

ACORN EDUCATION TRUST. COVID BUSINESS CONTINUTIY PLAN

School: St John's CofE Primary

School Specific Plan

St. John's CE School

Signed by:

_____ Headteacher

Date 11th September

_____ Acorn Education Trust Director of School Services

Schools Internal Action Card version 3 (11.9.20)

Outline	Definitions														
<p>Schools, under current DFE guidance, have children and staff working in class and year group 'bubbles'. This, along with strictly enforced hygiene rules such as regular hand washing, catch it and bin it processes, regular cleaning and disinfection of surfaces and social distancing where possible are the main forms of preventative practice. Limiting where possible mixing between bubbles is also a key part of work in schools.</p>	<p>SUSPECTED Case: continuous cough and/or high temperature and/or a loss of, or change in, normal sense of taste or smell (anosmia) CONFIRMED Case: laboratory test positive case of COVID-19 with or without symptoms Contact 1. Direct close contacts: Face to face contact with a case for any length of time, within 1m, including being coughed on, a face to face conversation, unprotected physical contact (skin to skin). This includes exposure within 1 metre for 1 minute or longer. 2. Proximity contacts: Extended close contact (within 2m or more for more than 15 mins) with a case 3. Travelled in a small vehicle with a case Note: Household of CONTACTS do not need to isolate Infectious Period: The infectious period is from 48 hours prior to symptom onset to 10 days after, or 48hrs prior to test if asymptomatic Outbreak: Two or more confirmed cases among individuals who are direct close contacts, proximity contacts or in the same cohort or 'bubble'. Cluster: 2 or more confirmed cases among pupils or staff in the same setting within 14 days</p>														
If Out of Hours	Actions														
<p>If there is a confirmed case in your school continue to follow the same process as detailed under 'Actions' – i.e. notify PHE SW HPT</p> <ul style="list-style-type: none"> • PHE SW HPT Email: swhpt@phe.gov.uk • PHE SW HPT Number: 0300 303 8162 	<table border="1"> <thead> <tr> <th data-bbox="669 719 1102 756">SUSPECTED Case</th> </tr> </thead> <tbody> <tr> <td data-bbox="669 756 1102 943">Only contact SW HPT (by email) if person who is symptomatic refuses test and/or there is a cluster of possible cases and/or possible case has link to definite case.</td> </tr> <tr> <td data-bbox="669 943 1102 1070">Isolate individual for 10 days (day of onset plus 10 days). Remainder of household need to isolate for 14 days.</td> </tr> <tr> <td data-bbox="669 1070 1102 1315">Cases must stay at home and get tested.</td> </tr> </tbody> </table>	SUSPECTED Case	Only contact SW HPT (by email) if person who is symptomatic refuses test and/or there is a cluster of possible cases and/or possible case has link to definite case.	Isolate individual for 10 days (day of onset plus 10 days). Remainder of household need to isolate for 14 days.	Cases must stay at home and get tested.	<table border="1"> <thead> <tr> <th data-bbox="1102 719 1552 756">CONFIRMED Case</th> </tr> </thead> <tbody> <tr> <td data-bbox="1102 756 1552 943">Contact SW HPT to notify of confirmed case who will support risk assessment and follow up</td> </tr> <tr> <td data-bbox="1102 943 1552 1070">Isolate individual for 10 days. (day of onset plus 10 days) Remainder of household need to isolate for 14 days.</td> </tr> <tr> <td data-bbox="1102 1070 1552 1315">Advise those in contact (as defined above) to isolate for 14 days. HPT will help identify contacts. Household members of those who isolate do not need to isolate unless develop symptoms. Symptomatic contacts to get tested.</td> </tr> </tbody> </table>	CONFIRMED Case	Contact SW HPT to notify of confirmed case who will support risk assessment and follow up	Isolate individual for 10 days. (day of onset plus 10 days) Remainder of household need to isolate for 14 days.	Advise those in contact (as defined above) to isolate for 14 days. HPT will help identify contacts. Household members of those who isolate do not need to isolate unless develop symptoms. Symptomatic contacts to get tested.	<table border="1"> <thead> <tr> <th data-bbox="1552 719 2024 756">2 ≥ CONFIRMED Cases</th> </tr> </thead> <tbody> <tr> <td data-bbox="1552 756 2024 943">Contact SW HPT to notify of confirmed case who will support risk assessment and follow up</td> </tr> <tr> <td data-bbox="1552 943 2024 1070">Isolate cases for 10 days. (day of onset plus 10 days) Remainder of household needs to isolate for 14 days.</td> </tr> <tr> <td data-bbox="1552 1070 2024 1315">Advise those in contact (within class/bubble) to isolate for 14 days. HPT will help identify contacts. Household members of those who isolate do not need to isolate unless develop symptoms. Symptomatic contacts to get tested and engage with test and trace.</td> </tr> </tbody> </table>	2 ≥ CONFIRMED Cases	Contact SW HPT to notify of confirmed case who will support risk assessment and follow up	Isolate cases for 10 days. (day of onset plus 10 days) Remainder of household needs to isolate for 14 days.	Advise those in contact (within class/bubble) to isolate for 14 days. HPT will help identify contacts. Household members of those who isolate do not need to isolate unless develop symptoms. Symptomatic contacts to get tested and engage with test and trace.
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	Clean/disinfect rooms suspected case was using – ensure appropriate PPE are used. Await test results.	Clean/disinfect rooms suspected case was using – ensure appropriate PPE are used. Continue until isolation periods end.	Clean/disinfect where possible with appropriate PPE. Refer to cleaning guidance on gov.uk SW HPT will provide tools to support outbreak communications and infection control advice
	If positive, follow CONFIRMED case process. If negative, individual can return once well & contacts/ household can stop isolating.	Case & contacts/household can stop isolating once isolation period is complete.	Call HPT if situation worsens, there are hospitalisations or complex cases, media interest or if you have any other concerns.

Contact Details

- PHE SW HPT Email: swhpt@phe.gov.uk
- PHE SW HPT Number: 0300 303 8162
- PHE SW Centre – for HPT OOHs: 0344257 8195
- NHS Testing service: NHS 111 Online portal or call 119. Or visit <https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested>
- Wiltshire Council Public Health – publichealth@wiltshire.gov.uk
- Regional leads:
 - Steve Wigley (North) steve.wigley@wiltshire.gov.uk
 - Lesley Lowe (East) lesley.lowe@wiltshire.gov.uk
 - Simon Watkins (West) simon.watkins@wiltshire.gov.uk
 - Helen Southwell (South) helen.southwell@wiltshire.gov.uk
- Louise Lewis - Head of Service louise.lewis@wiltshire.gov.uk
- Helean Hughes – Director Education and Skills helean.hughes@wiltshire.gov.uk
- For Outbreak Control Team (OCT) please include:
 - Individual school contact details – phone number. In the first instance contact the headteacher and/or Chair of Governors
 - Contact details for schools through internet search
- Contact details of Chair of Governors to be obtained from AJ Cripps Amanda.cripps@wiltshire.gov.uk or Sandra Singer Sandra.singer@wiltshire.gov.uk

For detailed information see:

- [Wiltshire Local Outbreak Management Plan](#) (scroll about half way down)
- [Right Choice Covid-19 page](#) for useful information and resources including: Risk mitigation advice for schools updated 16th July; School staff risk assessment; risk assessment for schools; September opening guidance for schools; Checklist for Acute Respiratory Infection Management in

Educational Settings. **Check this page on Right Choice regularly for updated information including the latest version of this Schools Internal Action Card**

- Guidance for schools for opening including safer working practice and protective measures: https://www.gov.uk/government/collections/guidance-for-schools-coronavirus-covid-19?utm_source=7e9a249c-fba1-47a8-874e-3eda4292ceec&utm_medium=email&utm_campaign=govuk-notifications&utm_content=immediate#history
- <https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings>

Key Info required in readiness for Outbreak Control Team

Data	Source	Details
Line list of confirmed and suspected cases	Health Protection Team working with employer + SGSS	Essential: age, sex, ethnicity, address, nationality, migrant worker status, preferred language, role in workplace, onset date or a proxy e.g. date illness reported. Desirable: co-workers in household, unwell household members or known cases in household, work elsewhere, shared transport.
Workforce	Employer and LA	Location- rural/urban? Number of workers, aggregate demographics, range of roles, other employment, contractual arrangements and agencies; sickness absence aggregate data, multiple sites?
Workplace: working conditions	Employer and LA	Nature of work; shift patterns; accommodation provision; transport provision; available occupational health services; social distancing policy; PPE and other IPC measures; shared equipment; shared facilities
Workplace: environmental/structural	Employer and LA	Layout of working, rest and eating areas (floorplan); refrigeration; ventilation; noise (shouting); cleaning policy, staff working in multiple sites
Workplace: social	Employer, employee + LA	Perceived barriers to protecting workers and compliance with measures; languages spoken
Location	LA	Indicators of social deprivation Community COVID-19 incidence

Government ‘Tiers’ of escalation for school closure.

Tier 1

The default position for areas in national government intervention is that education and childcare settings will remain open. An area moving into national intervention with restrictions short of education and childcare closure is described as ‘tier 1’. There are no changes to childcare, and the only difference in education settings is that where pupils in year 7 and above are educated, 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.

All nurseries, childminders, schools, colleges and other educational establishments should remain open and continue to allow all their children and young people to attend, on site, with no other restrictions in place.

Tier 2

Early years settings, primary schools and alternative provision (AP) providers, special schools and other specialist settings will continue to allow all children/pupils to attend on site. Secondary schools move to a rota model, combining on-site provision with remote education. They continue to allow full-time attendance on site to vulnerable children and young people and the children of critical workers. All other pupils should not attend on site except for their rota time. Further education (FE) providers should adopt similar principles with discretion to decide on a model that limits numbers on site but works for each individual setting.

In all areas of national government intervention, education settings where pupils in year 7 and above are educated, 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.

Tier 3

Childcare, nurseries, primary schools, AP, special schools and other specialist settings will continue to allow all children/pupils to attend on site. Secondary schools, FE colleges and other educational establishments would allow full-time on-site provision only to vulnerable children, the children of critical workers and selected year groups (to be identified by Department for Education). Other pupils should not attend on site. Remote education to be provided for all other pupils.

In all areas of national government intervention, education settings where pupils in year 7 and above are educated, 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.

Tier 4

All nurseries, childminders, mainstream schools, colleges and other educational establishments allow full-time attendance on site only to our priority groups: vulnerable children and the children of critical workers. All other pupils should not attend on site. AP, special schools and other specialist settings will allow for full-time on-site attendance of all pupils. Remote education to be provided for all other pupils.

In all areas of national government intervention, education settings where pupils in year 7 and above are educated, 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

Aim

If a local area sees a spike in coronavirus (COVID-19) infection rates that is resulting in localised community spread, appropriate authorities will decide which measures to implement to help contain the spread – these measures could include the partial closure of schools in the area.

This document outlines how the school will operate if a local lockdown is implemented. If a local lockdown is implemented in our area, the school will work closely with the local health protection team (HPT) and implement provisions as advised by the team.

This is a live document that will be reviewed by Acorn Senior Executive and Kingdown SLT as and when the situation develops.

Key principles:

1. The care of all students and staff is our key priority
2. Whatever the situation, the school will need time to plan and organise to maintain the care and safety of all, therefore a days full closure may be needed as significant staff illness or a potential Tier 2/3 situation arises.

Overarching Trust principles.

- a. Schools open and safe
- b. Staff and students/children are happy and feel safe
- c. Students/children are learning, teachers are teaching at school or at home

In the event of a bubble closing, provision See Appendix 1.

- (i) Teacher well.
- (ii) If no teacher for that bubble.

Teaching in the event of staff illness

- (i) One class, internal cover.
- (ii) Two classes Supply and internal. At this point the closure of a bubble will have to be looked at.
- (iii) In the event of class closing, the heriachy is below. The closure would be on a one week basis. This would mean different teachers between bubbles but with a weekend between moving to a new one. Ideally the 'new' teacher for the bubble will be released as early as possible on the Friday:

In the event of two or more teachers being unwell. These four clases would be closed on a one week rotation basis	In the event of stretched leadership capacity These four clases would be closed on a one week rotation basis.
3/4 Sycamore	3/4 Sycamore
R/1 Ash	R/1 Ash
1/2 Pine	1/2 Pine
5/6 Juniper	5/6 Juniper

Key and critical worker children will be provided for. If more than one class they will be put in to one group from Monday to Thursday to allow 72 hours non-contact before returning to class bubbles.

Leadership. From the start there will be Exec Support.

- (i) If Head unwell, CWA to continue Maths and English with 5/6, HLTA teach the rest of the curriculum.
- (ii) IF CWA and Head unwell; CWI, if Head is off due to children being unwell, Head advise from distance with Trust. More intensive Trust support needed at this point.
- (iii) If supply not available for above scenarios a bubble will be shut according to above hierarchy.

Admin staff

1. In the event of Admin Officer Trust support would be needed. Basics could be covered by a TA.

Tier 4, return to original lockdown procedures

Key principles:

Critical workers, which includes school staff, are permitted to travel into and out of the lockdown areas to get to work, in order to maintain provision for pupils who will be attending on-site provision.

If shielding measures are reintroduced due to the local lockdown, affected members of staff will be supported to work from home or the appropriate leave or pay measures will be discussed.

Staff with roles that must be undertaken on site (e.g. teachers) will be asked to come into school to deliver provision, unless they are shielding or self-isolating. Staff members who are able to carry out their role from home will be supported to do so.

An audit of all staff will be conducted to assess who is able to work on site and who will need to work from home due to their underlying health issues or those of the people they live with. The audit will be reviewed on a continuous basis to establish whether the circumstances of any staff member have changed.

If any staff member has concerns regarding working on the school site, they will discuss these concerns with their line manager.

Infection prevention and control (PLEASE REFER TO FLOWCHARTS AT START OF DOCUMENT IN CONJUNCTION WITH THIS)

Dilton's risk assessments will continue to be adhered to and meets the requirements set out in the DfE's system of controls.

Any member of the school community who displays symptoms of coronavirus must go to get a test. Tests can be booked online or ordered by telephone via NHS 119. Essential workers, including school staff, have priority access to testing.

If a pupil develops symptoms of coronavirus while on site, they will be taken to a designated isolation area while they wait to be collected. If required, the pupil will be supervised while they await collection. If the supervising member of staff is unable to maintain social distancing, e.g. due to the pupil's age or needs, they will wear PPE. After the pupil has left the premises, any areas they were in will be cleaned. The pupil's parents will be encouraged to get their child tested. The pupil will be required to self-isolate for at least 10 days – remote education will be arranged for them immediately.

If a staff member develops symptoms while on site, they will be directed to go home to self-isolate and to get a test. Cover arrangements will be put in place.

Any staff members or pupils who have been in close contact with a symptomatic individual do not need to self-isolate unless they develop symptoms themselves or the individual subsequently tests positive.

If an individual tests positive, the school will contact the local HPT (**See information at the front of this document**). The individual's close contacts at school will be sent home to self-isolate for 14 days and encouraged to get a test. If

more individuals test positive, the school will follow advice from the local HPT, which may include requiring more people to self-isolate.

Transport

Pupils and staff that have to attend St John's will be encouraged to walk or cycle wherever possible and to avoid public transport. If pupils and staff need to use public transport, they will be reminded that those over the age of 11 are required to wear a face covering while travelling.

Remote education in the event of lockdown

See detailed plans in Appendix 1

Teaching and learning – refer to Appendix 1

The school will utilise the support available through the DfE's '[Get help with technology during coronavirus \(COVID-19\)](#)' scheme. Under the scheme, the school can order 5 laptops, tablets and 4G wireless routers to support the following groups of pupils if they do not have access to a digital device or the internet through other means:

- Pupils in Years 3 to 11
- Clinically extremely vulnerable children across all year groups who are shielding or self-isolating in line with government and/or clinical advice
- Children in all year groups who are unable to access remote education whilst attending school on a hospital site

Before distributing devices, the school will ensure:

- The devices are set up to access remote education.
- Appropriate safeguarding controls and support are in place to help pupils and their families use the devices safely.

Rob Knott – Head of Acorn IT will arrange distribution of all laptops. Do you have any technology in the home

- Mobile phone
- Laptop
- Computer
- Tablet
- Do you have an internet connection.
- How many children do you have who would need access to a laptop.

Questionnaire sent to parent 14.09.2020 via Parent Mail to assess need.

(Please ensure that there is highly accurate information on what provision is needed)

Returning to school

The [Headteacher with and through the Trust](#) will work with the LA to ensure pupils only return to school when it is safe for them to do so. Prior to the return of more pupils and staff, all relevant risk assessments will be reviewed.

After a period of self-isolation, or the lessening of local lockdown rules, the [headteacher](#) will inform parents when their child will return to school. Trust wide templates have been prepared.

The [headteacher](#) will listen to all concerns that parents may have about their child returning to school and will advise them of the measures in place to ensure the safety of their child.

Safeguarding

Ensuring safeguarding arrangements remain effective while the school is partially closed is a key priority.

Our [Child Protection and Safeguarding Policy](#) was updated during the national lockdown to include provisions for keeping pupils safe during the coronavirus pandemic – we will continue to follow these procedures for pupils who remain at home, where appropriate, until all pupils are able to return to school.

We will continue to ensure that:

- The best interests of pupils always come first.
- If anyone in the school has a safeguarding concern about a pupil, they act immediately.
- A DSL or deputy DSL is always available.
- Unsuitable individuals are not permitted to work with pupils or come into contact with pupils whilst on site.
- Pupils who remain at home are protected when they are online.

Food provision. Please Appendix (2) - Catering continuity plan.

We will ensure measures are in place so that meals can be prepared and served safely for pupils who remain on site.

The [Trust](#) catering team will work with our food providers to ensure we can continue offering FSM to pupils and families who are eligible, providing food packages to be collected weekly from the school site.

Communication

The school will communicate its plan for a local lockdown with parents, including whether it will remain open to vulnerable pupils and children of critical workers, or if remote working will be applicable for all. [Jo Ronxin \(Head of Acorn Communication\)](#) will oversee all communication and prepare all templates.

All relevant stakeholders will be kept up-to-date with the circumstances of the local lockdown and how it affects the school as they develop.

If any member of the school community wishes to discuss any concerns relating to the school's provision during this period, they should contact the following as appropriate:

- Staff – their line manager
- Pupils – their class teacher or member of pastoral staff
- Parents – the [headteacher](#)

Monitoring and review

This plan will be reviewed continually in line with guidance from the government and Public Health England (PHE).

Any changes to the plan will be communicated to all relevant stakeholders.

Appendix 1. Learning in the event of a bubble shut down.

At St John's our objectives we want to secure through our approach to home learning.

We wanted to ensure that;

1. The disadvantage gap does not widen
2. Gaps in knowledge do not slow down later learning
3. Students do not feel alone or forgotten
4. Parents and students feel reassured
5. School staff, pupils and families can sustain the mode while schools remain closed

Support pupils to remember and apply already acquired knowledge

We want pupils to revisit and build upon concepts and ideas that are already familiar to them. As a result, our home learning resources contain a high ratio of practice. This will reduce the load on 'parents as teachers' as well as lower the risk of pupils becoming disengaged with the learning. Of course, they should provide stretch and challenge, but within concepts and ideas which are already familiar.

New learning should focus on non-foundational/core knowledge

This is perhaps the most controversial element of our framework as teachers and leaders are rightly anxious that pupils do not fall behind. However, not all pupils will learn as effectively through an online and independent learning approach. Home learning is not equitable – and many children will find learning new things hard without support. It is also difficult to identify misconceptions that develop when learning new knowledge in this way. We have thought carefully whether it is appropriate to introduce new knowledge and concepts to pupils. A good example here might be in English – if your usual curriculum has Summer term as poetry in Year 4, do you really want your students' first experience of poetry in a new genre to be encountered at home? Would it be possible to swap that unit with another one planned in year 4?

Activity should be purposeful, manageable and not lead to 'busy work'

We will only create or signpost resources which are well thought through and we can be confident that they will deliver impact (towards our aims). It should not lead to 'busy work' for parents, pupils or teachers. As far as possible our approach lends itself to independent learning, as we know that most parents and carers do not have the capacity to support their child's learning all day.

We must monitor engagement and continue to evaluate

In order to check that our approach is equitable and inclusive, it is important to ensure that St John's build in a mechanism to monitor the engagement of pupils and that act upon this information. We will rely on weekly communication with parents via email or phone calls as well as evidence of work (photographs or digital work). We are likely to make mistakes but will learn as we go. Schools may 'step-up' or 'step-down' their home learning approach based on feedback from pupils and teachers.

We must ensure an equitable approach

- We will attempt to use **real-time learning** using MS Teams. We acknowledge its benefits – it can lead to more impactful remote learning, support student engagement and motivation, and enable instant feedback and clarification to avoid misconceptions emerging. However, we will not try to replicate our full timetable using this approach. This may not be able to be carried out by your child's normal class teacher.
- St John's schools will successfully deliver a **blended approach** which uses the universal resources provided, alongside TEAMS, perhaps supplemented with some live learning based on the knowledge of cohorts and their access to technology.
- Learning Timetables will be provided and put onto the school website. See below for an example.

Through all of this **it is vital that home learning balances teacher workload vs their own added responsibilities at home during this time** – teaching is a demanding profession - even in less remarkable times than these. We are acutely conscious of the demands already placed on teachers to deliver the Community Classrooms for the children of key workers, safeguard vulnerable young people, and contribute to planning remote learning. All whilst fulfilling their own caring responsibilities at home. Ensuring that teachers are supported and well-resourced for home learning is essential.

Week 20.04.2020	Monday	Tuesday	Wednesday	Thursday	Friday
Reading	Read for 10 minutes standing up. How many sentences did you read?	Read for 10 minutes sitting down. Read the blurb for your book – does it fit with the story so far?	Read for 10 minutes lying down. Close your eye and imagine what happens next in the story.	Read for 10 minutes standing up. Now sit down and try this comprehension .	Read for 10 minutes and pretend you're presenting the news.
SPAG	Write 10 sentences to describe your surroundings using interesting adjectives. <i>For example: The fishtank bubbled gently in the corner of the welcoming, homely kitchen.</i>	Choose 5 words from the Year 5/6 Curriculum Spelling list and use each one to write a question. <i>For example: When does the competition close?</i>	Write some funny sentences using conjunctions. Make sure they make sense even if they are unlikely! <i>For example: I went to the park because there were rabbits everywhere.</i>	Add to the nouns below to create a picture sentence. <i>For example: The camel. The ragged camel slept. The ragged camel, which was weary after travelling, slept.</i> Nouns: ship, cat, cheese	Choose 5 words from your reading book and write their definitions down. Did you know what the words meant already?
Writing	Write a paragraph to describe a journey underground. Where are you going? Who is with you? Use your senses to describe your surroundings.	Write full answers to your questions from SPaG. Use your imagination to make them fun!	Use your funny conjunction sentences to create a nonsense poem. Perform it to an audience at home- your family or teddies!	Choose one of your picture sentences from above and add to it to make a paragraph.	Write a diary entry of all the things you have done this week. Add some extras for fun- perhaps an alien came to stay or one of your family turned into a giant chicken!
Times Tables	10 minutes of TTRS https://trockstars.com/	10 minutes of TTRS https://trockstars.com/	10 minutes of TTRS https://trockstars.com/	10 minutes of TTRS https://trockstars.com/	10 minutes of TTRS https://trockstars.com/
Maths	https://whiterosemaths.com/homelearning/year-5/				
	Week 1 Lesson 1	Week 1 Lesson 2	Week 1 Lesson 3	Week 1 Lesson 4	Week 1 Lesson 5
Have some fun, spend some time together. Painting, baking, sitting outside, playing a game.... Or a bit of TV ;)					
Suggested Weekly Home Learning Tasks: Draw a picture of what you think Tom's midnight garden looks like. Try to use some of the features from the book – greenhouse, asparagus beds, yew tree tunnel, summer house, tall fir tree, hyacinths, flower beds- label your picture. Perhaps add Tom and Hatty playing in the garden.					

If one bubble closes we will aim to have virtual sessions via Microsoft Teams with groups of children (max 10). These sessions will be no longer than 30 minutes and must follow St John's Online/Remote Learning policy. These sessions will take place on a Monday, Tuesday and Friday.

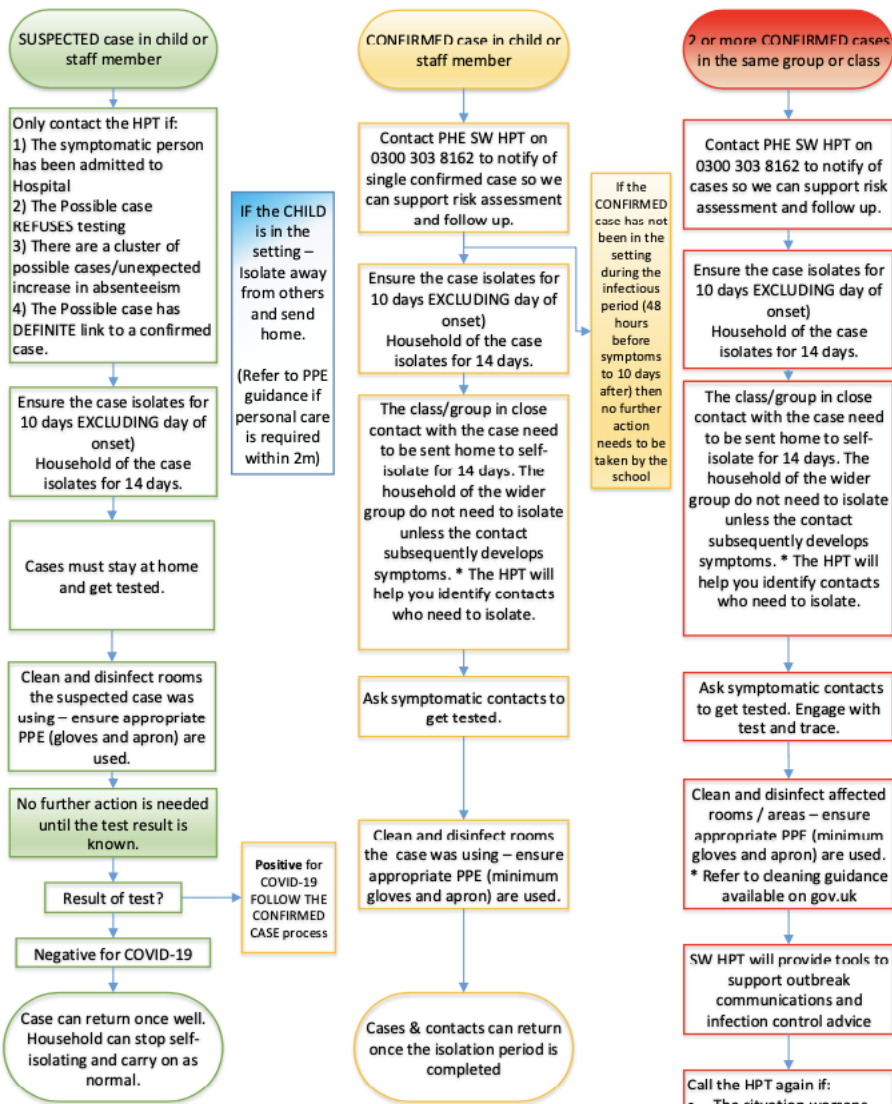
If more than one bubble needs to close then we will endeavour to continue to offer this amount of online learning time – However, where this is not possible and the number of sessions need to be reduced these sessions will be communicated out to parents.

Parents will be required to accept the invitation ASAP and these will be sent out as soon as possible.

PHE SW HPT: Guidance for Childcare and Educational Settings in the management of COVID-19

Version 4.0 Date 05.08.2020

Prevent the spread of infection by maintaining high standards of hygiene, including hand washing and regular cleaning and disinfection of surfaces. This will help prevent COVID-19, as well as other infectious diseases, spreading in schools.
 If you have any infection control concerns or questions please call the South West Health Protection Team on 0300 303 8162. If the matter is not urgent you can also email swhpt@phe.gov.uk.
 GUIDANCE: Visit gov.uk/coronavirus for detailed schools guidance and other guidance
 TESTING: Visit nhs.uk/ask-for-a-coronavirus-test or call 119.



COVID-19 Case Definition: (as of 18/05/20)
 • A high temperature
 • A new, continuous cough
 • A loss of, or change to, your sense of smell or taste

INFECTIOUS PERIOD:
 48 hours before the onset of symptoms to 10 days after onset.
 IF case has no symptoms but a positive test, it is 48 hours prior to test

Clearing:
 For detailed guidance refer to the guidance on gov.uk:

Routine measures during COVID-19 pandemic should already be to outbreak standard.

PPE should be worn for cleaning – minimum gloves and disposable apron. Consider using face mask and eye protection if risk is high i.e. cleaning areas where there are visible bodily fluids.

Public areas (e.g. corridors – clean as normal)

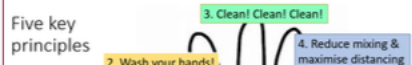
Surfaces that could be contaminated need cleaning and disinfection.

All frequently touched surfaces (door handles, taps, table tops, keyboards etc.) should also be cleaned and disinfected.

Use disposable cloths or paper roll, disposable mop heads to clean hard surfaces (e.g. floors, sanitary fittings, chairs, tables)

Use a combined detergent and disinfectant or use a two-stage cleaning process of detergent (household type cleaner) followed by a hypochlorite solution (1000ppm) e.g. diluted Milton. [Check chemicals in use are effective against enveloped viruses]

Avoid splashes and spray when



Appendix 1: Teams Protocol

Parental agreement

I am agreeing that:

- Communication about the video intervention will be between myself and the staff member, not via the child.
- Invites to the on-line meeting will be sent to the email address set up by ACORN IT.
- My child will not be located in their bedroom for the video intervention.
- My child will be wearing day-time clothes.
- I will be present during the intervention.

I am agreeing on behalf of my child that:

- They are willing to take part in the intervention.
- They will tell me or the member of staff if they are not comfortable with something that happens during the intervention.
- They will follow the St John's Behaviour Expectations during the session.

All staff members who will be conducting video interventions have been given a strict safeguarding procedure that they need to follow before, during and after the call to ensure that the safety of the child is our paramount concern at all times.

- Interventions will take place during school hours, on a day and time agreed between yourself and the staff member.
- Staff members will be dressed appropriately (as they would in school).
- If calling from their home, staff members will ensure that they do so from a neutral and safe location.
- Staff members are expected to follow the School Code of Conduct at all times, as they would in school.
- Staff members will never record a session.
- Staff members will follow standard safeguarding practices and will report any concerns they might have to the designated personnel within school.