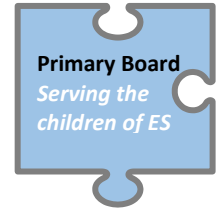


29<sup>th</sup> January 2021; 5<sup>th</sup> February 2021; 5<sup>th</sup> March 2021



## **Pioneer Federation & Park Mead contingency plan for any potential future outbreak**

*drawing on current government guidance and current planning in East Sussex schools*

This model document is designed to support the school achieving the objectives of contingency planning as outlined in Section 5 of the DfE's 'Guidance for full opening: schools'. It is being kept under review as updated guidance is published by the government and Public Health England and it is complemented by the latest **East Sussex model Risk Assessment** (See *ESCC Schools Message Board*)

**School/Academy Name:** Pioneer Federation & Park Mead Primary School (in partnership with Pioneer Federation)

**Headteacher:** James Procter (Ex Head), **Vicky Lewis** (East Hoathly HOS), **Becca Hare** (SMV Head of School), **Kayleigh Vile** (CP HOS), Sarah Gumbrell (PM HOS)

**Chair of Governors:** Alan Brundle (Pioneer Federation), Catherine Simmons (Park Mead)

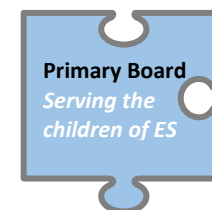
**Date:** 29<sup>th</sup> January 2021 reviewed and updated **5/2/21**

### **COVID-19**

*If school is notified of a suspected or a positive COVID19 test result for a member of staff or a pupil, **we must contact Public Health England for advice before any decision is made regarding any action and prior to informing staff and parents.***

*Telephone – 0344 225 3861, Option 3 Option 1.*

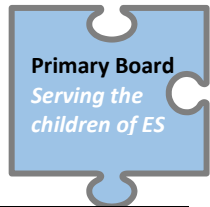
**Suspected cases:**



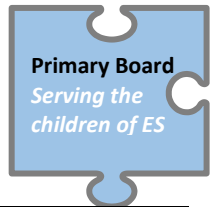
## Section A – Ensuring school is prepared for a potential outbreak

### A1: Organisation and Staffing

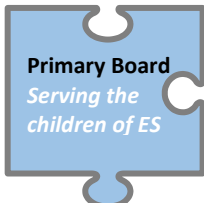
	Action	Comments for consideration	Issues due to the context of our school	Lead	Date Deadline	Guidance
1	<b>Keeping leaders and governors up to date with government guidance and advice</b>	<ul style="list-style-type: none"> <li>DfE guidance and resources and PHE advice are being updated daily, consider who will take responsibility for keeping leaders and governors up to date, the methods they will use and how frequently they will do this.</li> <li>Review Risk Assessment (RA) regularly</li> </ul>	<ul style="list-style-type: none"> <li>Secretaries of each school to forward all relevant updates to HOS and ExH</li> <li>ExH and HOS signed up to receive the Schools Message Board and DfE update emails</li> <li>RA- Jan update on all school websites – written by HOS and reviewed by ExHt &amp; COGs</li> </ul>	<p>AF/AD /AB/JD</p> <p>JP/BH/ VL/KV/ SG</p> <p>JP/ COG</p>	<p>From 1.9.2020 and ongoing</p> <p>From 1.9.2020 and ongoing</p> <p>From 5.1.2021 and ongoing</p>	<p>The DfE latest documents and guidance webpage is updated regularly: <a href="http://www.gov.uk/government/latest?departments%5B%5D=department-for-education">www.gov.uk/government/latest?departments%5B%5D=department-for-education</a></p> <p>See expectations of contingency planning in <a href="#">Section 5 of the DfE’s ‘Guidance for full opening: schools’</a>.</p> <p>All schools will need to publish information for pupils, parents and carers about their remote education provision on their website by 25 January 2021 – an optional template is available to support schools with this expectation</p> <p>See expectations of schools in: <a href="#">Restricting attendance during the national lockdown: schools</a></p>
2	<b>Revise and maintain up-to-date lists of vulnerable pupils, those with an EHCP and the children of key workers</b>	<ul style="list-style-type: none"> <li>Speak with parents to ensure lists of priority groups are up to date (CiN, CP plan, CLA, otherwise vulnerable, EHCP and the children of critical workers). <i>Should PHE advise full closure it is likely that the school should remain open for these groups</i></li> </ul>	<ul style="list-style-type: none"> <li>Secretaries to work with DSLs and SENCOs to create list of vulnerable children and key worker children.</li> <li>Secretaries to liaise with parents of</li> </ul>	<p>AF/AD /AB/ BH/VL/ KV/SG</p> <p>AF/AD /AB/JD</p>	<p>28.9.2020</p> <p>5.10.2020</p>	




		<ul style="list-style-type: none"> <li>Work with partners (inc parents, LA and social workers) to:                     <ul style="list-style-type: none"> <li>(i) identify whether individual vulnerable pupils should continue to attend the school in the event of any future partial/full closure</li> <li>(ii) ensure EHC plans and risk assessments are up to date.</li> </ul> </li> <li>Liaise with the LA and local schools to outline draft procedures should school be unable to open for children in priority groups to agree the most appropriate solution locally.</li> </ul>	<p>children on the list to decipher whether those children would be likely to attend in closure situation</p> <ul style="list-style-type: none"> <li>SENCOs to update EHCPs and RAs for vulnerables</li> <li>Decide on procedure if one of the schools cannot open – congregate at another local school/federation school as in initial lockdown.</li> </ul>	<p>SL/SL</p> <p>JP</p>	<p>5.10.2020</p> <p>28.9.2020</p>	
3	Staffing	<ul style="list-style-type: none"> <li>Check and update staff home working considerations – ensure decision making is transparent and fair.</li> <li>Consider different staffing scenarios.</li> <li>Update staff/governors accordingly.</li> <li>Ensure that risk assessments, plans and provision for individuals (staff and/or pupils) who are classified as <b>clinically vulnerable</b> or <b>clinically extremely vulnerable</b> are in line with</li> </ul>	<p>Commit staffing plan to paper and share with governors for each school, taking individual circumstances into account.</p>	<p>JP/VL/ BH/KV /SG</p>	<p>28.9.2020 and alter as required</p>	<p>Check advice from your HR provider. If you are a PT03 customer and do not know who your dedicated HR Consultant is you can call the duty line on 01273 481300 for a same – day response,</p> <p>ESCC HR advice and tools for subscribing schools is on the Webshop.</p>

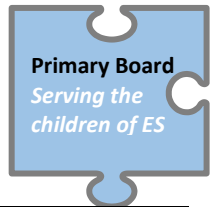


	<p>the latest <a href="#">Restricting attendance during the nation lockdown: schools guidance</a></p> <ul style="list-style-type: none"> <li>Regularly update the school staffing audit as situations may change.</li> <li>Revise school induction programme to ensure NQTs / new staff are informed of expectations and processes should a local outbreak occur</li> <li>Communicate with supply staff the risk assessment and expectations if the school were to close.</li> <li>Have clear processes in place for in school and remote education should a member of staff have a positive result from the PCR home tests. Consider how the workload could be shared if teachers are unable to educate remotely</li> </ul>	<p>NQTs/students continue to be informed as with other staff</p> <p>Secretaries to share the school re-opening plan and risk assessment in advance of starting. Paper copies available at the school office and COVID tab on the website. LFD tests offered prior to starting.</p> <p>Use the federation remote learning policy, planning, utilize other members of staff, SLT and supply cover where appropriate.</p>	<p>VL/BH/ KV/SG</p>	<p>28.9.2020 and as required</p> <p>8.3.21 and as required</p> <p>8.3.21</p>	<p><a href="#">COVID 19 – HR Advice and Government Guidance</a></p> <p>PHE review of the impact of Covid-19 on BAME communities <a href="http://www.gov.uk/government/publications/covid-19-understanding-the-impact-on-bame-communities">www.gov.uk/government/publications/covid-19-understanding-the-impact-on-bame-communities</a></p> <p>DfE guidance re induction of NQTs during the pandemic – <a href="http://www.gov.uk/government/publications/coronavirus-covid-19-induction-for-newly-qualified-teachers">www.gov.uk/government/publications/coronavirus-covid-19-induction-for-newly-qualified-teachers</a></p> <p>DfE support for pupil and staff wellbeing in the current situation. See information about <a href="#">extra mental health support for pupils and teachers</a></p>
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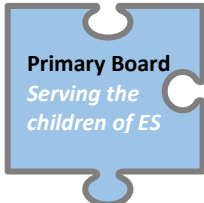


<p>4</p>	<p><b>Remind all staff and parents of their responsibility to understand and engage with the NHS Test and Trace process and to get tested if they have symptoms. and have a testing plan in place in school</b></p>	<p><b>Ensure website and letter home used to communicate to staff and parents that they should be ready and willing to:</b></p> <ul style="list-style-type: none"> <li>• (i) <u>book a test</u> if they are displaying symptoms or if they have a positive result from the LFD test. 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.</li> <li>• (ii) <b>provide details</b> of anyone they have been in close contact with if they were to test positive for coronavirus (COVID-19) or if asked by NHS Test and Trace</li> <li>• (iii) <u>self-isolate</u> if they have been in close contact with someone who develops coronavirus (COVID-19) symptoms or someone who tests positive for coronavirus (COVID-19)</li> <li>• (iv) Devise a plan for engagement with schools’ rapid testing programmes where these have been established</li> </ul> <p>The PCR test kits sent to schools are provided to be used in the exceptional circumstance that an individual becomes symptomatic and schools</p>	<p>Letters to parents on website Letters provide instructions on protocol for different scenarios</p> <p>Communication to parents about informing the school in the event of a positive LFD test, book a PCR test and keep the school informed.</p> <p>LFT Staff testing booklet developed. Staff CPD and letter to parents.</p>	<p>AD/AF /AB/A H/JD</p> <p>SG/BH /VL/KV</p>	<p>From 1.9.2020 and ongoing</p> <p>From 25.1.2021 and ongoing</p>	<p><b>Essential measures include:</b> a requirement that people stay at home if they:</p> <ul style="list-style-type: none"> <li>• are ill with virus symptoms</li> <li>• have tested positive, even if asymptomatic</li> <li>• have been advised by NHS Test and Trace to do so</li> <li>• are household members of a positive case, even if that case is asymptomatic</li> <li>• are required to self-isolate for travel-related reasons</li> </ul>
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		<p>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.</p> <p>Use the ESCC model risk assessment for Asymptomatic COVID-19 testing at home (primary schools, school-based nurseries and maintained nurseries) which will be published on the message board</p> <p>Review the ESCC model risk assessment for asymptomatic testing of school staff and amend to reflect local arrangements.</p>	<p>Risk assessment model utilized and regularly updated</p> <p>Risk assessment reviewed and shared with staff regularly.</p>		<p>5.2.21 and ongoing</p>	
5	<b>Communication</b>	<p>Review plans for how you will communicate to staff, parents and the local community should there be a positive case within the school whilst vulnerable pupils and the children of critical workers are in school.</p> <p>Schools should have a process for managing face coverings in school. This process should be communicated clearly to pupils and staff and in line with government guidance.</p>	<p>Communication to staff will be through SLT email and meeting as appropriate</p> <p>Communication to parents through Parentmail and individual phonecalls as required.</p> <p> Planning for tiered restrictions.docx</p>	<p>JP/VL/ BH/KV /SG</p> <p>AD/AF /AB/JD</p>	<p>As soon as notification of closure is required</p>	<p><a href="https://www.gov.uk/government/publications/containing-and-managing-local-coronavirus-covid-19-outbreaks/covid-19-contain-framework-a-guide-for-local-decision-makers#annex-3-tiers-of-national-restriction">https://www.gov.uk/government/publications/containing-and-managing-local-coronavirus-covid-19-outbreaks/covid-19-contain-framework-a-guide-for-local-decision-makers#annex-3-tiers-of-national-restriction</a></p>

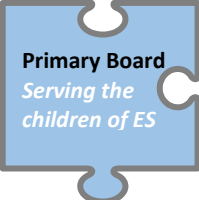


		<p>Staff informed to reduce where possible to limit contact outside of your immediate bubble.</p> <p>Update and communicate the process for managing face coverings in school in line with the government guidance which states that:</p> <ul style="list-style-type: none"> <li>In primary schools and settings, adults and visitors should wear face masks in communal areas where social distancing cannot be maintained</li> </ul> <p>Ensure there are posters and instructions visible for all which outline the process for safely putting on, taking off and disposing of face masks including the cleaning of hands before and after touching and safe storage of them in individual, sealable plastic bags between use</p>	<p>School re-opening plans, rotas, registers and timetables. SLT will use this information as needed to inform PHE and DFE.</p> <p>Communication to staff will be through SLT email and meeting as appropriate. Part of the whole school risk assessment.</p>	<p>JP/BH/ VL/KV</p> <p>JP/BH/ VL/KV</p>	<p>8.3.21 ongoing</p> <p>Ongoing Sept 2020</p>	
<b>6</b>	<b>Infection prevention and control</b>	<p>Ensure that the school continues to adhere to government guidelines.</p> <p>1) Minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have</p>	<p>Continue with arrangements for bubbles, staffing, cleaning, timetable alterations, pick up and drop off arrangements</p>	All staff	ongoing	<p><a href="#">Schools coronavirus operational guidance</a></p> <p>Section 3 of <a href="#">Restricting attendance during the national lockdown: schools</a></p>



		<p>someone in their household who does, do not attend school.</p> <p>2) Where recommended, use of face coverings in schools.</p> <p>3) Clean hands thoroughly more often than usual.</p> <p>4) Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach.</p> <p>5) Introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents.</p> <p>6) Minimise contact between individuals and maintain social distancing wherever possible.</p> <p>7) Where necessary, wear appropriate personal protective equipment (PPE).</p> <p>8) Always keeping occupied spaces well ventilated.</p> <p>9) Promote and engage with asymptomatic testing, where available</p> <p>Numbers 1 to 5 must be in place in all schools, all the time.</p>				<p>It is a legal requirement that employers must consult with the health and safety representative selected by a recognised trade union or, if there isn't one, a representative chosen by staff. As an employer, schools cannot decide who the representative will be.</p> <p><a href="#">Ventilation and air conditioning during the coronavirus (COVID-19) pandemic - HSE news</a></p>
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	<p>Number 6 must be properly considered and schools must put in place measures that suit their particular circumstances.</p> <p>Number 7 applies in specific circumstances</p> <p>View the section of the <a href="#">Guidance for Restricting attendance during the national lockdown: schools</a> entitled 'The system of controls: protective measures' for more information</p> <p>Pupils must clean their hands regularly, including when they arrive at school, when they return from breaks, when they change rooms and before and after eating. Schools should have enough hand washing or hand sanitiser stations available to aid regular hand washing</p> <p>Primary school children will not need to wear a face covering.</p> <p>During the national lockdown, face coverings should be worn by adults and pupils (in years 7 and above) in areas outside classrooms when moving around communal areas where social distancing is difficult to maintain, such as corridors.</p> <p>Education settings should have a small contingency supply of face masks available in case a pupil is struggling to access a face covering, has forgotten it or if it has become soiled.</p> <p>Schools should have a process for removing face coverings when those wearing them arrive at</p>				
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	<p>school. Safe wearing of face coverings requires cleaning of hands before and after touching and the safe storage of them in individual sealable plastic bags between use.</p> <p>Follow the 'catch it, bin it, kill it' approach and ensure there are enough tissues and bins available in school to support staff and pupils to follow this routine.</p>				
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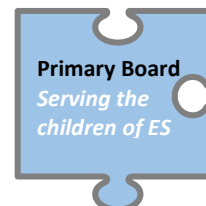
**A2: Curriculum planning**

	Action	Comments for consideration	Issues due to the context of our school	Lead	Date Deadline	Guidance
7	<b>Devise school plans for immediate provision should PHE advise a group/class to self-isolate</b>	<p>This would apply to vulnerable pupils and the children of critical workers who will immediately be able to access the remote learning provision that is in place for the other pupils.</p> <p>Consider options to ensure teachers are able to manage a workload comprising live and remote teaching if a small number of pupils need to isolate</p> <p>Share amongst staff what has worked well so far so that this process can be fine-tuned or continued</p>	<p>2 week isolation work available on school website/ Google classroom.</p> <p>Remote learning review feedback to be shared with staff. Update</p>	<p>VL/BH/ KV/SG</p> <p>VL/BH/ KV/SG</p>	<p>ongoing</p> <p>From 1.9.2020 and ongoing</p>	<p>Oak National Academy will continue to make available free video lessons covering the entire national curriculum and specialist resources to support SEND. The BBC are also delivering online lessons though BBC Teach</p> <p>You can access free support with tech at can access free support at <a href="https://www.gov.uk/help-with-technology">Get help with technology - GOV.UK (education.gov.uk)</a></p>




eastsussex.gov.uk

29<sup>th</sup> January 2021; 5<sup>th</sup> February 2021; 5<sup>th</sup> March 2021



	<p>Where providers have had to temporarily stop on-site provision on public health advice, they should inform the local authority to discuss alternative arrangements for vulnerable children and young people and work towards welcoming back pupils as soon as possible, where feasible to do so.</p> <p>The remote education provided should be equivalent in length to the core teaching pupils would receive in school and will include both recorded or live direct teaching time, and time for pupils to complete tasks and assignments independently. The amount of remote education provided should be, as a minimum:</p> <ul style="list-style-type: none"> <li>• Key Stage 1: 3 hours a day on average across the cohort, with less for younger children</li> <li>• Key Stage 2: 4 hours a day</li> <li>• Key Stages 3 and 4: 5 hours a day</li> </ul> <p>In developing these contingency plans, we expect schools to:</p> <ul style="list-style-type: none"> <li>• use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos and that is linked to the school's curriculum expectations</li> </ul>	<p><a href="#">remote learning policy as necessary.</a></p> <p>See Remote Learning Policy, Google Classroom guide and parent letters on school websites</p>	AH	28.9.2020	<p>Visit <a href="#">this page</a> to apply for internet access for disadvantaged pupils, laptops and tablets for remote learning</p>
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		<ul style="list-style-type: none"> <li>• give access to high quality remote education resources</li> <li>• select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback and make sure staff are trained in their use</li> <li>• provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access</li> <li>• recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support and so schools should work with families to deliver a broad and ambitious curriculum.</li> </ul> <p>Agree these principals with governors and then share any outline plans / expectations with staff, parents and pupils.</p>	<p>Individuals and families isolating due to symptoms to utilize 2 week block of work and planning on the school website.</p> <p>If the full bubble is isolating (i.e. including teacher) or a local/national lockdown, we revert to remote learning through Google Classroom.</p> <p>Google Classroom training for all staff</p> <p>Arrange for</p> <ul style="list-style-type: none"> <li>• a 'live' introduction to the day from 9-9.30am which all children are expected to attend.</li> </ul>	<p>VL/BH/ KV/SG</p> <p>VL/BH/ KV/SG/ AH</p> <p>VL/BH/ KV/SG</p>	<p>From 28.9.2020</p> <p>by 28.9.2020</p> <p>28.9.2020</p>	
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			<ul style="list-style-type: none"> <li>● At least 3 learning activities to complete during the day (at least one English and one maths)</li> <li>● Bookable 30 minute slots for 1:1 or small group support with learning with the class teacher or teaching assistant.</li> </ul> <p>Share this document with all stakeholders</p>  <p>Planning for tiered restrictions.docx</p>			
8	<b>Planning to reduce pupil, staff and parental anxiety</b>	Be aware that the level of anxiety and trauma that some may feel may be more severe than September and this may worsen if further outbreaks and restrictions occur				

	<p>Identify any newly vulnerable pupils who may need support if they are required to work from home Share the <a href="#">‘Every interaction matters’</a> webinar with staff</p> <p>Work with school nurses, where they are in place, to ensure delivery of the <a href="#">healthy child programme</a> (which includes immunisation)</p> <p>Reflect on how well the school managed wellbeing calls and check ins for pupils during the previous lockdowns and be prepared to continue in the case of further outbreaks and closures Ensure teachers know they can access the free <a href="#">MindEd learning platform for professionals</a>, which contains materials on peer support, stress, fear and trauma, and bereavement.</p> <p>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 <a href="#">Wellbeing for Education Return programme</a>.</p> <p>NHS mental health services have remained open, and schools should still refer to their</p>	<p>Share with staff in briefing, staff meetings and re-opening plans.</p> <p>Curriculum design/MyConcern records/vulnerable pupil log in each school and Inclusion Managers staff/pupil liaison</p>	<p>JP/VL/ BH/KV /SG</p>	<p>From 1.9.2020 and ongoing</p>	
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		<p>local NHS children and young people’s mental health service.</p> <p>DfE, Public Health England and NHS England have also recorded a free webinar for school and college staff which sets out how they can support their pupils and students. A recording of this is available here: <a href="#">View webinar</a></p> <p>Schools should consider the provision of pastoral and extra-curricular activities to all pupils, including those learning at home (for example through online activities and assemblies), designed to:</p> <ul style="list-style-type: none"> <li>• Support social engagement and maintaining friendships</li> <li>• Address and equip pupils to respond to issues linked to coronavirus (COVID-19)</li> <li>• Support pupils with approaches to improving their physical and mental wellbeing</li> </ul> <p>Schools should also provide more focused pastoral support where issues are identified that individual pupils may need help with, drawing on external support where necessary and possible. Schools should also consider support needs of particular groups they are already aware need additional help (for example, children in need.)</p>			
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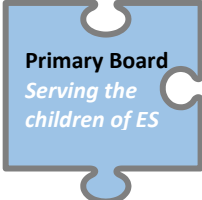
		<p>MindEd have also developed a <a href="#">coronavirus (COVID-19) staff resilience hub</a> with advice and tips for frontline staff. Schools should also make sure that parents and pupils are aware of who in the school to contact if they have a new concern about mental health and wellbeing.</p> <p>Public Health England have produced guidance for parents and carers on <a href="#">supporting children and young people's mental health and wellbeing</a>. This includes key actions they can take to support their child or young person's mental health and wellbeing during the pandemic</p>				
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## Section B – Responding once a local outbreak has been confirmed by PHE

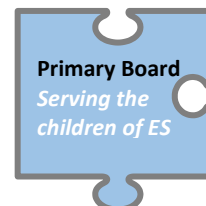
### B1: Managing the remote curriculum

	Action	Comments for consideration	Issues due to the context of our school	Lead	Date Deadline	Guidance
9	<b>Managing the curriculum provision during the PHE advised period of remote learning</b>	<p>When teaching pupils remotely, we expect schools to:</p> <ul style="list-style-type: none"> <li>• set meaningful and ambitious work each day in an appropriate range of subjects</li> <li>• provide teaching that is equivalent in length to the core teaching pupils would receive in school. This will include both recorded or live direct</li> </ul>	See arrangements about and Tier 4 arrangements	VL/BH/ KV/SG	As soon as notification is received	DfE <a href="#">quality assured list of remote education resources</a> which are available to schools and parents

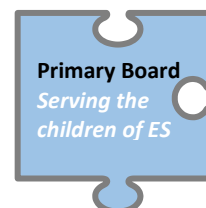




		<p>teaching time and time for pupils to complete tasks and assignments independently</p> <p>Consider how to transfer into remote education what we already know about effective teaching in the live classroom by, for example:</p> <ul style="list-style-type: none"> <li>• providing frequent, clear explanations of new content, delivered by a teacher or through high-quality curriculum resources</li> <li>• providing opportunities for interactivity, including questioning, eliciting and reflective discussion</li> <li>• providing scaffolded practice and opportunities to apply new knowledge</li> <li>• enabling pupils to receive timely and frequent feedback on how to progress, using digitally-facilitated or whole-class feedback where appropriate</li> <li>• using assessment to ensure teaching is responsive to pupils’ needs and addresses any critical gaps in pupils’ knowledge</li> <li>• avoiding an over-reliance on long-term projects or internet research activities</li> </ul> <p>We expect schools to consider these expectations in relation to the pupils’ age, stage of development or special educational needs, for example where this would place significant demands on parents’ help or support.</p> <p>have systems for checking, daily, whether pupils are engaging with their work, and work with families to</p>	<p></p> <p>Planning for tiered restrictions.docx</p> <p>SLT to monitor by logging into Google Classroom events and monitoring work submission</p>			
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		<p>rapidly identify effective solutions where engagement is a concern</p> <ul style="list-style-type: none"> <li>• identify a named senior leader with overarching responsibility for the quality and delivery of remote education, including that provision meets expectations for remote education</li> </ul>				
10	<b>SEND and vulnerable pupils</b>	<p>The requirement for schools to use their best endeavours to secure the special educational provision called for by the pupils’ special educational needs remains in place.</p> <p>Schools should work collaboratively with families, putting in place reasonable adjustments as necessary, so that pupils with SEND can successfully access remote education alongside their peers.</p> <p>It may also be that some pupils who have difficulty engaging in remote education may be considered to be vulnerable children, and therefore eligible to attend provision in person.</p>	<p>See Remote Learning Policy, Google Classroom guide and parent letters on school websites</p> <p>SENCO to support teaching staff in differentiation and remote delivery</p> <p>EHCPs to be reviewed and parents called by SENCO and class teacher to discuss provision</p> <p>Vulnerable pupils identified and</p>	<p>SL/SL</p> <p>SL/SL/CTs</p> <p>SL/SL/CTs/DSL</p>	<p>As soon as notification is received</p> <p>As soon as notification is received</p> <p>As soon as notification is received</p>	<p><u>DfE quality assured list of online SEND remote education resources</u></p> <p>DfE Full return to school guidance <u>Annex B EHCP Plans</u></p>



			individual action plans created as required			
11	<b>Practical considerations</b>	Provision of hard copy resources for pupils who don't have IT access	Pupils identified by secretaries through newsletter returns	AD/AF /AB/JD	28.9.2020	Government information on increasing internet allowance: <a href="#">increasing internet access for vulnerable and disadvantaged children</a>

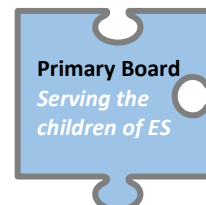
**B2: Organisation and staffing**

	Action	Comments for consideration	Issues due to the context of our school	Lead	Date Deadline	Guidance
12	<b>Maintaining accurate attendance records</b>	<p>Schools should continue to record attendance in the register. Schools should follow up on absences of the pupils who are expected to be in school but where a parent wishes for their child to be absent, we expect schools to authorise the absence during this national lockdown period. Absence will not be penalised.</p> <p>Parents whose work is critical to the coronavirus (COVID-19) and EU transition response include those who work in health and social care and in other key sectors. Children with at least one parent or carer who is a critical worker can go to school if required. This includes parents who may be working from home. Parents should try to keep their children at home if possible.</p>	Secretaries to keep up to date with DfE documentation and act as required	AD/AF /AB/JD	As soon as notification is received.	<a href="#">Addendum: recording attendance in relation to coronavirus (COVID-19) during the 2020 to 2021 academic year</a>

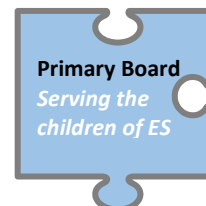
		<p>Schools should speak to parents and carers to identify who needs to go to school. If it proves necessary, schools can ask for simple evidence that the parent in question is a critical worker, such as their work ID badge or pay slip. Parents and carers who are critical workers should keep their children at home if they can.</p> <p>Vulnerable children and young people who have not attended their setting following the introduction of national restrictions can revisit that decision at any point in time and parents, carers and young people should talk to their education setting and social worker (if they have one) if they wish to do so. Education settings should also continue to encourage vulnerable children to attend and review whether there are other children and young people who might be newly vulnerable and benefit from on-site attendance.</p> <p>The Department expects schools to grant applications for leave of absence given the exceptional circumstances.</p> <p>All pupils who are not eligible to be in school should be marked as Code X. They are not attending because they are following public health advice.</p>				
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		<p>Schools should speak to parents to identify children of critical workers who need to go to school; those that do not should be recorded as Code X.</p> <ul style="list-style-type: none"> <li>• where critical workers only need their child to attend school part-time, schools should use Code X to record the sessions that the child is not expected to attend</li> <li>• where the child of a critical worker is expected to attend a session and does not, the school should record the absence as Code C (leave of absence authorised by the school) unless another authorised absence code is more applicable</li> <li>• as usual, Code X should be used if the child is self-isolating or quarantining because of coronavirus (COVID-19)</li> </ul> <p>As vulnerable children are still expected to attend school full time, they should not be marked as Code X if they are not in school (except if they are shielding, self-isolating or quarantining). If the parent of a vulnerable child wishes their child to be absent, the parent should let the school know. The Department expects schools to grant</p>				
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		applications for leave of absence given the exceptional circumstances. This should be recorded as code C (leave of absence authorised by the school) unless another authorised absence code is more applicable.				
<b>13</b>	<b>Staffing</b>	<p>Under the national lockdown, the expectation is that everybody should work from home where possible. School leaders are best placed to determine the workforce that is required in school, taking into account the updated guidance for those staff who are clinically extremely vulnerable.</p> <p>Following the reintroduction of shielding, clinically extremely vulnerable staff are advised that they should not attend the workplace. Staff should talk to their employers about how they will be supported, including to work from home. Schools should continue to pay clinically extremely vulnerable staff on their usual terms.</p> <p>Clinically vulnerable staff can continue to attend school where it is not possible to work from home. While in school they should follow the sector-specific measures in <a href="#">this document</a> to minimise the risks of transmission.</p> <p>Clinically extremely vulnerable staff should not return to school until at least 31 March. This</p>	<p>Staff risk assessments for individuals updated and measures to be taken shared as required.</p> <p>Reminders regarding symptoms protocol shared with all staff</p> <p>Communication with individual staff and</p>	VL/KV/BH/SG	As soon as notification is received	<p>For clinically vulnerable and extremely vulnerable staff leaders and governors should continue to follow the advice set out in the <a href="#">guidance on implementing protective measures</a>.</p> <p>DfE support for pupil and staff wellbeing in the current situation. See information about <a href="#">extra mental health support for pupils and teachers</a></p>
					ongoing	

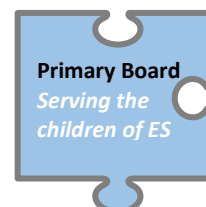


		<p>may also apply to the parents of children who are CEV. Therefore, do not include them in plans to support vulnerable pupils or the pupils of critical workers in the case of further closures</p> <p>Communicate to staff and volunteers the school's expectations that anyone who displays symptoms of coronavirus (COVID-19) can and should book a test.</p>	<p>accounted for in re-opening plans.</p>	<p>VL/KV/ BH/JP</p>		
14	<p><b>External contractors</b> Contact the external companies and inform them that the school will be opening and ask about staff availability and provision going forward.</p>	<ul style="list-style-type: none"> <li>● Contact the school meal service provider (if appropriate)</li> <li>● Contact fruit provider (if appropriate)</li> <li>● Contact milk provider (if appropriate)</li> <li>● Contact regular visitors (as appropriate)</li> <li>● Contact transport providers (if appropriate – ensuring adherence to latest DfE guidance re transport)</li> <li>● Update governors accordingly</li> </ul> <p>There may be individuals working in schools, such as supply staff, where when asked to self-isolate, are unable to work from home and will lose income as a result of self-isolating. These individuals may be entitled to a Test and Trace Support Payment of £500, payable as a lump sum from local authorities, to ensure they are able to play their part in controlling the virus by isolating at home.</p>	<p>Secretaries to contact Chartwells and fruit provider and any regular visitor (music teachers/language teachers/Sports providers and keep communication open regarding any changes</p>	<p>AD/AF /AB/JD</p>	<p>From 1.9.2020 and ongoing</p>	

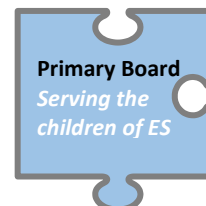


15	<b>Travel arrangements</b>	<p>Encourage parents, staff and pupils to walk or cycle to school where it is safe and appropriate to do so. Devise plans to support staff and parents to adhere to any travel restrictions that have been put into place by the government as a result of the local outbreak.</p> <p>Consider whether changing or staggering school start and finish times would reduce pressure on transport services.</p> <p>Where applicable, make use of local authority's organisation of dedicated transport.</p>	<p>No transport companies used by the school.</p> <p>Staggered starts not required during lockdown due to reduced numbers of children in school</p> <p>Individual school arrangement for drop off and collection communicated with parents and staff.</p>	JP/VL/ BH/KV	5.3.21	<p>Further guidance is set out in the <a href="#">transport to school and other places of education: autumn term 2020</a>.</p>
16	<b>Trips and clubs</b>	<p>We advise against educational visits at this time. This advice will be kept under review.</p> <p>Consider how pupils can still have access to experts through virtual visits</p> <p>Schools should continue to offer wraparound provision, such as breakfast and after-school clubs, for those children eligible to attend school</p> <p>Schools should also work closely with any external wraparound providers which these</p>	<p>Situation monitored regarding trips planned for the rest of the school year.</p> <p>When schools are open: SMV: breakfast club twice weekly and after-school clubs 4x a week.</p>	VL/BH/ KV/SG  AD/AF /AB/JD	From 1.9.2020 and ongoing	<p>Refer to <a href="#">guidance on protective measures for holiday, after school clubs and other out of school settings</a> for more information</p>





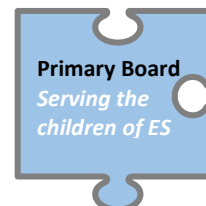
		<p>pupils may use, to ensure as far as possible, children can be kept in a group with other children from the same bubble they are in during the school day.</p> <p>Make sure the clubs adhere to the school's protective measures</p> <p>Schools may also continue to open up or hire out their premises for use by external wraparound childcare providers, such as after-school or holiday clubs, that offer provision to children of critical workers and/ or vulnerable children. This includes for February half term for children of critical workers and/or vulnerable children. In doing so, schools should ensure they work with providers to consider how they can operate within their wider protective measures and should also have regard to any other relevant government guidance.</p>				
17	<b>School meals</b>	<p>Ensure you continue to provide meal options for all pupils who are in school. Meals should be available free of charge to all infant pupils and pupils who are eligible for benefits-related free school meals who are in school.</p> <p>Continue to provide free school meal support to pupils who are eligible for benefits related free school meals and who are not attending</p>	Hot meals in place when schools are open.	VL/BH/ KV/SG	From 1.9.2020 and reviewed going forward	Should no changes be recommended then ensure that the school continues to follow the guidance on <a href="#"><u>supporting children eligible for free schools meals</u></a>



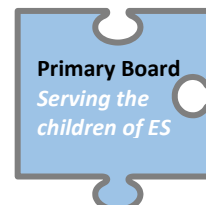
		<p>school. Extra funding will be provided to support schools to provide food parcels or meals to eligible children. Where schools cannot offer food parcels or use local solutions, the national voucher scheme will be in place.</p> <p>Families in need of support during the half term break should contact their local authority in order to access help through the Covid Winter Grant Scheme.</p>				
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**B3: Health and Safety**

	Action	Comments for consideration	Issues due to the context of our school	Lead	Date Deadline	Guidance
18	Revise risk assessment(s) as necessary	<ul style="list-style-type: none"> <li>Ensure the school’s COVID19 Risk Assessment is reviewed and updated to reflect any advice / guidance given from PHE.</li> <li>Review and update first aid risk assessment to ensure appropriate provision e.g. number of available first aiders, etc.</li> <li>Review the ESCC model risk assessment for asymptomatic testing of school staff and localise as appropriate.</li> <li>The Health and Safety Executive published guidance on first aid during coronavirus</li> </ul>	<p>HOS review risk assessment and update as required.</p> <p>First aid RA reviewed as needed</p>	VL/BH/ KV/SG	From 1.9.2020 and ongoing	<p><b>East Sussex model Risk Assessment</b> (See ESCC Schools Message Board)</p> <p><i>Model first aid risk available via the H&amp;S pages on Webshop for those schools purchasing the service.</i></p> <p><b>East Sussex model Risk Assessment</b> (See ESCC Schools Message Board)</p>



		<p>which will support local risk assessments and provides guidance for first aiders</p> <ul style="list-style-type: none"> <li>• Ensure that measures being put in place are explained to staff and involve staff in the process to support wellbeing</li> </ul>				
19	<p><b>Cleaning</b> Ensure thorough cleaning of the school in line with the latest guidance</p>	<ul style="list-style-type: none"> <li>• Comply with Government Health and Safety Guidance – Staff should be aware and are aware of the <u>COVID-19: cleaning of non-healthcare settings guidance</u> which should be followed in the event of a suspected or confirmed case</li> <li>• Classrooms and other areas deep cleaned.</li> <li>• Discuss with cleaning contractors or staff the additional cleaning requirements and agree additional hours to allow for this.</li> <li>• Keep a copy of the contractor’s COVID19 specific risk assessment on site.</li> </ul>	<p>Caretakers liaison with Cleaning company and monitored daily.</p> <p>Cleaning between sessions completed by adults in the bubble.</p> <p>Timetables for outside spaces Risk assessments retained on site</p>	PH/JG/BA all staff	From 1.9.2020 and ongoing	<p>The updated <u>cleaning of non-healthcare settings guidance</u> describes the cleaning required, the appropriate disposal of materials, the cleaning of equipment and hard surfaces, and the circumstances in which personal protective equipment (PPE) should be worn.</p> <p>More information on PPE use can be found in the <u>safe working in education, childcare and children’s social care settings, including the use of personal protective equipment (PPE) guidance</u>.</p>
20	<p><b>Health and Safety premises inspections</b> Ensure that premises inspections of all</p>	<ul style="list-style-type: none"> <li>• As per local health and safety policy which has been reviewed or updated as appropriate.</li> </ul>	Health and Safety inspections carried out as per usual protocol.	PH/JG/VL/BH/KV/ SG	From 1.9.2020 and ongoing	<p><b>East Sussex model Risk Assessment</b> (See ESCC Schools Message Board)</p>

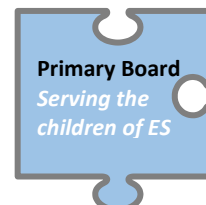


	<p>areas of the school site, including outdoor spaces continue to be carried out at regular intervals.</p>	<ul style="list-style-type: none"> <li>● Review and update risk assessments and ensure that any changes are communicated to staff.</li> <li>● Check access to hand washing facilities and other hygiene measures.</li> <li>● Remove any equipment that may be necessary (as advised by PHE)</li> </ul>	<p>All risk assessments reviewed by SLT</p>			<p>DfE Return to school Guidance Annex A Health &amp; Safety Risk Assessment  <a href="http://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#A">www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#A</a></p>
21	<p><b>Site</b>                  Prepare the site for partial or full closure at the direction of PHE</p>	<ul style="list-style-type: none"> <li>● Re-establish suitably accessible information and posters for parents/carers/visitors in welcome areas. E.g. Government guidelines for hand washing and social distancing etc.</li> <li>● School must ensure that there is access to drinking water and facilities for hand washing and/or access to hand sanitiser</li> <li>● Contact contractors and inform them of the closure details and any arrangements on site including social distancing.</li> <li>● Confirm that alternative providers have the appropriate safety arrangements in place in relation to Covid-19 for any pupils attending.</li> <li>● Agree arrangements for ensuring that statutory checks continue e.g. legionella, fire, etc.</li> </ul>	<p>Signage around the site.</p> <p>PPE, hand sanitiser and cleaning fluid stocked up regularly</p> <p>Secretaries to contact contractors should closure occur.</p>	PH/JG/VL/KV/BH/AD/AF/AB	From 1.9.2020 and ongoing	<p><a href="#">Schools coronavirus operational guidance</a>                  Where mechanical ventilation systems exist they should be maintained in accordance with the manufacturers recommendations. Good ventilation is essential at all times in classrooms and particularly during this period. DfE guidance for reviewing systems: Water, gas, fire, safety, kitchen, ventilation &amp; security:  <a href="http://www.gov.uk/government/publications/managing-school-premises-during-the-coronavirus-outbreak">www.gov.uk/government/publications/managing-school-premises-during-the-coronavirus-outbreak</a></p>

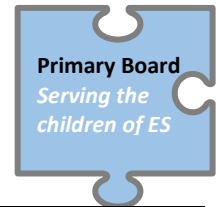
		<ul style="list-style-type: none"> <li>• Before the school fully re-opens after a closure, review whether there is a need to recommission all systems before the full opening, as would normally be done after a long holiday period. This includes gas, heating, water supply, mechanical and electrical systems, and catering equipment.</li> <li>• Before the school fully re-opens after a closure, check all systems are fully working and operating as normal, especially buildings which have been unoccupied.</li> <li>• Before the school fully re-opens after a closure, check your fire safety systems including making sure: your fire alarm system and emergency lights are operational, and all fire doors are operational.</li> </ul>	Share with school site managers and in event of this.	PH/JG/ VL/KV/ BH/AD /AF/AB		DfE full opening guidance Section 1 gives updated advice to minimize Covid-19 risks: <u>Section 1 Public health advice to minimise risks</u>
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**B4: Safeguarding**

	Action	Comments for consideration	Issues due to the context of our school	Lead	Date Deadline	Guidance
22	<b>Safeguarding (including online safety) during the outbreak</b>	<ul style="list-style-type: none"> <li>• Ensure adherence to statutory duties as outlined in KCSIE 2020</li> <li>• Update Code of Conduct for staff to include COVID-19 issues</li> <li>• Ensure suitably trained people are onsite</li> <li>• Review online safety considerations in and out of school</li> </ul>	<p>Staff code of conduct shared and signed at INSET</p> <p>DSL training checked and up to date</p>	PH/JG/ VL/KV/ BH/AD /AF/A B/SG/ BA/ SBM	From 1.9.2020 and ongoing	Schools <b>must</b> have regard to the statutory KCSIE 2020 safeguarding guidance, <u>keeping children safe in education</u>



		<ul style="list-style-type: none"> <li>As DfE guidance advises limiting the number of visitors, we recommend schools consider a flexible approach to interviews, with alternative options to face to face interviews offered where possible.</li> <li>Ensure that record keeping is up to date particularly where children have not been in school, or where they have attended other settings.</li> </ul> <p>It is expected that schools will have a trained DSL (or deputy) available on site. However, it is recognised that for some schools there may be operational challenges to this. In such cases, there are two options to consider:</p> <ul style="list-style-type: none"> <li>a trained DSL (or deputy) from the school can be available to be contacted via phone or online video, for example working from home</li> <li>sharing trained DSLs (or deputies) with other schools (who should be available to be contacted via phone or online video)</li> </ul>	<p>Online safety policy reviewed and shared. Online safety included as part of recovery curriculum</p> <p>DSL review safeguarding records</p>			<p>Schools should also refer to the <u>coronavirus (COVID-19): safeguarding in schools, colleges and other providers guidance</u>.</p> <p>East Sussex SLES Safeguarding team:  <a href="https://czone.eastsussex.gov.uk/safeguarding/support-for-safeguarding-in-colleges-schools-and-early-years-settings/corona-virus-additional-guidance-for-schools/">https://czone.eastsussex.gov.uk/safeguarding/support-for-safeguarding-in-colleges-schools-and-early-years-settings/corona-virus-additional-guidance-for-schools/</a></p>
23	<b>Support for vulnerable families and members of the</b>	<ul style="list-style-type: none"> <li>Regular telephone calls to families</li> </ul>	Vulnerable families list to be created by secretaries, DSL and teaching staff	VL/BH /KV/S G		TES article on how to support disadvantaged families:

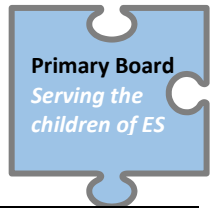


	<p><b>community at higher risk</b> Plan support packages for these families in order to help alleviate heightened anxiety during an outbreak</p>	<ul style="list-style-type: none"> <li>Individual support plans around the family of vulnerable pupils, working alongside other agencies as appropriate.</li> <li>Continue to work in partnership with local BAME and/or faith communities to reinforce individual and household risk reduction strategies relevant to the school community</li> <li>Decide which member(s) of staff will be the single point of contact for parents and communicate this to parents.</li> <li>Update the website as applicable.</li> <li>Brief staff to be alert to signs of poor welfare, poor mental health or neglect that may escalate during any additional school closures and agree referral route to DSL team.</li> </ul> <p>If vulnerable children and young people do not attend, schools should:</p> <ul style="list-style-type: none"> <li>work together with the local authority and social worker (where applicable) to follow up with the parent or carer to explore the reason for absence, discussing their concerns using supporting guidance considering the child's circumstances and their best interests</li> </ul>	<p>Closure: each family assigned one staff member as main point of contact for support and check-in phonecalls.</p> <p>Closure: reminders to staff about what to look for during online lessons and check-in phonecalls and how to raise concerns if off-site.</p>		<p><a href="https://www.tes.com/news/coronavirus-6-ways-support-disadvantaged-families">https://www.tes.com/news/coronavirus-6-ways-support-disadvantaged-families</a></p> <p>ISEND guidance: <a href="https://czone-backoffice.azurewebsites.net/media/6329/supporting-pupils-with-send-to-return-to-school.pdf">https://czone-backoffice.azurewebsites.net/media/6329/supporting-pupils-with-send-to-return-to-school.pdf</a></p> <p><u>PHE's review of the impact of Covid-19 on BAME groups</u> identified "There is an association between belonging to some ethnic groups and the likelihood of testing positive and dying with COVID-19"... "Longstanding inequalities have been exacerbated by COVID-19"</p> <p>BAMEed's resources <a href="https://www.bameednetwork.com/resources">https://www.bameednetwork.com/resources</a></p>
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29<sup>th</sup> January 2021; 5<sup>th</sup> February 2021; 5<sup>th</sup> March 2021



		<ul style="list-style-type: none"> <li>• work together with the local authority and social worker (where applicable) and other relevant partners to encourage the child or young person to attend educational provision, particularly where the social worker agrees that the child or young person’s attendance would be appropriate</li> </ul>				
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Mr J Procter  
**Executive  
Headteacher**

Mr A Brundle  
**Chair of  
Governors**

Mrs K Vile  
**Head of Chiddingly  
School**

Miss B Hare  
**Head of St Mary’s CE  
School**

Miss V Lewis  
**Head of East Hoathly CE  
School and Nursery**

**Catherine Simmons**  
Chair of Governors  
Park Mead Primary



29<sup>th</sup> January 2021; 5<sup>th</sup> February 2021; 5<sup>th</sup> March 2021



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A handwritten signature in black ink, appearing to read "Mrs Gumbrell".

Mrs Gumbrell – Park Mead HOS

