



# TRIMLEY ST. MARTIN

## Coronavirus (COVID 19) GUIDANCE POLICY

Trimley St Martin Primary School  
Information Correct as of 25<sup>th</sup> February 2021

When further information is made available from central government, this Guidance Policy will be amended

# Coronavirus (COVID 19)

## Introduction

Guidance and advice about coronavirus (COVID-19) in educational settings for staff, parents and carers, visitors, pupils, and students.

This guidance is applicable to date and will be reviewed when further information is made available by Central Government, although information is being updated daily this will be reflected in this document when announcements are made.

From 8 March, all pupils should attend school. To prepare for this Trimley St Martin Primary school will:

- review and where necessary, update our risk assessment
- make sure we are following the system of controls to minimise the risk of infection, including plan for asymptomatic testing.
- have a contingency plan in place for outbreaks in our school or changes in restrictions
- communicate any changes in our processes to parents

Much of the content in this guidance will be familiar to you, as it replicates what was in place for the autumn term. Specific changes include:

- mandatory attendance expectations in different school phases
- current expectations for clinically extremely vulnerable pupils and staff
- curriculum expectations
- elective home education

## Coronavirus (COVID-19): implementing protective measures at Trimley St Martin Primary School

All pupils, in all year groups, returned to school full-time from the beginning of the autumn term. Returning to school was vital for children's education and for their wellbeing. Time out of school is detrimental for children's cognitive and academic development, particularly for disadvantaged children. This impact can affect both current levels of learning and children's future ability to learn, and therefore there is a need to ensure all pupils can return to school sooner rather than later.

The proportionate protective measures and systems of controls for children and staff, set out in our school guidance uses the framework: [Schools coronavirus \(COVID-19\) operational guidance](#). While we were able to ensure that all children were back at school in the autumn, like every school we also need to plan for the possibility of a local lockdown and how we will ensure continuity of education, if this occurs.

The system of controls provided within the government guidance sets out a set of principles and if we follow this advice, we will effectively minimise risks. All elements of the system of controls are essential. All schools must therefore cover them all, but the way different schools implement some of the requirements will differ based on individual circumstances and this has been considered and risk assessed as part of our continuing planning and provision. **The DfE know that the predominant new variant of coronavirus (COVID-19) is more transmissible however, PHE advice remains that the way to control this virus is with the system of controls, even with the current new variants.**

Essential measures include:

## Prevention

We must always:

- Minimise contact with individuals who are required to self-isolate by ensuring they do not attend the school.
- Ensure face coverings are used in recommended circumstances.

- Ensure everyone is advised to clean their hands thoroughly and more often than usual.
- Ensure good respiratory hygiene for everyone by promoting the 'catch it, bin it, kill it' approach.
- Maintain enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents.
- Consider how to minimise contact across the site and maintain social distancing wherever possible.
- Keep occupied spaces well ventilated.
- In specific circumstances: Ensure individuals wear the appropriate personal protective equipment (PPE) where necessary for example: intimate care.
- Promote and engage in asymptomatic testing, where available.

## Response to any infection

We must always:

- Promote and engage with the NHS Test and Trace process.
- Manage and report confirmed cases of coronavirus (COVID-19) amongst the school community.
- Contain any outbreak by following local health protection team advice.

How contacts are reduced 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

These measures will be reviewed in partnership with health experts to decide whether evidence suggests that these measures can be eased ahead of the summer term.

Following the essential measures, the school has made the following arrangements:

## Classroom Arrangements

Year 6 Classroom = Year 6 pupils/ Mrs Matthews & Mrs Hayter, Ms Rowe and Ms Gillings

Year 5 Classroom = Year 5 pupils/Mrs Imlach and Ms Gray

Year 4 classroom = Year 4 pupils/Mrs MacFarlane, Mrs Cumming, Mrs Calver and Mrs Hammond

Year 3 Classroom = Year 3 pupils/Mrs Thompson & Mrs Wray, Mrs Ostler, Miss Lanigan and Mrs Conley

Year 2 Classroom = Year 2 pupils/Mrs Tubby & Miss Boggis

Year 1 Classroom = Year 1 pupils/Mrs Kerr & Mrs Campbell, Mrs Turner and Mr Barnard

Year R Classrooms = Year R pupils/Mr Philpot & Mrs Smith, Mr Ainsley, Mrs Allen, Mrs Goodhand and Miss Hewett

## Communicating School Plans - Parents

**When the children are being dropped off and collected, we must ask you to adhere to the following:**

We are operating a staggered drop off and collection system details of which are below:

### **Dropping off**

8.45 am - Year 1, Year 4 and Year 6

9.00 am – Year R, Year 2, Year 3 and Year 5

### **Collecting**

3.15 pm- Year 1, Year 4 and Year 6

3.30 pm- Year R, Year 2, Year 3 and Year 5

### **PLEASE BE ON TIME**

Reception = Reception access/egress.

Year 1 and Year 2 = KS 1 access/egress.

Year 3 = Blue ramped door located off from their classroom onto side of the playground.

Year 4 = Blue stepped door located off from their classroom onto the playground.

Year 5 and Year 6 = Blue door located off from their classrooms onto the playground.

Pupils and staff who use face masks to travel to and from school: Pupils must be instructed not to touch the front of their face covering during use or when removing them. They must wash their hands immediately on arrival (as is the case for all pupils), disposal of temporary face coverings will be in a covered bin or reusable face coverings must be placed in a plastic bag they can take home with them, and then wash their hands again before heading to their classroom. Guidance on [safe working in education, childcare and children's social care](#) provides more advice.

It is a legal requirement that we revisit and update our risk assessments. We have already considered the additional risks and control measures. We will review and update our wider risk assessments and consider the need for relevant revised controls in respect of our conventional risk profile considering the implications of coronavirus (COVID-19). We have ensured that we have implemented sensible and proportionate control measures which follow the health and safety hierarchy of controls to reduce the risk to the lowest reasonably practicable level.

1. children, parents, carers or any visitors, such as suppliers, not to enter the school if they are displaying any symptoms of coronavirus (following the [COVID-19: guidance for households with possible coronavirus infection](#)).
2. only one person is permitted to drop off and collect their child/ren wherever possible; younger or older siblings that do not attend Trimley St Martin Primary School should remain at home.
3. parents should read the government recommendations on transport to and from education [Coronavirus \(COVID-19\): safer travel guidance for passengers](#) details are listed later in this document (including avoiding peak times).
4. use the playground gate next to the layby to drop off.
5. please proceed to the furthest available footprint painted onto the school playground and wait for a member of staff, please say your goodbyes as quickly as possible and leave via the other playground gate

keeping to social distancing rules. DO NOT LEAVE THE FOOTPRINT until told to do so by a member of staff. If your child has a 1-1 staff member, they will “come to you”.

6. on collecting your child/ren we would ask for you to repeat the ‘dropping off’ process, use the playground gate where the layby is, proceed to the footprint furthest away that is available and wait for a member of staff to send your child/ren to you and leave keeping to the social distancing. Please leave the school as quickly as possible using the other playground gate keeping to social distancing rules. DO NOT LEAVE THE FOOTPRINT until told to do so by a member of staff. If your child has a 1-1 staff member, they will “come to you”.
7. Whilst it may be tempting to talk to other parents etc. that you have not seen in sometime, we would ask that you leave the school premises and allow clear access/egress for other parents and you adhere to government legislation (unless they have a pre-arranged appointment with a member of staff, which should be conducted safely).
8. For wheelchair users there are lines drawn alongside of the footprints please stop at this point following the instruction above, the wheelchair will be cleaned with antibacterial wipes by the collecting member of staff PPE will be worn by them. The wipes used will be placed in one of first aid buckets and disposed of safely in the first aid room.
9. we are encouraging parents and children and young people to walk or cycle to the school where possible. Children bringing scooters or a bike to the school will need to store where indicated in the playground, a member of staff will direct you to these areas upon arriving.
10. If your child is partially sighted or is blind your child’s keyworker will provide hand sanitiser and be wearing PPE, please follow steps 3 and 4.
11. Verbal or physical abuse will not be tolerated, and appropriate action will be taken.

### **What you need to know - Effective infection protection and control**

There are important actions that the staff, children, their parents, and those who work with them can take during the coronavirus outbreak, to help prevent the spread of the virus.

For the school, preventing the spread of coronavirus involves dealing with direct transmission (for instance, when in close contact with those sneezing and coughing) and indirect transmission (via touching contaminated surfaces). A range of approaches and preventative measures are being put into place by Trimley St Martin Primary School.

This is a hierarchy of controls that, when implemented, creates an inherently safer system, where the risk of transmission of infection is substantially reduced. These include:

- minimising contact with individuals who are unwell by ensuring that those who have coronavirus symptoms, or who have someone in their household who does, do not attend the school.
- cleaning hands more often than usual - wash hands thoroughly for 20 seconds with running water and soap and dry them thoroughly or use alcohol hand rub or sanitiser ensuring that all parts of the hands are covered.
- ensuring good respiratory hygiene by promoting the ‘catch it, bin it, kill it’ approach (catch coughs and sneezes in tissues).

- introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach.
- minimise contact across the site and maintain social distancing wherever possible by altering, as much as possible, the environment (such as classroom layout) and timetables (such as staggered break times).
- where necessary, wear appropriate personal protective equipment (PPE)
- staff and children should stay at home if they are unwell with a new, continuous cough, a high temperature or a loss or change to the sense of smell or taste to avoid spreading infection to others.
- if staff or children become unwell on site with a new, continuous cough, a high temperature or a loss or change to the sense of smell or taste, they will be sent home.

### **Personal protective equipment (PPE) including face coverings and face masks**

The government is not recommending universal use of face coverings in all schools. Where pupils in year 7 (which would be children who were aged 11 on 31 August 2020) and above are educated, it is recommended that face coverings should be worn by adults and pupils when moving around the premises, outside of classrooms, such as in corridors and communal areas where social distancing cannot easily be maintained. Face coverings do not need to be worn by pupils when outdoors on the premises. In addition, it is now also recommended in those schools, that face coverings should be worn in classrooms or during activities unless social distancing can be maintained.

In primary schools, it is recommended that face coverings should be worn by staff and adult visitors in situations where social distancing between adults is not possible (for example, when moving around in corridors and communal areas). Children in primary school do not need to wear a face covering.

Staff working in the school will not require PPE beyond what they would normally need for their work, even if they are not always able to maintain 2 metres from others. PPE is only needed in a small number of cases including:

- children whose care routinely already involves the use of PPE due to their intimate care needs should continue to receive their care in the same way.
- if a child or a person becomes unwell with symptoms of coronavirus while in their setting and needs direct personal care until they can return home.

A fluid-resistant surgical facemask should be worn by the supervising adult if a distance of 2 metres cannot be maintained. If contact with the child or person is necessary, then disposable gloves, a disposable apron and a fluid-resistant surgical facemask should be worn by the supervising adult.

If a risk assessment determines that, there is a risk of splashing to the eyes, for example from coughing, spitting, or vomiting, then eye protection should also be worn.

**The school have used their local supply chains to obtain PPE. In the event the school is unable to purchase the necessary PPE or cleaning products the Headteacher and Governors will close the school as a safety measure as we will not be able to conform to government legislations.**

## Effective infection protection and control

There are important actions that staff, the children, and their guardians can take during the coronavirus outbreak to help prevent the spread of the virus.

Transmission of coronavirus mainly occurs via respiratory droplets generated during breathing, talking, coughing, and sneezing. These droplets can directly infect the respiratory tracts of other people if there is close contact. They also infect others indirectly. This happens when the droplets get onto and contaminate surfaces, which are then touched and introduced into the mouth or eyes of an uninfected person. Another route of transmission is via aerosols (extremely small droplets), but this is only relevant to medical procedures for a very small number of children in education.

### The school preventing the spread of coronavirus involves:

- direct transmission, for instance, when in close contact with those sneezing and coughing.
- indirect transmission, for instance, touching contaminated surfaces.

A range of approaches and actions have been employed by the school. These can be seen as a hierarchy of controls that, when implemented, creates an inherently safer system where the risk of transmission of infection is substantially reduced.

#### 1. Minimise contact with individuals who are unwell

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

- they have one or more [coronavirus \(COVID-19\) symptoms](#)
- a member of their household (including someone in their [support bubble](#) or [childcare bubble](#) if they have one) has coronavirus (COVID-19) symptoms
- they are required to [quarantine having recently visited countries outside the Common Travel Area](#)
- they have had a positive test

They must immediately cease to attend and not attend for at least 10 days from the day after:

- the start of their symptoms
- the test date if they did not have any symptoms but have had a positive test (whether this was a [Lateral Flow Device \(LFD\)](#) or [Polymerase Chain Reaction \(PCR\) test](#))

Anyone told to isolate by NHS Test and Trace or by their public health protection team has a legal obligation to self-isolate, but you may leave home to avoid injury or illness or to escape risk of harm. More information can be found on [NHS Test and Trace: how it works](#).

If anyone in our school develops a new and continuous cough or a high temperature, or has a loss of, or change in, their normal sense of taste or smell (anosmia), we:

- must send them home to begin isolation - the isolation period includes the day the symptoms started and the next 10 full days
- advise them to follow the [guidance for households with possible or confirmed coronavirus \(COVID-19\) infection](#)
- advise them to [arrange to have a test](#) as soon as possible to see if they have coronavirus (COVID-19)

Other members of the household (including any siblings and members of the support or childcare bubble if they have one) should self-isolate. This isolation period includes the day symptoms started for the first person in their household, or the day their test was taken if they did not have symptoms, whether this was a [Lateral Flow Device \(LFD\)](#) or [Polymerase Chain Reaction \(PCR\) test](#)), and the next 10 full days. If a member of the household starts to display symptoms while self-isolating they will need to restart the 10 day isolation period and book a test.

If anyone tests positive whilst not experiencing symptoms but develop symptoms during the isolation period, they must restart the 10 day isolation period from the day they developed symptoms.

## **2. Clean your hands often**

Clean your hands more often than usual, particularly when arriving at school, returning from breaks, changing rooms, touching your face, blowing your nose, sneezing, or coughing, and before eating or handling food.

To clean your hands, you should wash your hands thoroughly for 20 seconds with running water and soap and dry them thoroughly or use hand rub/sanitiser ensuring that all parts of the hands are covered.

Staff working with pupils who spit/dribble uncontrollably will need more opportunities to wash their hands than other staff. Pupils who use saliva as a sensory stimulant or who struggle with 'catch it, bin it, kill it' may also need more opportunities to wash their hands.

## **3. Respiratory hygiene (catch it, bin it, kill it)**

Avoid touching your mouth, eyes, and nose. Cover your mouth and nose with disposable tissues when you cough or sneeze. If one is not available, sneeze into the crook of your elbow, not into your hand. Dispose of tissues into a disposable rubbish bag and immediately clean your hands with soap and water or use a hand sanitiser.

## **4. Clean surfaces that are touched frequently**

To prevent the indirect spread of the virus from person to person, the cleaning staff will be regularly cleaning frequently touched surfaces, such as:

- door handles
- handrails
- table tops
- play equipment
- toys
- electronic devices (such as phones), ICT equipment and resources used

When cleaning, we will use the usual products, like detergents, as these will be highly effective at getting rid of the virus on surfaces.

There will also be more frequent cleaning of:

- rooms or shared areas that are used by different groups
- toilets

The school are following the Public Health England (PHE) [guidance on cleaning for non-healthcare settings](#).

## **5. Minimise contact and mixing**

The school has created class bubbles and is, as much as possible, altering the environment of the school (such as classroom layout including seating pupils side by side and facing forwards) and the timetables (such as staggered break time) to minimise contact and mixing. We will keep pupils in their class bubbles for most of the classroom time, but if necessary will also allow mixing in wider groups for:

- specialist teaching
- wraparound care
- transport



## **5a. Measures within the classroom**

Adults should maintain a 2-metre distance from each other, and from children. We know that this is not always possible, particularly when working with younger children, but if adults can do this when circumstances allow that will help. In particular, they should avoid close face-to-face contact and minimise time spent within 1 metre of anyone. Similarly, it will not be possible when working with many pupils who have complex needs or who need close contact care. These pupils' educational and care support should be provided as normal, where possible.

Supply teachers, peripatetic teachers and/or other temporary staff can move between schools. We will ensure we minimise contact and maintain as much distance as possible from other staff and follow all our guidance as set out in this policy to minimise risk to the staff and children within the class. Specialists, therapists, clinicians and other support staff for pupils with SEND will continue to provide interventions as usual and we will ensure site guidance on physical distancing and hygiene is explained to visitors on or before arrival.

Equipment and resources are integral to education in schools. For individual and very frequently used equipment, such as pencils and pens, staff and pupils will have their own items that are not shared. Classroom based resources, such as books and games, can be used and shared within the group; these will be cleaned regularly, along with all frequently touched surfaces. Resources that are shared between groups, such as sports, art and science equipment will be cleaned frequently and meticulously and always between groups, or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles.

## **5b. Measures elsewhere**

Bubbles will be kept apart, meaning that we will be avoiding large gatherings such as assemblies or collective worship.

Timetabling of sessions such as PE, playtimes and lunchtimes have been created to keep bubbles apart and movement around the school site kept to a minimum. While passing briefly in the corridor or playground is low risk, we will avoid creating busy corridors, entrances and exits.

It is still recommended that pupils limit the amount of equipment they bring into school each day, to essentials such as lunch boxes, hats, coats, books, and mobile phones. Bags are allowed. Pupils and teachers can take books and other shared resources home, although unnecessary sharing should be avoided, especially where this does not contribute to pupil education and development. Similar rules on hand cleaning, cleaning of the resources and rotation will apply to these resources.

## **6. Personal protective equipment (PPE)**

Staff in the school will not require PPE beyond what they would normally need for their work, even if they are not always able to maintain distance of 2 metres from others.

PPE is only needed in a small number of cases:

- children, young people, and learners whose care routinely already involves the use of PPE due to their intimate care needs should continue to receive their care in the same way.
- PPE should be worn if a distance of 2 metres cannot be maintained from any child, young person or other learner displaying coronavirus symptoms.
- **performing aerosol generating procedures (AGPs)**

When working with children and young people who cough, spit or vomit but do not have coronavirus (COVID-19) symptoms, only any PPE that would be routinely worn, should be worn.

The [guidance on safe working in education, childcare and children's social care](#) provides more information about preventing and controlling infection. This includes:

- when and how PPE should be used
- what type of PPE to use
- how to source it

## **7. Keeping occupied spaces well ventilated**

It is important to ensure it is well ventilated and a comfortable teaching environment is maintained. This can be achieved by a variety of measures including:

- mechanical ventilation systems – these should be adjusted to increase the ventilation rate wherever possible, and checked to confirm that normal operation meets current guidance (if possible, systems should be adjusted to full fresh air or, if not, then systems should be operated as normal as long as they are within a single room and supplemented by an outdoor air supply)
- natural ventilation – opening windows (in cooler weather windows should be opened just enough to provide constant background ventilation, and opened more fully during breaks to purge the air in the space).
- opening internal doors can also assist with creating a throughput of air
- natural ventilation – if necessary external opening doors may also be used (as long as they are not fire doors and where safe to do so)

To balance the need for increased ventilation while maintaining a comfortable temperature, the following measures will also be used as appropriate:

- opening high level windows in preference to low level to reduce draughts
- increasing the ventilation while spaces are unoccupied (for examples, between classes, during break and lunch, when a room is unused)
- providing flexibility to allow additional, suitable indoor clothing.
- rearranging furniture where possible to avoid direct drafts

Heating will be used as necessary to ensure comfort levels are maintained particularly in occupied spaces.

## **8a. Engage with the NHS Test and Trace process**

All school staff and pupils can access The NHS Test and Trace testing system, used to test symptomatic people (using a 'polymerase chain reaction (PCR) test'). If a pupil who has attended school, or a staff member, receives a positive PCR test having developed symptoms, schools should follow the guidance below.

In addition to PCR testing, the use of rapid lateral flow tests allows the identification of some individuals with coronavirus who do not have symptoms, which make up around a third of all cases. Lateral flow devices have been provided to Trimley St Martin so that we can offer our workforce (who are on-site) access to two tests

every week. Testing is not mandatory for staff and they do not need to provide proof of a negative test result to attend school or college in person, although participation in testing is strongly encouraged.

Trimley St Martin School will follow the [Rapid asymptomatic coronavirus \(COVID-19\) testing for staff in primary schools, school-based nurseries and maintained nursery schools guidance](#). Where a member of staff has a positive Lateral Flow test they will immediately book a PCR test and the school will follow the Track and Trace procedures.

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

- book a PCR test if they or their child are displaying symptoms. The main symptoms are a high temperature, a new continuous cough and/or a loss or change to your sense of smell or taste. Staff and pupils must not come into the school if they have symptoms and must be sent home to self-isolate if they develop them in school. All children can be tested if they have symptoms, including children under 5, but children aged 11 and under will need to be helped by their parents or carers if using a home testing kit
- provide details of anyone they or their child have been in close contact with if they were to test positive for coronavirus (COVID-19) or if asked by NHS Test and Trace
- self-isolate if they have been in close contact with someone who tests positive for coronavirus (COVID-19), or if anyone in their household develops symptoms of coronavirus (COVID-19), or if they are required to do so having recently travelled from certain other countries.

Anyone who displays symptoms of coronavirus (COVID-19) can and should get a PCR test (symptomatic testing). PCR tests can be booked online through the [NHS testing and tracing for coronavirus](#) website, or ordered by telephone via NHS 119 for those without access to the internet. Essential workers, who include anyone involved in education or childcare, have priority access to PCR testing as well as regular asymptomatic LFD testing.

The PCR test kits sent to schools are provided to be used in the exceptional circumstance that an individual becomes symptomatic and schools believe they may have barriers to accessing testing elsewhere. It is for schools to determine how to prioritise the distribution of their test kits in order to minimise the impact of the virus on the education of their pupils. These kits can be given directly to staff or parents and carers collecting a child who has developed symptoms at school. In particular, these test kits will also help ensure that symptomatic staff can also get a test and if they test negative, can return to work as soon as they no longer have symptoms of coronavirus (COVID-19).

Further information is provided in the [guidance Coronavirus \(COVID-19\): test kits for schools and FE providers](#). Schools should ask parents of children attending school and staff to inform them immediately of the results of any tests taken outside school and follow this guidance.

We ask parents and staff to inform us immediately of the results of a test:

- If someone with symptoms tests negative for coronavirus (COVID-19), then they should stay at home until they are recovered as usual from their illness but can safely return thereafter. The only exception to return following a negative test result is where an individual is separately identified as a close contact of a confirmed case, when they will need to self-isolate for 10 full days from the date of that contact.
- If someone with symptoms tests positive, they should follow the [guidance for households with possible or confirmed coronavirus \(COVID-19\) infection](#) and must continue to self-isolate at least from the day of onset of their symptoms and for the following 10 full days and then return to school only if they do not

have symptoms other than cough or loss of sense of smell/taste. This is because a cough or anosmia can last for several weeks once the infection has gone.

- The period of isolation starts from the day when they first became symptomatic and the following 10 full days. If they still have a high temperature, they should continue to self-isolate until their temperature returns to normal. Other members of their household should all self-isolate starting from the day the individual's symptoms started and the next 10 full days.

## **8b. Engage with the NHS Covid App**

The school will use the NHS Covid App and staff and visitors will be asked to scan on entry.

- **Who is it suitable for?**

Anyone aged 16 or over who lives in England or Wales can use the NHS COVID-19 app.

- **How does it work?**

The NHS COVID-19 app has been built in collaboration with some of the most innovative organisations in the world.

The app runs on proven software developed by Apple and Google, designed so that nobody will know who or where you are. And you can delete your data, or the app, at any time.

It has a number of features:

- **Trace:** find out when you've been near other app users who have tested positive for coronavirus.
- **Alert:** lets you know the level of coronavirus risk in your postcode district.
- **Check-in:** get alerted if you've visited a venue where you may have come into contact with coronavirus, using a simple QR code scanner. No more form filling.
- **Symptoms:** check if you have coronavirus symptoms and see if you need to order a test.
- **Test:** helps you order a test if you need to.
- **Isolate:** keep track of your self-isolation countdown and access relevant advice.

## **9. Manage confirmed cases of coronavirus (COVID-19) amongst the school community**

We will take swift action when we become aware that someone who has attended TSM has tested positive for coronavirus (COVID-19). We will immediately contact the local health protection team. This team will also contact us directly if they become aware that someone who has tested positive for coronavirus (COVID-19) attended the school – as identified by NHS Test and Trace.

The health protection team will carry out a rapid risk assessment to confirm who has been in close contact with the person during the period that they were infectious, and ensure they are asked to self-isolate.

The health protection team will work with us in this situation to guide us through the actions we need to take. Based on the advice from the health protection team, we must send home those people who have been in close contact with the person who has tested positive, advising them to self-isolate for 10 days since they were last in close contact with that person when they were infectious.

Close contact means:

- anyone who lives in the same household as someone with coronavirus (COVID19) symptoms or who has tested positive for coronavirus (COVID-19)

- anyone who has had any of the following types of contact with someone who has tested positive for coronavirus (COVID-19) with a PCR or LFD test:
- face-to-face contact including being coughed on or having a face-to-face conversation within one metre
- been within one metre for one minute or longer without face-to-face contact
- sexual contacts
- been within 2 metres of someone for more than 15 minutes (either as a one-off contact, or added up together over one day)
- travelled in the same vehicle or a plane

The health protection team will provide us with definitive advice on who must be sent home. To support the process, the school will keep a record of pupils and staff in each bubble, and any close contact that takes places between children and staff in different bubbles.

A template letter will be provided to us, on the advice of the health protection team, to send to parents and staff if needed. We will not share the names or details of people with coronavirus (COVID-19) unless essential to protect others.

Household members of those contacts who are sent home do not need to self-isolate themselves unless the child, young person or staff member who is self-isolating subsequently develops symptoms. If someone in a class or group that has been asked to self-isolate develops symptoms themselves within their 10-day isolation period they should follow [‘stay at home: guidance for households with possible or confirmed coronavirus \(COVID-19\) infection’](#). They should get a test, and:

- if the test delivers a negative result, they must remain in isolation for the remainder of the 10-day isolation period. This is because they could still develop the coronavirus (COVID-19) within the remaining days.
- if the test result is positive, they should inform their setting immediately, and must isolate for at least 10 days from the onset of their symptoms (which could mean the self-isolation ends before or after the original 10-day isolation period). Their household should self-isolate for at least 10 days from when the symptomatic person first had symptoms, following [‘stay at home: guidance for households with possible or confirmed coronavirus \(COVID-19\) infection’](#)

### **Test and Trace Support Payments**

Some school staff may be eligible for a one-off Test and Trace Support Payment of £500. This is payable in one lump sum from your local authority.

To be eligible for a Test and Trace Support Payment, staff must:

- be on a low income
- be unable to work from home
- be at risk of losing income as a result of self-isolating
- be living in England
- meet the eligibility criteria
- have been formally advised to self-isolate by NHS Test and Trace, who will provide an NHS Test and Trace Account ID

The Department for Health and Social Care has launched the Self-Isolation Service Hub (020 3743 6715). The phone line is open 7 days a week, 8am to 8pm, allowing a school to provide contact details of those individuals who have been asked to self-isolate and are likely to be eligible for the Test and Trace Support Payment or discretionary payment. By providing these details, close contacts of positive cases identified at school will be formally advised to self-isolate by NHS Test and Trace and provided with an NHS Test and Trace Account ID.

Individuals who have not been formally advised to self-isolate by NHS Test and Trace will not receive an NHS Test and Trace Account ID and will not be able to claim from the Test and Trace Support Payment scheme.

In order for any staff member who may be eligible for a payment from the Test and Trace Support Payment scheme to be able to claim, they must follow these steps:

1. Ensure that you collate a list of appropriate close contacts for the person who has tested positive within your establishment and inform these close contacts that they now need to self-isolate.
2. Call the new Service Hub on 020 3743 6715 as soon as you have the eight digit NHS Test and Trace Account ID (sometimes referred to as a CTAS number) of the person who has tested positive.
3. Provide the details of the person who has tested positive, along with the details of the relevant close contacts you have identified. If you do not have NHS Test and Trace Account ID for the person who has tested positive, Hub staff will assist in tracing the person in order to register their contacts on the Test and Trace system (CTAS).
4. NHS Test and Trace will then contact individuals to formally advise them of their need to self-isolate and provide them with an NHS Test and Trace Account ID.
5. Following this, individuals who are employed or self-employed, on a low income, unable to work from home and losing income as a result may qualify for the Test and Trace Support Payment scheme through their local authority.

## **10. Contain any outbreak by following local health protection team advice**

If we have two or more confirmed cases within 10 days, or an overall rise in sickness absence where coronavirus (COVID-19) is suspected, we may have an outbreak, and must continue to work with our local health protection team who will be able to advise if additional action is required.

In some cases, the health protection teams may recommend that a larger number of other pupils self-isolate at home as a precautionary measure – perhaps the whole site or year bubble.

In consultation with the local Director of Public Health, where an outbreak in a school is confirmed, a mobile testing unit may be dispatched to test others who may have been in contact with the person who has tested positive. Testing will first focus on the person's class bubble, then the whole school if necessary, in line with routine public health outbreak control practice.

## **Attendance**

**School attendance will be mandatory for all pupils from 8 March.**

The usual rules on school attendance apply, including:

- parents' duty to secure their child's regular attendance at school (where the child is a registered pupil at school and they are of compulsory school age)
- the ability to issue sanctions, including fixed penalty notices in line with local authorities' codes of conduct

As usual, TSM will be responsible for recording attendance, following up absence and reporting children missing education to the local authority.

## **Pupils who are shielding or self-isolating**

A small number of pupils will still be unable to attend in line with public health advice to self-isolate because they:

- have symptoms or have had a positive test result
- live with someone who has symptoms or has tested positive and are a household contact
- are a close contact of someone who has coronavirus (COVID-19)

The government state from growing evidence that many children identified at the start of the pandemic as clinically extremely vulnerable (CEV) are not at increased risk of serious outcomes from coronavirus (COVID-19) and children are gradually being removed from the shielding patient list (SPL) as appropriate, following review with a clinician.

The advice for pupils who have been confirmed as clinically extremely vulnerable is to shield and stay at home as much as possible until further notice. They are advised not to attend school while shielding advice applies nationally.

Trimley St Martin under government guidance will request from parents a copy of the shielding letter sent to CEV children, to confirm that they are advised not to attend school or other educational settings whilst shielding guidance is in place.

We are required to provide remote education to pupils who are unable to attend school because they are complying with government guidance or legislation around coronavirus (COVID-19), in the circumstances provided for in the [Remote Education Temporary Continuity Direction](#).

We will offer pastoral support to pupils who are:

- self-isolating
- shielding
- vulnerable

Where pupils are not able to attend school, as they are following clinical or public health advice related to coronavirus (COVID-19), the absence will not be penalised.

### **Pupils and families who are anxious about attending school**

It is likely that some of our pupils, parents and households may be reluctant or anxious about attending school. This may include pupils who:

- have themselves been shielding previously but have been advised they no longer need to shield
- live in a household where someone is clinically vulnerable (CV) or CEV (including young carers)
- are concerned about the possible increased risks from coronavirus (COVID19) such as those who have certain conditions such as obesity and diabetes

We will of course discuss any concerns with parents and provide reassurance on the measures we are putting in place to reduce any risks. We are asked to remind parents that pupils of compulsory school age must be in school unless a statutory reason applies.

### **School workforce**

#### **Staff who are clinically vulnerable or extremely clinically vulnerable**

CEV staff are advised not to attend the workplace. Staff who are CEV will previously have received a letter from the NHS or their GP telling them this (no new letter is required), and there is [guidance for everyone in this group](#).

Trimley St Martin will talk to CEV staff about how they will be supported, including how to work from home. We will continue to pay CEV staff on their usual terms.

Those living with someone who is CEV can still attend work where home-working is not possible and should ensure they maintain good prevention practice in the workplace and home settings.



The shielding guidance is reviewed regularly. CEV individuals will be advised in advance of any extension or end date to inform them of changes or continuation of the guidance. CEV individuals (over 18) have been prioritised for vaccination in phase 1 before the general population and in line with the priority ordering set by the Joint Committee on Vaccination and Immunisation.

Current DHSC guidance, informed by PHE, currently advises that CEV individuals should continue to shield even after they have been vaccinated. This may change as the government gets further data on the effects of vaccination.

CV staff can continue to attend school. While in school they must follow the system of controls to minimise the risks of transmission. Staff who live with those who are CV can attend the workplace but should ensure they maintain good prevention practice in the workplace and at home.

### **Staff who are pregnant**

Trimley St Martin will follow the specific [guidance for pregnant employees](#) because pregnant women are considered CV. In some cases, pregnant women may also have other health conditions that mean they are considered CEV, where the advice for clinically extremely vulnerable staff will apply. [COVID-19 vaccination: a guide for women of childbearing age, pregnant or breastfeeding](#) contains vaccination advice.

The school's risk assessment already considers any risks to female employees of childbearing age and, in particular, risks to new and expectant mothers (for example, from working conditions, or the use of physical, chemical or biological agents). Any risks identified must be included and managed as part of our general workplace risk assessment. As part of this risk assessment, employers should consider whether adapting duties and/or facilitating home working may be appropriate to mitigate risks due to Covid.

If the school is notified that an employee is pregnant, breastfeeding, or has given birth within the last 6 months, the school will check the workplace risk assessment to see if any new risks have arisen. If risks are identified during the pregnancy, in the first 6 months after birth, or while the employee is still breastfeeding, the employer must take appropriate sensible action to reduce, remove or control them.

While it is a legal obligation for employers to regularly review general workplace risks, there is not necessarily a requirement to conduct a specific, separate risk assessment for new and expectant mothers. However, an assessment may help identify any additional action that needs to be taken to mitigate risks.

The school is aware that pregnant women from 28 weeks' gestation, or with underlying health conditions at any gestation, may be at greater risk of severe illness from coronavirus (COVID-19). This is because, although pregnant women of any gestation are at no more risk of contracting the virus than any other non-pregnant person who is in similar health, for those women who are 28 weeks pregnant and beyond there is an increased risk of becoming severely ill, and of pre-term birth, should they contract coronavirus (COVID-19).

This is also the case for pregnant women with underlying health conditions that place them at greater risk of severe illness from coronavirus (COVID-19).

It is recommended that the school follows the same principles for pregnant pupils, in line with their wider health and safety obligations.

More information can be found: [guidance and advice on coronavirus \(COVID-19\) and pregnancy from the Royal College of Gynaecologists](#).

### **Staff who may otherwise be at increased risk from coronavirus (COVID-19)**

Some people with particular characteristics may be at comparatively increased risk from coronavirus (COVID-19), as set out in the [COVID-19: review of disparities in risks and outcomes report](#). The reasons are complex and there



is ongoing research to understand and translate these findings for individuals in the future. If people with significant risk factors are concerned, we will discuss their concerns and explain the measures we are putting in place to reduce risks.

People who live with those who have comparatively increased risk from coronavirus (COVID-19) can attend the workplace.

If unsure, please contact the Headteacher or Business Manager.

## **How to implement protective measures in an education setting**

### **Planning and organising**

The school have:

- written this Coronavirus (Covid 19) Guidance Policy.
- reviewed the schools risk assessment, health and safety policy including lockdown procedures and advice for children, young people, and staff in light of recent government advice, identifying protective measures (such as the things listed below). Also, ensure that all health and safety compliance checks have been undertaken before September opening.
- organised class bubbles, of children and adults.
- organised classrooms and other learning environments for those groups, maintaining space between seats and desks where possible, with tables facing forward.

### **Learning Timetable:**

- Headteacher and teachers have decided which lessons or activities will be delivered and how.
- Headteacher and teachers have decided which lessons or classroom activities will take place outdoors.
- the timetable has been amended to a classroom setting to reduce movement around the school.
- no assemblies to take place.
- break times (including lunch) will be staggered, so that all children are not moving around the school at the same time. Years 3, 4, 5 and 6 will eat lunch in their classrooms.
- staggered drop-off and collection times.
- planned parents' drop-off and pick-up protocols that minimise adult to adult contact as detailed earlier in this document.

### **Communication – Teaching – Teaching Assistant Staff, Contractors and Cleaning**

- staff will be emailed about the plans (for example, safety measures, timetable changes and staggered arrival and departure times), including discussing whether training would be helpful.
- communicate in advance with contractors and suppliers that will need to prepare to support our plans for opening for example, cleaning, catering, food supplies, and hygiene suppliers.

- discussed with cleaning staff the additional cleaning requirements and agree additional hours to allow for this.
- the school ensures that children are kept in the same bubbles at all times each day, and different bubbles are not mixed during the day.
- the school ensures that the same teacher and other staff are assigned to each bubble and, as far as possible; these stay the same during the day and on subsequent days.

### **Cleaning and Hygiene:**

Whilst some of this information is repeated from above, we cannot stress enough the importance of cleaning and hygiene. Please follow the measures the school has detailed:

- follow the [COVID-19: cleaning of non-healthcare settings guidance](#).
- the school has ensured that there are sufficient handwashing facilities available. These include hand-sanitising stations at all entrances/egress at the school, bacterial hand wash at sinks, hand sanitiser in classrooms and other learning environments, together with each member of staff being given a personal hand-sanitising bottle.
- surfaces that children are touching, such as toys, books, desks, chairs, doors, sinks, toilets, light switches, bannisters, are cleaned more regularly than normal with appropriate solutions and at the end of every day the cleaning staff will carry out a deep clean.
- The school are ensuring that all adults and children are aware to:
  - frequently wash their hands with soap and water for 20 seconds and dry thoroughly. Review the [guidance on hand cleaning](#) posters are attached at the end of this document that will be displayed throughout the school.
  - clean their hands on arrival at sanitising stations, before and after eating, and after sneezing or coughing.
  - are encouraged not to touch their mouth, eyes, and nose.
  - use a tissue or elbow to cough or sneeze and use bins for tissue waste ('catch it, bin it, kill it').
  - staff to help children and young people who have trouble cleaning their hands independently, using PPE.
  - consider how to encourage young children to learn and practise these habits through games, songs, and repetition.
  - ensure that bins for tissues are emptied throughout the day using PPE.
  - where possible, all spaces should be well ventilated using natural ventilation (opening windows) or ventilation units.
  - prop doors open, where safe to do so (bearing in mind fire safety and safeguarding), to limit use of door handles and aid ventilation.
  - there is no need for anything other than normal personal hygiene and washing of clothes following a day in an educational or childcare setting.

### **Reduce mixing within the school by:**

- accessing rooms directly from outside where possible.
- staggering breaks to ensure that any corridors or circulation routes used have a limited number of pupils using them at any time.
- staggering lunch breaks - children should clean their hands beforehand; bubbles will be kept apart as much as possible and tables will be cleaned. Our kitchen will operate, and will comply with the [guidance for food businesses on coronavirus \(COVID-19\)](#).
- ensuring that toilets do not become crowded by limiting the number of children or young people who use the toilet facilities at one time, with a member of staff available to clean after the toilets have been used (taking safeguarding into account).
- the school has a hoist and bed for changing children that are wheelchair bound. When the equipment is used, the two members of staff will wear PPE. The bed will be covered with a protective disposable plastic sheet and the sling used will be for that individual only. Once the child's needs have been carried out, one of the members of staff will deep clean the equipment using supplies purchased by the school. All disposable items should be double bagged up and placed in the first aid room. The school will arrange for PSH Group that specialise in clinical waste to collect these items.
- the school identifies that some children and young people will need additional support to follow these measures (for example, routes round school marked in braille or with other meaningful symbols, and social stories to support them in understanding how to follow rules), they will receive assistance from staff allocated to their year group.

### **Use outside space:**

- the children will be able to exercise during the day; this will be staggered and overseen by the staff that are working alongside them in the classroom.
- the school swimming pool is closed until further notice.
- The government recommend having outdoor education, where possible, as this can limit transmission and more easily allow for distance between children and staff. This will be reflected in the timetable being arranged by your child's class teacher.

### **For shared rooms:**

- we have staggered the use of staff rooms and offices to limit occupancy.
- staffroom toilets have posters with clear instructions on how to keep them sanitised and the requirements of using the facilities, PPE must be worn.
- using the first aid room will be kept to one member of staff with a child unless the child protection and safeguarding policies suggest otherwise. Icepacks will be placed in a disposable plastic bag and placed in the first aid room bin in readiness for PSH Group to collect (clinical waste), PPE must be worn.
- using the first aid room toilet has a poster detailing clear instructions on how to keep it sanitised and the requirements of using the facilities. If assistance is required to clean the facilities a member of the school office should be asked to assist, before used by anyone else, PPE must be worn.

**Reduce the use of shared resources:**

- the school is limiting the amount of shared resources that are taken home and limit exchange of take-home resources between children, young people, and staff.
- each pupil will be given their own plastic wallet containing pencils, rubber, ruler etc. by seeking to prevent the sharing of stationery and other equipment where possible. Shared materials and surfaces should be cleaned and disinfected more frequently by staff within the classroom as well as the cleaning staff at the end of the day.
- practical lessons can go ahead if equipment can be cleaned thoroughly and the classroom or other learning environment is occupied by the same children or young people in one day, or thoroughly cleaned between cohorts.

**Adjust transport arrangements where necessary including:**

- we are encouraging parents and children and young people to walk or cycle to the school where possible. Children bringing scooters or a bike to the school will need to store it where indicated in the playground
- the government are asking, parents and young people follow the [Coronavirus \(COVID-19\): safer travel guidance for passengers](#) when planning their travel.
- we will do our utmost to ensure that parents are kept up to date concerning transport arrangements and any changes to start and finish times, set out in this document will be notified to parents via ParentMail.
- the school would ask anyone travelling to the school do not attend if they or a member of their household are displaying any symptoms of coronavirus.
- Government have asked we reiterate that transport providers, as far as possible, follow hygiene rules and try to keep distance from their passengers.
- taking appropriate actions to reduce risk if hygiene rules and social distancing is not possible, for example, when transporting children and young people with complex needs who need support to access the vehicle or fasten seatbelts.

**Local authorities or transport providers -Suffolk County Council, Taxi companies, Coach companies etc.:**

The above-mentioned transport providers should refer to the following link and adhere to government regulations as detailed below:

<https://www.gov.uk/government/publications/coronavirus-covid-19-safer-transport-guidance-for-operators>

- guidance or training for school transport colleagues.
- substituting smaller vehicles with larger ones, or running 2 vehicles rather than one, where possible, to reduce the number of passengers per vehicle and increase the amount of space between passengers.
- cordoning off seats and eliminating face-to-face seating, where vehicle capacity allows, to help passengers spread out.
- communicating revised travel plans clearly to contractors, local authorities, and parents where appropriate (for instance, to agree pick-up and drop-off times).

## **What happens if someone becomes unwell at the school?**

If anyone becomes unwell with a new, continuous cough, high temperature or a loss or change to the sense of smell or taste at the school, they must be sent home and advised to follow the [COVID-19: guidance for households with possible coronavirus infection guidance](#).

If a child is awaiting collection, they will be moved, if possible, to a room where they can be isolated behind a closed door, depending on the age of the child and with appropriate adult supervision if required. Ideally, a window should be opened for ventilation. If it is not possible to isolate them, move them to an area, which is at least 2 metres away from other people.

If they need to go to the bathroom while waiting to be collected, they should use the First Aid room. The First Aid room should be cleaned and disinfected using standard cleaning products before being used by anyone else.

**PPE should be worn by staff caring for the child while they await collection if a distance of 2 metres cannot be maintained (such as for a young child or a child with complex needs).**

In an emergency, call 999 if they are seriously ill or injured or their life is at risk.

Any member of staff who has provided close contact care to someone with symptoms, even while wearing PPE, and all other members of staff or pupils who have been in close contact with that person with symptoms, even if wearing a face covering, do not need to go home to self-isolate unless:

- the symptomatic person subsequently tests positive
- they develop symptoms themselves (in which case, they should arrange to have a test)
- they are requested to do so by NHS Test and Trace or the PHE advice service (or PHE local health protection team if escalated)
- they have tested positive from a LFD test as part of a community or worker programme

They should wash their hands thoroughly for 20 seconds after any contact with someone who is unwell. Cleaning the affected area with normal disinfectant after someone with symptoms has left will reduce the risk of passing the infection on to other people. See the [COVID-19: cleaning of non-healthcare settings guidance](#).

## **Curriculum expectations**

This section sets out some key principles and expectations for our curriculum planning, so that all pupils – particularly disadvantaged, SEND and vulnerable pupils – are given the catch-up support needed to make substantial progress by the end of the academic year.

The key principles that underpin our curriculum planning are:

- 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.
- the curriculum remains broad and ambitious: all pupils continue to be taught a wide range of subjects
- remote education, where needed, will be of high quality and align as closely as possible with in-school provision.
- to teach an ambitious and broad curriculum in all subjects from the start of the autumn term, but make use of existing flexibilities to create time to cover the most important missed content: In particular, we may consider how all subjects can contribute to the filling of gaps in core knowledge, for example through an emphasis on reading.
- aim to return to the school's normal curriculum in all subjects by summer term 2021.

- plan on the basis of the educational needs of our pupils: Curriculum planning will be informed by an assessment of pupils' starting points and addressing the gaps in their knowledge and skills, in particular making effective use of regular formative assessment (for example, quizzes, observing pupils in class, talking to pupils to assess understanding, scrutiny of pupils' work) while avoiding the introduction of unnecessary tracking systems.
- develop remote education so that it is integrated into school curriculum planning: Remote education may need to be an essential component in the delivery of the school curriculum for some pupils, alongside classroom teaching, or in the case of a local lockdown.

### **Specific points for early years foundation stage (EYFS) to key stage 2**

For pupils in Reception, teachers will assess and address gaps in language, early reading and mathematics, particularly ensuring children's acquisition of phonic knowledge and extending their vocabulary. We will follow updates to the [EYFS disapplication guidance](#) and consider how all groups of children can be given equal opportunities for outdoor learning.

For pupils in key stages 1 and 2, we will prioritise the identification of gaps and re-establish good progress in the essentials (phonics and reading, increasing vocabulary, writing and mathematics), identifying opportunities across the curriculum so pupils read widely, and develop their knowledge and vocabulary. The curriculum will 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.

### **Music**

We have the flexibility to decide how music, dance and drama will be provided to pupils attending school while following the measures within our system of controls. Pupils will continue to have access to a quality arts education. Music, dance and drama to build confidence and help children live happier, more enriched lives, and discover the joy of expressing themselves, while ensuring that all safeguards are in place to reduce the risk of infection in environments where singing, chanting, playing wind or brass instruments, dance and drama takes place.

We will take particular care in music, dance and drama lessons to observe social distancing where possible. This may limit group activity in these subjects in terms of numbers in each group. Additionally, we keep any background or accompanying music to levels which do not encourage teachers or other performers to raise their voices unduly.

### **Music teaching in groups**

When planning music provision, we will consider additional specific safety measures. Although singing and playing wind and brass instruments do not currently appear to represent a significantly higher risk than routine speaking and breathing at the same volume, there is now some evidence that additional risk can build from aerosol transmission with volume and with the combined numbers of individuals within a confined space. This is particularly evident for singing and shouting, but with appropriate safety mitigation and consideration, singing, wind and brass teaching can still take place. The government has published advice on [safer singing](#).

Playing instruments and singing in groups will take place outdoors wherever possible. If playing indoors, limiting the numbers to account for ventilation of the space and the ability to social distance will also be a consideration.

It is important to ensure good ventilation. Advice on this can be found in [Health and Safety Executive guidance on air conditioning and ventilation during the coronavirus outbreak and CIBSE coronavirus \(COVID-19\) advice](#).

Pupils will use seating where practical to help maintain social distancing and will be positioned back-to-back or side-to-side when playing or singing (rather than face-to-face) whenever possible.

We will avoid sharing equipment wherever possible. If instruments and equipment have to be shared, we will disinfect regularly (including any packing cases, handles, props, chairs, microphones and music stands) and always between users, following [government guidance on cleaning and handling equipment](#). Instruments will be cleaned by the pupils playing them, where possible.

## **Physical activity**

Pupils will be kept in class bubbles, sports equipment will be thoroughly cleaned between each use by different individual groups, and contact sports avoided.

Outdoor sports will be prioritised where possible, and if using the hall, maximise distancing between pupils and pay scrupulous attention to cleaning and hygiene.

External facilities can be used in line with government guidance for the use of, and travel to and from, those facilities.

We will refer to the following advice:

- from national governing bodies who have developed guidance under the principles of the government's guidance on team sport and been approved by the government i.e. sports on the list available at [grassroots sports guidance for safe provision including team sport, contact combat sport and organised sport events](#). Competition between different schools should not take place
- [Association for Physical Education, Sport England](#) and [Youth Sport Trust](#)
- guidance from Swim England on school swimming and water safety lessons available at [returning to pools guidance](#) documents

## **Catch-up support**

The government has announced a package over £1 billion to ensure that schools have the resources they need to help all pupils make up for lost teaching time, with extra support for those who need it most.

This money will be spent on ensuring all pupils have the chance to catch up and in supporting schools to rise to the challenge. This one-off grant funding will be paid to all state-funded primary, secondary and special schools in the 2020 to 2021 academic year.

Whilst Headteachers will decide how the money is spent, the Education Endowment Foundation has published [guidance on effective interventions to support schools](#).

Alongside this universal offer, the government will roll out a [National Tutoring Programme](#), which will deliver proven and successful tuition to the most disadvantaged and vulnerable young people, accelerating their academic progress and preventing the gap between them and their more affluent peers widening. The evidence shows that tutoring is an effective way to accelerate learning, and we therefore believe a targeted tutoring offer is the best way to narrow the gaps that risk opening up due to attendance at school being restricted.

## Behaviour, discipline and wellbeing

Pupils may be experiencing a variety of emotions in response to the coronavirus (COVID19) outbreak, such as anxiety, stress or low mood. This may particularly be the case for vulnerable children, including those with a social worker and young carers.

It is important to contextualise these feelings as normal responses to an abnormal situation.

We will use pastoral and extra-curricular activities to:

- support the rebuilding of friendships and social engagement
- address and equip pupils to respond to issues linked to coronavirus (COVID19)
- support pupils with approaches to improving their physical and mental wellbeing

We will also need to provide more focused pastoral support for pupils' individual issues, drawing on external support where necessary and possible. The ['Every interaction matters'](#) webinar can help with offering pastoral support for wellbeing.

To support school staff to understand how coronavirus (COVID-19) is affecting children and young people's mental health and wellbeing, and what they can do to look after, promote and support their own, other staff's and children and young people's wellbeing and mental health, the government has recently launched the [Wellbeing for Education Return programme](#).

To support these activities, Public Health England have produced guidance for parents and carers on [supporting children and young people's mental health and wellbeing](#). This includes key actions they can take to support their child or young person's mental health and wellbeing during the pandemic such as supporting safe ways to connect with friends.

It also emphasises the importance of children continuing to remain fit and active and, wherever possible, having the 60 minutes of daily physical activity recommended by the Chief Medical Officers.

[Every Mind Matters](#) campaign also includes resources which aim to support everyone to feel more confident in taking action to look after their mental health and wellbeing.

Trimley St Martin will provide more focused pastoral support where issues are identified that individual pupils may need help with, drawing on external support where necessary and possible and also consider support needs of particular groups we are already aware need additional help (for example, children in need.)

To support this, we have access to the free [MindEd learning platform for professionals](#), which contains materials on peer support, stress, fear and trauma, and bereavement. MindEd have also developed a coronavirus (COVID-19) staff resilience hub with advice and tips for frontline staff.

If parents/carers have a new concern about mental health and wellbeing for their child/ren they should in the first instance, contact their class teacher or the pastoral care team (Mrs Lawrence and Mrs Ross).

Where there is a concern a child is in need or suffering or likely to suffer from harm, the school led by the designated safeguarding leads- Mrs Ross, Mrs Matthews and Mrs Lawrence will follow our child protection policy and part 1 of the statutory safeguarding guidance [keeping children safe in education](#) and consider any referral to statutory services (and the police) as appropriate.

## Behaviour Expectations

Trimley St Martin has clear consequences for poor behaviour and deliberately breaking the rules as outlined in our school behaviour policy following [behaviour and discipline in schools](#).

Lack of routine and classroom discipline may contribute to disengagement for some pupils returning to school and this could result in an increase in poor behaviour.



It is extremely important to remember and to take into account some children may need additional support put in place, these pupils include those who:

- may struggle to reengage in school
- are at risk of being absent or persistently disruptive

Some pupils may return to school having suffered from:

- bereavement
- anxiety
- in some cases, increased welfare and safeguarding harms

This may lead to an increase in social, emotional and mental health concerns, particularly for vulnerable groups such as:

- pupils with a social worker
- previously looked-after children who left care through adoption or special guardianship
- young carers

These pupils may need additional support and access to services such as educational psychologists, social workers and counsellors.

Additionally, provision for pupils who have SEND may have been disrupted during the period of restrictions on attendance and there may be an impact on their behaviour. Work with local services (such as health and the local authority) to ensure the services and support are in place for a smooth return to schools for pupils is essential.

### **Disciplinary actions**

The disciplinary powers, including suspension and exclusion, remain in place. Exclusion will only be used as a last resort and will be lawful, reasonable, and fair. Where a pupil with a social worker is at risk of suspension or exclusion, we will inform their social worker and involve them in relevant conversations. We will try to avoid the exclusion of any pupil with an EHC plan, or a looked-after child. Where a looked-after child is at risk of suspension or exclusion, the designated teacher will contact the relevant authority's virtual school head as soon as possible. This will help the school to decide how to help the child and avoid an exclusion becoming necessary.

### **Contingency planning for outbreaks**

In the event of a national or local outbreak, the PHE health protection team or local authority may advise the school or number of local schools to close temporarily to help control transmission. In this this eventuality, we may return to remaining open only for vulnerable children and the children of critical workers, and providing remote education for all other pupils.

### **Remote education support**

Attendance will be mandatory for all pupils of compulsory school age from 8 March.

Schools affected by the [Remote Education Temporary Continuity Direction](#) are still required to provide remote education to pupils covered by the direction where their attendance would be contrary to government guidance or legislation around coronavirus (COVID-19). This includes, for example, where such guidance means that a class, group or small number of pupils need to self-isolate or that clinically extremely vulnerable children are to shield. All such pupils not physically unwell should have access to remote education as soon as reasonably practicable, which may be the next school day.

we will:

- use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos, and that are linked to the school's curriculum expectations
- give access to high quality remote education resources

- use online tools including Seesaw/Tapestry and Google classroom in order to allow interaction, assessment and feedback
- provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access
- recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support, and so we will work with families to deliver a broad and ambitious curriculum.

When teaching pupils remotely, we will:

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

The amount of remote education provided should be, as a minimum:

- Key Stage 1: 3 hours a day on average across the cohort, with less for younger children (Reception)
- Key Stage 2: 4 hours a day

### **Delivering remote education safely**

Keeping children safe online is essential. The statutory guidance [keeping children safe in education](#) provides schools and colleges with information on what they should be doing to protect their pupils online.

Support on delivering online remote education safely is available from:

- [safe remote learning](#), published by SWGfL
- [online safety and safeguarding](#), published by LGfL, which covers safe remote learning
- the National Cyber Security Centre, which includes which [video conference service](#) is right for you and using video conferencing services securely
- [safeguarding and remote education during coronavirus \(COVID-19\)](#)
- annex C of [keeping children safe in education](#)

### **Elective Home Education (EHE)**

We will always encourage parents to send their children to school, particularly those who are vulnerable. EHE does not automatically put children at greater risk of harm; however, we will consider whether a parent's decision to educate at home gives greater cause for concern compared to remaining in school. If we feel there is additional cause for concern, we will follow our child protection and safeguarding policy and refer this to the Designated Safeguarding Lead (DSL) who will then consider making a referral to the local authority in line with existing government procedures. This will happen as soon as we are made aware of a parent's intention, or decision, to home educate. Alerting local authorities as soon as possible where needed helps us to check if a child is receiving

statutory social care services and notify any relevant social worker to work with the home education team to carry out any further checks or assessments that may be needed.

Part 1 of [keeping children safe in education](#) is clear that we are expected to support social workers and other agencies following any referrals. We will work with local authorities and, where possible, coordinate meetings with parents to seek to ensure EHE is being provided in the best interests of the child. We will support parents by initially directing them to the [advice on understanding what EHE is](#). Trimley St Martin will not be required to provide any support to parents that have withdrawn their child for EHE. Support provided by Local Authorities is discretionary, including support for a child's special educational needs. If a parent wants to admit their child, we will follow our normal processes for in-year admissions applications. Or, put them in touch with our local authority admissions team to discuss [how to apply for a school place for their child](#).

## **Primary assessment**

Statutory Key Stage 1 and Key Stage 2 tests and key teacher assessments planned for summer 2021, including the Key Stage 2 tests in reading and mathematics have been cancelled. TSM will continue to use assessment during the summer term, and may use past test papers in Year 6. This will inform our teaching, enabling us to give information to parents on their child's attainment in their annual report, and support transition to secondary school. The DfE are planning for a full programme of primary assessments to take place in the 2021 to 2022 academic year.

## Appendix 1

# Education guidance

The most important symptoms of coronavirus (COVID-19)



new and  
continuous cough

or



high  
temperature

or



loss of, or change in,  
your normal sense of  
taste or smell (anosmia)

If **you have symptoms** of coronavirus, you need to **self-isolate for 7 days**

If **you live with someone who has symptoms**, you need to **self-isolate for 14 days** from the day their symptoms started

**For most people coronavirus will be a mild illness.** However if you have any of the symptoms you should self-isolate at home

## Stop the spread of coronavirus



**Wash your hands more often and for 20 seconds**

Use soap and water or a hand sanitiser when you:

- Get home or into work
- Blow your nose, sneeze or cough
- Eat or handle food



Cover your mouth and nose with a tissue or your sleeve (not your hands) when you cough or sneeze and throw the tissue away straight away



**Supervise young children** to ensure they wash their hands more often than usual



**Posters and lesson plans on general hand hygiene** can be found on the eBug website



Clean and disinfect regularly touched objects and surfaces more often than usual using your **standard cleaning products**



**Staff, young people and children should stay at home if they are unwell** with a new, continuous cough or a high temperature or loss of, or change in, normal sense of taste or smell **to avoid spreading infection to others**

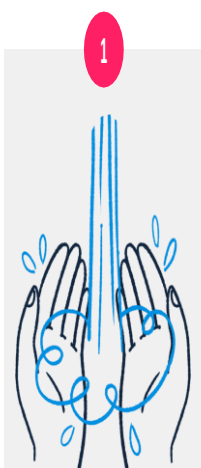
If staff, young people or children become unwell with any of the coronavirus symptoms on site, **they should be sent home**

We are asking schools, colleges, nurseries, childminders and other registered childcare settings **to remain open for children of critical workers and vulnerable children** where they can

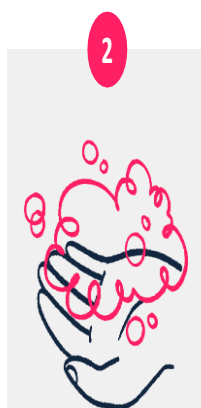
# Have you washed your hands?



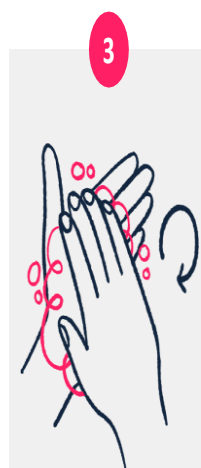
Sing 'happy birthday' twice to make sure you've washed for enough time



Wet your hands with water



Cover your hands with soap



Rub your hands together



Rub one hand on top of the other - get between the fingers, then swap hands



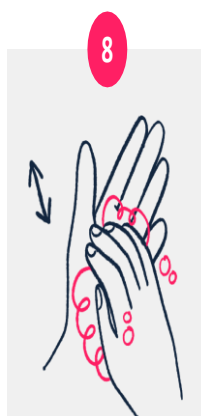
Rub your palms together and get between the fingers again



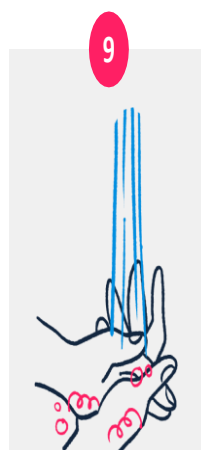
Rub the back of your fingers against your palm



Rub your thumb with your other hand, then swap over



Rub your fingertips on the palm of your other hand, then swap hands



Rinse your hands to get rid of the soap



Dry your hands with a paper towel



Turn off the tap using the paper towel



# Have you washed your hands?

## Remember to do this ...

- After going to the toilet
- After break and PE
- Before you leave the house
- When you get to school
- Before you eat



Soap



Water



Wash for  
20 seconds



Paper towel



\*\*\*e-Bug\*\*\*



**Very Dirty**



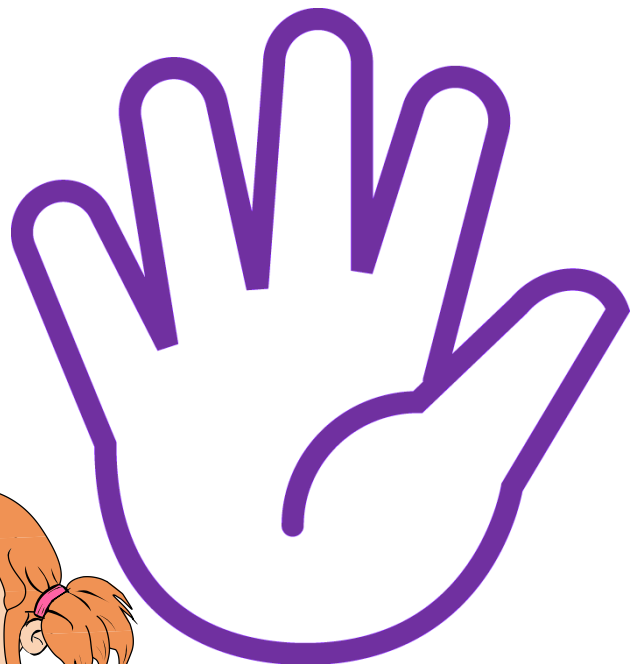
**Dirty**



**How clean are *your* hands?**



**A Bit Dirty**



**Clean**



## Appendix 5

# Coronavirus questions: where to go for answers

AUTHORITY TO CONTACT	ISSUES THEY MANAGE
<p>Department for Education</p> <p>Email: <a href="mailto:DfE.coronavirushelpline@education.gov.uk">DfE.coronavirushelpline@education.gov.uk</a></p> <p>Telephone: <b>0800 046 8687</b></p> <p>Open Mon-Fri from 8am to 6pm and weekends from 10am to 4pm</p>	<p>Official government <a href="#">guidance for schools</a>, including on:</p> <ul style="list-style-type: none"><li>• Which <a href="#">pupils can still attend</a></li><li>• How to <a href="#">maintain educational provision</a></li><li>• How to implement <a href="#">social distancing</a></li><li>• How to look after <a href="#">early years</a> and <a href="#">vulnerable children</a></li><li>• How to provide <a href="#">free school meals</a></li><li>• How students will receive <a href="#">GCSEs and A-levels</a></li><li>• Cancelling <a href="#">trips</a></li></ul>
<p>Public Health England</p> <p>PHE East of England Health Protection Team, Council Offices, College Heath Road, Mildenhall, IP28 7EY</p> <p>Tel: 0300 303 8537 option 1 <a href="mailto:EastofEnglandHPT@phe.gov.uk">EastofEnglandHPT@phe.gov.uk</a>; <a href="mailto:%20phe.EoEHPT@nhs.net">%20phe.EoEHPT@nhs.net</a></p>	<p>Official guidance on:</p> <ul style="list-style-type: none"><li>• <a href="#">Self-isolation</a> for those with symptoms or living with those with symptoms</li><li>• <a href="#">Social distancing</a> for everyone and <a href="#">shielding</a> for those who are extremely vulnerable</li><li>• <a href="#">Cleaning and decontamination</a></li></ul>
<p>Local authority</p> <p>Suffolk County Council</p> <p>Endeavour House, 8 Russell Road, Ipswich, Suffolk IP1 2BX</p> <p>Tel: 03456066067 <a href="https://www.suffolk.gov.uk/coronavirus-covid-19/schools-guidance/">https://www.suffolk.gov.uk/coronavirus-covid-19/schools-guidance/</a></p>	<ul style="list-style-type: none"><li>• Decisions on whether to keep the school open</li><li>• Moving pupils and staff between schools if necessary</li><li>• Safeguarding matters</li><li>• Providing for children with EHC plans</li><li>• Pupil transport to school</li></ul>
<p>Unions</p> <p>Mrs. Samantha Ross – Headteacher 01394 448313</p>	<ul style="list-style-type: none"><li>• Advice on managing staff, including protecting their health and safety</li></ul>
<p>NHS Online <a href="https://www.nhs.uk/conditions/coronavirus-covid-19/">https://www.nhs.uk/conditions/coronavirus-covid-19/</a></p>	<ul style="list-style-type: none"><li>• Advice for those with symptoms or living with someone with symptoms</li></ul>
<p>Local authority</p> <p>Suffolk County Council</p> <p>Endeavour House, 8 Russell Road, Ipswich, Suffolk IP1 2BX</p> <p>Tel: 03456066067</p>	<p>Payroll</p> <p>HR issues</p> <p>Legal advice</p>



# Coronavirus Health and Safety checklist

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## Arrangements in place to reduce spread of virus

MEASURE TO TAKE	✓
Stagger the beginning and end of the school day, so not all pupils enter and leave school at the same time using the same entrances and exits.	✓
Discourage parents picking up their children from gathering at the school gates.	✓
Identify a room that sick pupils can be kept in until parents come to collect them, ideally with: <ul style="list-style-type: none"><li>• A door you can close</li><li>• A window you can open for ventilation</li><li>• A separate bathroom they can use (either attached to the room or nearby)</li></ul>	✓
Make sure staff in school know that they should: <ul style="list-style-type: none"><li>• Move pupils to this room if they are sick</li><li>• Wash their hands for 20 seconds after making contact with the ill pupil</li></ul>	✓
Make sure you know: <ul style="list-style-type: none"><li>• How to get in touch with the parents of children at school if they need to pick their child up</li></ul>	✓

## During the school day

MEASURE TO TAKE	✓
Keep pupils at their desks, facing away from each other, for as much of the school day as you can, ideally 2 metres (3 steps) apart from adults	✓
Avoid any group activities that require pupils to be in close physical contact with each other, such as: <ul style="list-style-type: none"><li>• Assemblies – you could deliver these online, even for pupils in school</li><li>• Certain sports and playground games</li></ul>	✓
When serving meals: <ul style="list-style-type: none"><li>• Stagger lunch times so fewer children are eating in the same area at once</li></ul>	✓
Make sure everyone is washing their hands with soap and water for at least 20 seconds across the school day, particularly: <ul style="list-style-type: none"><li>• After coming into school</li><li>• After sneezing or coughing</li><li>• Before and after handling or eating food</li></ul>	✓

MEASURE TO TAKE	✓
<ul style="list-style-type: none"> <li>• After going to the toilet</li> <li>• Before and after staff hand out food packages if that is how you are organising free school meals</li> </ul>	
If you can, place alcohol-based hand sanitisers at the entrance of each room you are using, including toilets, classrooms, and halls.	✓
Encourage pupils and staff to avoid touching their face with unwashed hands.	✓
Provide tissues in rooms that you are using, and make sure pupils and staff are trying to catch sneezes and coughs in these and binning them afterwards or using their elbow if they don't have a tissue available.	✓
When possible, open windows to increase air flow and ventilation.	✓

## Daily cleaning

MEASURE TO TAKE	✓
<p>Use standard cleaning products to clean and disinfect frequently touched objects and surfaces, including:</p> <ul style="list-style-type: none"> <li>• Banisters</li> <li>• Classroom desks and tables</li> <li>• Bathroom facilities (including taps and flush buttons)</li> <li>• Door and window handles</li> <li>• Furniture</li> <li>• Light switches</li> <li>• Reception desks</li> <li>• Teaching and learning aids</li> <li>• Computer equipment (including keyboards and mouse)</li> <li>• Sports equipment</li> <li>• Toys</li> <li>• Telephones</li> <li>• Fingerprint scanners</li> </ul>	✓
Remove rubbish daily and dispose of it safely.	✓

# Cleaning if there has been a suspected case in school

Trimley St Martin Primary School are following government guidance.

Deep cleans for cleaning staff MEASURE TO TAKE	✓
<p>Clean and disinfect surfaces the person has come into contact with, including:</p> <ul style="list-style-type: none"> <li>• Objects which are visibly contaminated with body fluids</li> <li>• All potentially contaminated high-contact areas (e.g. bathrooms, door handles, telephones, grab-rails in corridors and stairwells)</li> </ul> <p>You do not need to specially clean public areas they've passed through briefly (e.g. corridors) which aren't visibly contaminated with body fluids</p>	
<p>When cleaning hard surfaces and sanitary fittings, use either:</p> <ul style="list-style-type: none"> <li>• Disposable cloths, or</li> <li>• Paper rolls and disposable mop heads</li> </ul>	
<p>When cleaning and disinfecting, use either:</p> <ul style="list-style-type: none"> <li>• A combined detergent/disinfectant solution at a dilution of 1,000 parts per million available chlorine</li> <li>• A household detergent, followed by a disinfectant with the same dilution as above</li> <li>• An alternative disinfectant, that is effective against enveloped viruses</li> </ul>	
<p>Make sure all cleaning staff:</p> <ul style="list-style-type: none"> <li>• Wear disposable gloves and apron</li> <li>• Wash their hands with soap and water once they remove their gloves and apron</li> </ul> <p>If there is a higher level of contamination, or there's visible contamination with body fluids, you might need to provide cleaning staff with a surgical mask or full-face visor. The local health protection team's risk assessment will let you know if you need this equipment.</p>	
<p>Wash any possibly contaminated fabric items, like curtains and beddings, in a washing machine. Clean and disinfect anything used for transporting these items with standard cleaning products.</p>	
<p>Launder any possibly contaminated items on the hottest temperature the fabric will tolerate.</p>	
<p>If items cannot be cleaned using detergents or laundering (e.g. upholstered furniture), use steam cleaning.</p>	
<p>Dispose of any items that are heavily soiled or contaminated with body fluids.</p>	
<p>Keep any waste from possible cases and cleaning of those areas (e.g. tissues, disposable cloths and mop heads) in a plastic rubbish bag and tie when full.</p>	
<p>Place these bags in a suitable and secure place away from children and mark them for storage. Wait until you know the test results to take the waste out of storage.</p>	
<p>If the individual tests negative, put the bags in with the normal waste.</p> <p>If the individual tests positive, then you will need a safe and secure place (away from children) where you can store waste for 72 hours.</p> <p>If you do not have a secure place, you will need to arrange for a collection for 'category B' infectious waste from either your:</p> <ul style="list-style-type: none"> <li>• Local waste collection authority (if they currently collect your waste)</li> </ul> <p>Or, by a specialist clinical waste contractor</p>	

# Deep Clean: checklist

Use this checklist to clean and disinfect surfaces after a suspected case of COVID-19.

## Equipment

### Personal protective equipment (PPE)

For all the tasks below, you need to wear:

- Disposable gloves and apron – wash your hands with soap and water for 20 seconds once you remove these.
- If there is a higher level of contamination (e.g. if the individual with suspected coronavirus has slept somewhere) or there's visible contamination with body fluids, you might need to wear a surgical mask or full-face visor. Speak to Headteacher, Assistant Headteacher or Business Manager to find out if you need one.

### Cleaning equipment

To clean all hard surfaces, you need to use **disposable** equipment including:

- Cloths/paper roll
- Mop heads

## Cleaning requirements

ITEMS TO COVER	MEASURES TO TAKE	CLEANING PRODUCTS	✓
All objects which are visibly contaminated with bodily fluids	<ul style="list-style-type: none"><li>• Clean and disinfect</li><li>• Avoid creating splashes and spray when cleaning</li></ul>	A combined detergent/disinfectant solution at a dilution of 1,000 parts per million	
<p>All potentially contaminated high-contact areas, including:</p> <ul style="list-style-type: none"><li>• Bathrooms</li><li>• Door handles</li><li>• Telephones</li><li>• Grab-rails in corridors and stairwells</li><li>• Floors</li><li>• Chairs</li></ul> <p>You don't need to specially clean public areas they've passed through briefly (e.g. corridors) which aren't visibly contaminated with body fluids</p>	<ul style="list-style-type: none"><li>• Clean and disinfect</li><li>• Avoid creating splashes and spray when cleaning</li></ul>	A combined detergent/disinfectant solution at a dilution of 1,000 parts per million	
All potentially contaminated fabric items, including:	<ul style="list-style-type: none"><li>• Wash items in accordance with the manufacturer's</li></ul>	<ul style="list-style-type: none"><li>• Standard detergent</li><li>• Standard cleaning products</li></ul>	

ITEMS TO COVER	MEASURES TO TAKE	CLEANING PRODUCTS	✓
<ul style="list-style-type: none"> <li>• Curtains</li> <li>• Cushion covers</li> </ul> <p>Plus, anything used for transporting the fabric items</p>	<p>instructions</p> <ul style="list-style-type: none"> <li>• Use the hottest setting you can</li> <li>• Dry items completely</li> <li>• Clean and disinfect anything used for transporting laundry</li> </ul>	to clean and disinfect anything used to transport the items	
Items that cannot be laundered, e.g. upholstered furniture	Steam clean	N/A	
Items that are heavily soiled or contaminated with body fluids	Dispose of these items (see instructions below)	N/A	

## Waste disposal requirements

MEASURES TO TAKE	✓
Keep any waste from possible cases and cleaning of those areas (e.g. tissues, disposable cloths, and mop heads) in a plastic rubbish bag and tie when full	
Place these bags in a suitable and secure place away from children and mark them for storage. Wait until you know the person's coronavirus test results to take the waste out of storage	
<ul style="list-style-type: none"> <li>• If the individual tests negative, put the bags in with the normal waste</li> <li>• If the individual tests positive: <ul style="list-style-type: none"> <li>• Waste should be stored in the girls changing room at the school swimming pool for at least 72 hours before putting in with the normal waste.</li> </ul> </li> </ul>	