times and may require extra support • Staff are encouraged to focus on their own wellbeing • Line managers are proactive in discussing wellbeing with the staff that they manage – including their workload • Staff briefings and training have included content on well being • Staff have been signposted to useful websites and resources 	<p>Staff will be motivated; morale will be as high as it can be. The school community will begin to be rebuilt. Staff feel well supported during the return period and confident returning to some sort of normality.</p>
<p>Staff / Governors need to be aware of the stress that HT / senior leaders have faced and need to be considerate. Many HT / senior leader have had to make some very difficult decisions and have had to respond to a range of government guidance / low staff morale</p>	<ul style="list-style-type: none"> • Governors need to focus on the well-being of Headteacher and Senior Leaders particularly in Autumn Term. • Governor reports will be streamlined as leaders need to be focussing on rebuilding the school community. • Shorter Governor meetings – virtual until further notice • Check in calls for support to HT / Senior Leaders. • Preventative measures may need monitoring and adapting as situations change. • 2 competent people ensure that the preventative measures are meeting health and safety duties. (H&S governor-SC, and Business Manager- RE) 	<p>HT / senior leaders will feel supported and there will feel as motivated and energised as is possible under the circumstances.</p>

COVID 19: Practicalities Plan

Re-establishing expectations and routines

Issue / Risk	Actions Needed / Points to consider	Success Criteria
When children return to school, issues that may arise:		
<p>Ensure the expectations of the school, particularly learning and behaviour remain consistently high / This will effect pupil well-being and morale</p>	<ul style="list-style-type: none"> • Ensure behaviour and learning expectations are consistently high across the school – learning walks, drop ins etc • Behaviour policy has been updated in light of C19 and is available on the school website • Continually reinforce Schools Values and Super-skills. • Leaders will hold weekly year group assemblies at a safe distance/virtually, to remind them of these expectations and to place emphasis on the school being a safe environment where they are loved and cared for. • Focus and emphasis on respecting each other. • New staff will receive induction, both online and in person 	<p>Learning behaviour across the school is consistently high Children will display the School Values</p> <p>Children and staff know what is expected of them and feel cared for.</p> <p>Attitudes to learning are positive throughout the school, across all year groups</p>
<p>Maintaining the highest level of hygiene / risk of cross contamination in relation to the number of people on site</p>	<ul style="list-style-type: none"> • Children to wash their hands on arrival to school and regularly throughout the day • Children are taught the proper hand washing technique and timings – young children are supervised to wash correctly • Tables to be regularly disinfected throughout the day including before and after lunch • Good respiratory hygiene will be maintained using Catch it, Bin it, Kill it, to be adhered to – lidded bins in all areas of the schools and tissues available to all. • To ensure sufficient hand sanitiser stations in all areas of the school. • Frequently touched surfaces will be disinfected regularly (– more than normal) • Ensure sufficient soap and paper towels are available in all areas of the school • Deep cleans each half term 	<p>Reduced spread of infection and risk of catching C19</p> <p>School is compliant with health and safety regulations</p>

COVID 19: Practicalities Plan

Mental Health Concerns

Issue / Risk	Actions Needed / Points to consider	Success Criteria
When children return to school, issues that may arise in relation to their mental health:		
<p>Children may find being around large groups of people difficult, frightening and overwhelming if they have been off school for a long period of time due to isolation / This will effect pupil well-being and morale</p>	<ul style="list-style-type: none"> • Staggered playtimes. • Staggered lunchtime. • Calm, quiet time out areas. • Keep noise levels as low as possible in class – ear defenders available where necessary. • Staff continuously remind children of the quiet spaces available. • Year group assemblies only – not whole school some virtual • Re-design quiet areas and order resources • PHSE Curriculum – JIGSAW – updated planning and sessions/ recovery package linked to Covid (coronavirus / feeling safe / gratitude / bereavement / managing worries / reconnecting with friends) 	<p>Movement around the school is calm and well ordered.</p> <p>Lunchtimes are orderly and calm.</p> <p>Quiet places have been established in and out of the main building</p>
<p>Children may have been with their parents / family members for extended periods of time due to isolation/bubble closure and may find it difficult to separate from them / This will effect pupil well-being and morale</p>	<ul style="list-style-type: none"> • Circle times to focus on separation and security, alleviating anxiety • PHSE Curriculum – JIGSAW – updated planning and sessions/ recovery package linked to Covid (coronavirus / feeling safe / gratitude / bereavement / managing worries / reconnecting with friends) 	<p>Children feel minimum separation anxiety</p> <p>Children know they can talk to a member of staff when they are feeling insecure</p>
<p>Positive relationships need to be reinforced</p>	<ul style="list-style-type: none"> • Reinforce and reward use of Superskills and Values – in particular kindness and respect. • Use of DK (extra day) – Counsellor to work with children in small groups – building relationships, self-esteem, conflict resolution etc. • Use of circle times to reinforce positive relationships/ learning routines • Use of buddy stops in the playground to encourage friendships • Use of year group school councils to bring any concerns to leaders to ensure support is given 	<p>Children will demonstrate the School Values and Superskills.</p>
<p>Pupils / staff mental health has been</p>	<ul style="list-style-type: none"> • There are sufficient numbers of trained staff around to support children / staff with mental health issues 	<p>Mental health will be supported for all</p>

adversely affected during the C-19 period / This will effect well-being and morale	<ul style="list-style-type: none"> • There is access to designated staff for all pupils / staff who wish to talk to someone about well-being / mental health • Wellbeing / mental health is discussed regularly in circle times / assemblies etc. • Stories / toy characters are used to talk about feelings with young pupils • Resources / websites to support the mental health of pupils / staff are provided • PHSE Curriculum – JIGSAW – updated planning and sessions/ recovery package linked to Covid (coronavirus / feeling safe / gratitude / bereavement / managing worries / reconnecting with friends) 	
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COVID 19: Practicalities Plan

Curriculum

Issue / Risk	Actions Needed / Points to consider	Success Criteria
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When children return to school, issues that may arise in relation to the curriculum:

The curriculum will need to be adapted in the Autumn Term and possibly beyond to ensure catch-up / focus on mental health / wide gaps in progress and attainment	<ul style="list-style-type: none"> • Follow catch up curriculum plan – (see website) • School to ensure targeted support for groups of children, using catch up funding for the recruitment of extra intervention teacher • School to utilise the additional catch up funding as well as existing pastoral and support services and the Pupil Premium funding to put measures in place for those families who need additional support- 1 extra day of Counsellor DK • The school’s bid for the Nuffield Early Language Intervention was successful – a 20 week intervention designed to improve the language skills of Reception age children – this will improve oral language and early literacy skills. • Reinforce characteristics of learning, particularly in Reception • Gaps in learning are assessed and addressed through intervention and revision of planning informed by baseline and subsequent assessment • Return of library / reading books should be monitored – Children to put own book in the book Quarantine box, staff not to touch bookbags, and books not given out again until following week. This will allow at least 72 hours between use. • Reading Records will not be sent home. • No learning journeys or workbooks should be removed from school. • If a child self isolates (test and trace but not symptomatic / positive test) class teacher will email a personalised home learning plan that may include additional suggestions to utilise Oak Academy, mathletics, reading eggs, purple mash, letters and sounds. • Enhanced risk assessment for any trips considered. 	<p>The recovery / catch up curriculum will suit the needs of all children at this time ensuring any gaps in learning are addressed</p>
Some children will have been doing a great deal of home learning, whilst others will have done little, or none at all / wide gaps in progress and attainment		

	<ul style="list-style-type: none"> • Inside PE should be minimised as much as possible, encouraging outdoor PE sessions. • Swimming will not take place in the Autumn Term – Royal Russell pool closed. • Minimise occurrences of singing, chanting and use of musical instruments involving mouth pieces. (Including singing in assembly). • Internal moderation led by Curriculum leader / LA moderator 	
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COVID 19: Practicalities Plan

Safeguarding

Issue / Risk	Actions Needed / Points to consider	Success Criteria
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When all children return, issues that will arise in school in relation to Safeguarding:

<p>It is important to be aware that some children may have experienced abuse or witnessed DV during the previous or current lockdown. (We know there has been a significant rise in DV) / Risk of increased levels of harm to children</p>	<ul style="list-style-type: none"> • Safeguarding Policy updated in line with guidance, special Covid addendum added • If a child self –isolates/bubble closes – children will receive welfare calls – usually 1 a week, however those identified as vulnerable by the school will receive 2 and those with social care involvement/EHCP will receive 3. • DSLs to continue virtual meetings regarding safeguarding (eg: conferences, core group etc.). • More opportunities for children to talk about their experiences. • Ensure there is a high focus on creating a safe environment • Create safe spaces for children to talk about their experiences. • Ensure that all children have access to trusted adults who are trained to listen and respond effectively. 	<p>Systems are well established to deal with issues of disclosure</p> <p>Safe environments have been established as a matter of priority</p> <p>Children have been provided with a member of staff to talk to that they feel comfortable with about any issues that concern them</p>
<p>It is important that we are alert to children who may not have come under the radar before, and be aware that some may have suffered significant harm during this time / Risk of increased levels of harm to children</p>	<ul style="list-style-type: none"> • Increased use of family counsellor – employed for an extra day per week. • All staff have received extra safeguarding briefing on how to respond to disclosures. • Be aware that it may take some children a long time to disclose or reveal any abuse. • Operation Encompass – school will receive alerts if there have been family incidents involving the police • Headship team email to remain accessible to all parents / carers to alert school if they are in need of support. 	<p>All staff have received extra safeguarding briefings so they are very alert to certain issues</p> <p>Staff are alert to any changes of behaviour in individuals</p> <p>Support available for families facing difficulties.</p>

<p>Attendance / children with a focus on vulnerable / disadvantaged not accessing broad and balance curriculum</p>	<ul style="list-style-type: none"> • All children are expected to attend school full time with penalties in place – communicated to parents • If child has a medical note informing them to shield, conversations will be held with parents and home learning will be allocated if required • Efforts continue to improve the attendance of vulnerable pupils / those from disadvantaged backgrounds • Robust collection and monitoring of absence data – continued use of EWO • Ensure quarantine rules are followed – raise awareness with school community 	<p>All children will attend school and will have access to a broad and balanced curriculum</p>
<p>Children / staff may have experienced a bereavement / Staff / children may not function as effectively due to emotional trauma</p>	<ul style="list-style-type: none"> • Teachers may access the free MindEd Learning platform for professionals which includes a C-19 staff resilience hub with materials on peer support, stress, fear, trauma and bereavement. • Support is requested from other organisation when necessary – e.g. EP service, SAS insurance • Be transparent and direct when talking about bereavement – follow Bereavement Policy. • Use circle times to address bereavement. • Use of school counsellor to talk about worries and issues re bereavement and health. • Increased counsellor hours from 3 to 4 days a week during the Autumn term 	<p>Staff are fully prepared to support any individual who has lost a member of their family or friends</p>
<p>We need to be aware that any illness of family members / friends will become a source of anxiety for children / Staff / children may not function as effectively due to emotional trauma</p>		

COVID 19: Practicalities Plan		
<p style="text-align: center;"><i>Special Education Needs</i></p>		
Issue / Risk	Actions Needed / Points to consider	Success Criteria
<p>SENd children may experience additional issues during these time:</p>		
<p>The impact of all these issues may be even greater with children</p>	<ul style="list-style-type: none"> • Behaviour expectations and routines should be constantly reinforced, reassuring children. • Reward systems previously in place should be re-adopted immediately. 	<p>Children with SENd are settled in familiar routines, and feel happy and safe to be back in school.</p>

<p>with SENd / wide gaps in progress and attainment</p>	<ul style="list-style-type: none"> • Adaptations / special arrangements to routines may need to be considered • Behavioural Support Plans/Risk assessments will be constantly reviewed in light of current, evolving situation. 	<p>There are very few issues related to behaviour – no more than usual</p>
<p>There are likely to be issues with managing transition back into school / behaviour routines may not be adhered to</p>	<ul style="list-style-type: none"> • If children cannot follow instruction to be safe in the current situation, parents will be called to meet with the headship team • Children will be signposted to relevant interventions according to need. 	

COVID 19: Returning to School: Practicalities Plan		
<p style="text-align: center;"><i>Costs of the Schools response to C-19</i></p>		
Issue / Risk	Actions Needed / Points to consider	Success Criteria
<p>The cost of additional measures and enhanced services to address c19 when reopening, affects the schools finances negatively</p>	<ul style="list-style-type: none"> • Additional cost pressures due to c19 identified and an end of year forecast that factors them in has been produced • Additional c19 related costs are under review and options for reducing costs overtime and as guidance changes are under review • Additional sources of income are under exploration • School has successfully recouped funds to the sum of £12000 from the DFE to reimburse the school for additional costs related to c19 • The schools projected financial position has been shared with governors and LA 	<p>Schools finances are regularly reviewed</p>

APPENDIX 1 - CROYDON SYSTEMS FOR A SUSPECTED CASE

A- A member of staff / pupil is symptomatic in any educational setting (suspected case)

Roles	Responsibilities
A1 - Parents, carers, pupils, staff	<ol style="list-style-type: none"> 1. Parents / carers pick up pupil from setting if onset is in setting 2. Staff member to go home immediately 3. Request a test immediately for the suspected case 4. Suspected case to isolate at home for <u>14 days, or until a negative result is obtained.</u> 5. Rest of household to self-isolate for 14 days including other siblings 6. Suspected case (or parent/carer) to let friends and family and contacts seen in the last 48 hours know to be very diligent in handwashing and social distancing 7. Inform the education setting and any other support staff eg transport staff, (passenger.transport@croydon.gov.uk), social workers, therapists etc who are not at the setting about the suspected case and about siblings who are self-isolating 8. Inform other education settings if siblings of the suspected case attend other settings
A2 - Educational setting	<ol style="list-style-type: none"> 1. Inform the Director of Education and the Director of Public Health Shelley.Davies@croydon.gov.uk and Rachel.Flowers@croydon.gov.uk. 2. If suspected case is a pupil, isolate them in a safe space until taken home by parent or carer. If they cannot be collected by parent/carer, ask their transport provider to collect them 3. If suspected case is a member of staff, send them home immediately, minimizing contacts and surfaces touched while still on the premises 4. Adults who accompany or care for a suspected case in isolation and coming within 2 m distance of them should wear gloves, aprons and masks 5. Clean the surfaces touched by the suspected case according to guidance. 6. If a pupil is off sick, and a parent has not been in contact, the education setting should contact the parents to find out if the pupil has COVID-19 symptoms 7. If there are many pupils off sick with symptoms of COVID-19 (but where no tests have been done or results are available) contact the LCRC (0300 303 0450). LCRC will provide a reference number for the incident. 8. Contact suspected case (or their parent/carer) to: <ul style="list-style-type: none"> o Encourage them to follow guidance: suspected case to stay at home for <u>10 days</u> suspected case to request a test; household members to stay at home for 14 days. o Ask parent/carer to inform other education settings if siblings attend other settings

Roles	Responsibilities
	<ul style="list-style-type: none"> ○ Encourage parents/carers to let contacts know to be very diligent in handwashing and social distancing <ol style="list-style-type: none"> 9. Inform transport provider passenger.transport@croydon.gov.uk, specialist support staff, social care, LAC team as appropriate 10. Inform members of the same school grouping as the suspected case that they should be very diligent in handwashing and social distancing. This may be those in the “bubble” or another appropriate group of pupils and staff. (see template letters). 11. No other pupils need to self isolate 12. If the suspected case is a passenger on school transport, inform the parents of other children who travel with the suspected case to be more diligent in handwashing and social distancing 13. Follow up parent/carer after 24 hours to see if they have requested a test 14. Ensure stock of PPE in the event of further suspected cases
A3 NHS Test and Trace Service	<ol style="list-style-type: none"> 1. Send Test Kits to suspected case 2. Process the testing swabs 3. Report result to suspected case (or their parent/carer)
A4 LCRC - PHE	<ol style="list-style-type: none"> 1. Not usually involved until a case is confirmed by a positive test.
A5. Croydon Council Education Team	<ol style="list-style-type: none"> 1. When notified of a suspected case, share information with the Director of Public Health Rachel.Flowers@croydon.gov.uk 2. If there are siblings of the suspected case who attend other education settings, inform them of situation
A6. Other Council teams eg Public Health	<ol style="list-style-type: none"> 1. Public health: Liaise with setting to provide advice around infection prevention control measures. 2. Support vulnerable families who are required to self-isolate 3. Provide emergency PPE – educationenquiries@croydon.gov.uk

APPENDIX 2 - CROYDON SYSTEMS FOR ONE CONFIRMED CASE

B– A member of staff / pupil tests positive in any educational setting (one confirmed case)

Role	Responsibilities
B1 - Parents, carers, pupils, staff	<ol style="list-style-type: none"> 1. Inform the education setting of the confirmed case of the positive test result 2. Cooperate immediately -with NHS test and trace service to identify contacts 3. Inform other education settings if siblings of the confirmed case attend other settings 4. Complete isolation at home for <u>10 days</u> 5. Rest of household to continue to isolate for 14 days 6. Confirmed case can return to education setting after <u>10 days</u> if they have not had a fever for 48 hours
B2 - The educational setting	<ol style="list-style-type: none"> 1. Inform the Director of Education and the Director of Public Health of the positive test, providing LCRC reference number if available Shelley.Davies@croydon.gov.uk and Rachel.Flowers@croydon.gov.uk. 2. Contact the LCRC (0300 303 0450) to inform them of the positive case (they may already have been in touch) and discuss next actions. LCRC will provide a reference number for the incident. 3. Send home members of the same school grouping as the confirmed case to self-isolate for 14 days. This may be the “bubble” or a different group of pupils and staff – the decision as to who should self-isolate at home will be made with the support of the LCRC 4. Contact confirmed case (or their parent/carer) to: <ol style="list-style-type: none"> a. Offer support b. Ask for an update on other members of the household especially those who are at other educational settings c. Ask parents to inform other settings d. Check that the rest of household are self-isolating 5. Inform transport provider, specialist support staff, social care, LAC team as appropriate 6. Send letter to identified contacts (and their parents/carers) using template letter 7. Review the implementation of prevention and control measures within the setting
B3 The NHS Test and Trace Service	<ol style="list-style-type: none"> 1. They will inform LCRC when they recognise the case is within a school setting 2. Contact the confirmed case to identify contacts 3. Signpost to the LA if the family of the case are vulnerable and need support to self isolate 4. Notify contacts outside of the educational setting

Role	Responsibilities
B4 LCRC - PHE	<ol style="list-style-type: none"> 1. Take notification from NHS Test and Trace 2. Contact the confirmed case for further info and undertake risk assessment including: <ul style="list-style-type: none"> o Whether the confirmed case was in education setting 48 hours prior to symptoms or within <u>10 days</u> after onset of symptoms o Contacts and nature of the contact 3. Contact the education setting to obtain further information to discuss contacts 4. Encourage head teacher to notify the Council, if not already done so 5. Work with the education setting to identify which pupils and staff meet definition of contacts. 6. Agree a liaison / management protocol with the head teacher / Board of Governors 7. Provide head teacher with a suggested letter to send to identified contacts 8. Discuss with the setting how it is implementing prevention and control measures and provide advice as required 9. Advise the setting on the steps to be taken
B5 Croydon Council Education team	<ol style="list-style-type: none"> 1. Receive local intelligence and inform LCRC. LCRC will provide a reference number for the incident. 2. Share information about confirmed case with Public Health 3. If the confirmed case has siblings at other education settings, the Education team to let them know about the situation
B6 Other Council teams eg Public Health	<ol style="list-style-type: none"> 1. Support vulnerable families who are required to self-isolate 2. Liaise with setting to provide advice on testing, infection, prevention and control measures, and staff training, 3. Provide PPE if required

APPENDIX 3 - CROYDON SYSTEMS FOR ONE CONFIRMED CASE

C - An outbreak in any educational setting (two or more confirmed cases)

Role	Responsibilities
C1 Parents, carers, pupils, staff	<ol style="list-style-type: none"> 1. Inform the education setting of positive test result 2. Cooperate immediately with NHS test and trace service to identify contacts 3. Complete isolation at home for 10 days 4. Rest of household to continue to isolate for 14 days / 5. Inform other education settings if siblings of the confirmed case attend other settings 6. Confirmed cases can return to education setting after <u>10 days</u> if they have not had a fever for 48 hours
C2 The educational setting	<ol style="list-style-type: none"> 1. Inform the Director of Education and the Director of Public Health providing LCRC reference number if available Shelley.Davies@croydon.gov.uk and Rachel.Flowers@croydon.gov.uk. 2. Contact the LCRC (0300 303 0450) to inform them of the positive cases (they may already have been in touch with the educational setting) and discuss next actions 3. Provide the LCRC with requested information; set up, staff and pupils confirmed / systematic, vulnerability of the pupil population, potential number of contacts 4. Review the implementation of prevention and control measures within the setting 5. Inform LCRC of any further cases or if the outbreak develops any concerning features 6. Participate in, and implement the advice of, the IMT (Incident Management Team) if it is convened
C3 The NHS Test and Trace service	<ol style="list-style-type: none"> 1. Inform LCRC 2. Contact the confirmed cases to identify contacts 3. Signpost to the LA if the family of the case is vulnerable and needs support to self isolate 4. Notify contacts outside of the educational setting
C4 LCRC - PHE	<ol style="list-style-type: none"> 1. Contact the education setting for further information to inform risk assessment eg number of staff and students confirmed or symptomatic, vulnerability of education setting population, potential number of contacts, social distancing, IPC measures 2. Undertake a risk assessment: severity and spread, IPC and wider context 3. Inform Council and jointly discuss need for IMT (incident management team) 4. Help education setting identify the contacts who need to self isolate 5. Provide letters to be sent to contacts and non contacts

Role	Responsibilities
	<ul style="list-style-type: none"> 6. Recommend further action depending on the nature of the outbreak 7. May advise testing of groups of asymptomatic staff and/or pupils
C5 Croydon Council Education team	<ul style="list-style-type: none"> 4. Receive local intelligence and inform LCRC 5. Share information about confirmed case with Public Health 6. If the confirmed case has household members or siblings at other education settings, the Education team to let them know about the situation
C6 Other Council teams eg Public Health Gateway	<ul style="list-style-type: none"> 4. Liaise with setting to provide advice on testing, infection, prevention and control measures, and staff training, 5. Support vulnerable families who are required to self-isolate 6. Provide PPE (personal protective equipment) if required