



Ottery St Mary Primary School

Parent Handbook: School Reopening September 2020

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1. Drop off / Collection and Timetables

Drop off / Collection:

When entering the school site, we ask that children are brought in through the 'Spring Garden' gates, dropped off at the classroom door and then that parents/carers leave via the KS1 playground. Year 6 children will enter and exit the building via the hub doors. This 'one way' system is intended to support social distancing and minimise the need for parents to gather.

After the first week, some parents and children may wish to consider if their child would like to walk to the classroom by themselves. If the child is confident to do this, and is able to follow the one way system and social distancing, then their parent can leave via the car park rather than walking around the building.

Where children are leaving at the end of the day by themselves, **a letter must be sent to the class teacher**. We will need this permission to release your child at the end of the day, even if they have walked home alone previously. The school advises that this is likely to be suitable only for children in year 5 and 6.

We also ask that only one parent/ carer enters the school site with their child and that all adults adhere to social distancing whilst on the school premises.

The school day will start and end in a staggered way, with children arriving in 10 minute windows and leaving in the same way. During this staggered start and end, children will be asked to wash their hands and read, or take part in independent activities.

Staggered starts:

Parents will be allocated one of the following arrival slots dependent on their surname (where siblings may have different surnames they can still be dropped off and collected at the same time and we will contact parents directly about this):

Arriving 8.30-8.40 / Collecting 3.00-3.10: Surnames beginning with **Q - Z**

Arriving 8.40-8.50 / Collecting 3.10-3.20: Surnames beginning with **H - P**

Arriving 8.50-9.00 / Collecting 3.20-3.30: Surnames beginning with **A - G**

We are taking this approach to make it easier for siblings who may be in different year groups to be dropped off and collected at the same time while ensuring that the school day is not shortened for any pupils as set out in the government guidance.

Childminders / The walking bus

Childminders or groups who may be dropping off more than one child from different family groups will be allocated a time. The school office will communicate with them regarding this.

Can I change my allocated time?

This is only possible in exceptional circumstances. The school will consider such a request if it will support meeting the needs of SEN children, medical requirements, or where there are safeguarding concerns.

Parents arriving outside of their scheduled time are asked to drop off at 9 via the office.

Timetables and rotas will be in place to ensure that children do not mix between year groups and that the start and end of the school day minimises the number of adults entering the school premises. Access to chromebooks, playground spaces, the library bus and the hall has all also been timetabled to further minimise the risk of groups mixing unnecessarily.

Daily overview of breaks:

	08.30 - 09.00	09.00 - 09.30	09.30 - 10.00	10.00 - 10.30	10.30 - 11.00	11.00 - 11.30	11.30 - 12.00	12.00 - 12.30	12.30 - 13.00	13.00 - 13.30	13.30 - 14.00	14.00 - 14.30	14.30 - 15.00	15.00 - 15.30
EYFS	Hand washing Reading / Morning work	PSHE / Circle time		Break 10-10.15			Lunch in class	Lunch outside			Break 13.45-14.00			Reading / Afternoon work/ Hand washing
1	Hand washing Reading / Morning work	PSHE / Circle time		Break 10.15 - 10.30			Lunch in class	Lunch outside				Break 14.00-14.15		Reading / Afternoon work/ Hand washing
2	Hand washing Reading / Morning work	PSHE / Circle time			Break 10.30-10.45				Lunch in class	Lunch outside			Break 14.15-14.30	Reading / Afternoon work/ Hand washing
3	Hand washing Reading / Morning work	PSHE / Circle time		Break 10.15 - 10.30			Lunch outside	Lunch in class						Reading / Afternoon work/ Hand washing
4	Hand washing Reading / Morning work	PSHE / Circle time			Break 10.30 - 10.45			Lunch outside	Lunch in class					Reading / Afternoon work/ Hand washing
5	Hand washing Reading / Morning work	PSHE / Circle time							Lunch in class	Lunch Outside				Reading / Afternoon work/ Hand washing
6	Hand washing Reading / Morning work	PSHE / Circle time				Break 11-11.15			Lunch Outside	Lunch in class				Reading / Afternoon work/ Hand washing

Please note, tuck will not be available in the autumn term.

2. What will my child need to bring to school?

Uniform:

From September, we are asking pupils to attend school in their usual school uniform. In addition, they will need suitable PE clothing for the days they are taking part in PE. More information about our uniform can be found on the school website

<https://www.otteryprimary.co.uk/parent-and-carers-hub/school-uniform/>

Face masks:

If children have worn a facemask on the way to school, they will need to take this off before entering the school site. The DfE advice is that masks should not be worn in school and also states that face masks **“should not be worn in any circumstance by those who may not be able to handle them as directed (for example, young children, or those with special educational needs or disabilities) as it may inadvertently increase the risk of transmission.”**

Equipment:

Children will be allocated a pencil case of school equipment for use in school and this will stay in school. Wherever possible, **we discourage children bringing in any additional equipment.** They may not bring in toys from home.

They will need:

- Reading book
- Water bottle (as they will be unable to drink from the water fountains)
- Sun cream on particularly sunny days (they will need to be able to apply this themselves).
- Packed lunch (if not ordering a meal through Dolce)
- A snack (as tuck will not be available)

Lunches:

Dolce will be running their online ordering service as normal, meals must be ordered the night before as they cannot be ordered in school. Meals ordered through Dolce will be delivered to classrooms in ‘grab bags’ and include hot and cold options. Packed lunches and grab bags will be eaten in the classroom in poor weather or as a ‘picnic’ if the weather is good.

Universal free school meals for KS1 pupils attending school will be available. To find out more about eligibility for means tested free school meals please visit the Devon school information website: <https://www.devon.gov.uk/educationandfamilies/school-information/school-meals>

3. Curriculum and blended learning

During the school closure period, classrooms and learning moved to an online space and our children were quick to adapt. Having reviewed our online provision, we will take a **blended approach** to sharing the curriculum for the 2020-2021 academic year. This will ensure we are more able to provide a continuity of education should another school closure be necessary. Additionally, we will be able to share the objectives and learning with parents and carers which will support home - school communication.

All children in KS1 and KS2 have access to a googleclassroom (parents of EYFS children have access to Tapestry). Children were invited to join this classroom to take part in transition work prior to the September start.

When the children return to school, the continued use of googleclassroom will support home-school communication. From September, the classroom will be regularly used to share:

- Weekly spelling lists (in KS2),
- Homework tasks,
- An overview of the key objectives to be covered that week where appropriate.

This may be in the form of a weekly update on the stream.

Should the need arise to move learning online, the classrooms will be used to share:

- Maths lessons from White Rose,
- English lessons from Oak Academy or from our own schemes of work,
- Weekly topic, science and computing lessons,
- Weekly spelling, phonics and times table work,
- Assembly videos and themes,
- A daily chat thread where children can communicate with each other.

Video learning during a future lockdown:

Due to safeguarding concerns and the wide range of ability to access devices at home, we will continue to deliver lessons through the classrooms and not via the use of online video calls. Phone calls home may be made by teachers to pupils who require further support or have been risk assessed as vulnerable. Some teachers may choose to upload videos of themselves explaining concepts they think are particularly tricky. Online learning, such as the resources available from Oak Academy, may be used to offer further support.

Parents are invited to contact the school if they need further support for home-school learning in the event of a future lockdown. We will ensure teachers have allocated time for contacting parents and supporting where needed.

Curriculum:

It is important to acknowledge that our children have learned many valuable things during their time away from school, and we should celebrate this. **We are mindful of the exposure children have had to negative messaging in the media, including the use of phrases such as 'catch up' and 'knowledge gaps'. Exposure to this messaging may be causing further anxieties and adding pressure where pressure is not needed.** Our recovery curriculum will make use of formative assessment to identify and address any key areas for learning. It will also ringfence time for PSHE, emotional logic, friendship building and behaviour for learning linked to metacognition (reflectED). We will continue to teach to the [curriculum documents](#) shared on our school website and to the objectives of the national curriculum.

PSHE:

Daily time for PSHE has been ringfenced on the timetable. Year groups can follow the PSHE scheme of work which was established last academic year. This can be supplemented with a 'circle time' approach. We would like all year groups to focus on wellbeing, emotional logic, friendship building and reflectED in the autumn term.

Maths:

In the autumn term, we will continue to use the White Rose resources to teach the national curriculum.

Writing:

Our usual sequences of work will continue, although they may be adapted to ensure key objectives and skills are covered before moving on. This may involve spending longer on a unit of work, or (for example) focussing on sentence building skills rather than on writing full texts. A whole school writing week will still take place in the autumn term, to re emphasise the purpose of writing for pleasure.

SPAG:

Spelling progression will continue to follow the Twinkl resources, and lists and spelling activities should be shared with families via the googleclassroom. Key grammatical concepts are covered through the English sequences of work, where it is noted children need to recap concepts from their previous year group, this will be factored in to the progression of a unit of work. As with all teaching, SPAG may need to be differentiated for pupils who have additional needs or scaffolded to ensure all children are able to access the learning.

Reading:

Whole class guided reading will take place in KS2. KS1 will continue with the approach taken prior to school closure, including the use of phonics groups. Reading for pleasure will be emphasised in daily school activities, including at the start and the end of the day. Children who are 'on the bus' will have scheduled opportunities to quiz and change their books. Where children meet their AR targets this will be celebrated in class and possibly on the googleclassroom if appropriate.

Science:

All year group specific topics were covered prior to lockdown, so there will be no need to revisit the teaching of other year groups. Opportunities for practical science investigation will continue to be prioritised.

Topic:

Our topic units of work will resume in the Autumn term and we will continue to promote a broad and balanced curriculum including opportunities for pupil talk, teamwork and some pupil-led activities. In the autumn term, we will work together to ensure our topics teach children about racism and diversity and that our topics are not tokenistic in their approach to covering these subjects. Art week is still planned to take place in the autumn term.

PE:

Until further guidance is published, PE will continue to only take place outside. Hall access has been timetabled for every year group, however this will not be for indoor PE for the time being. Teachers may also include physical activity in their day-day classroom timetable through the use of gonoodle and scheduled sensory breaks.

Music:

Until further guidance is published, it remains the case that singing will not take place in whole-school singing assemblies or in classes. Mrs Tindal will work with year 3 as usual in the autumn term, and will follow social distancing in order to facilitate recorder lessons.

RE:

RE will continue to be covered as per the RE scheme of work detailed in our curriculum documents. Some year groups may wish to alternate between teaching Music or RE and as such may consider focussing on RE in the autumn term as we await further guidance on the teaching of music.

Computing:

All year groups have been given access to chromebooks during the week. Digital literacy and safer internet will also be covered through the PSHE curriculum.

Assessment / marking and feedback:

Prior to lockdown, we had begun trialing a 'no marking' approach in some year groups. In autumn, we would like to scale this trial out to all year groups. This will allow us to ensure our approach to feedback is formative and robust. **Formal assessments of pupils will not take place in the first Autumn half term**, however some 1:1 assessments may take place, for example with phonics, to ensure we are clear on our children's starting points. This is to ensure our focus is on pupil wellbeing and re-establishing learning behaviours. An emphasis on formative assessment will be vital, this may include the use of quick quizzes (eg plickers) and pupil conferencing at the start and end of the day.

Classroom environments:

Seating arrangements:

Following government guidance, children in KS2 and in year 2 will be seating at tables facing the front. They will have access to their own equipment in a pencil case. Children in EYFS will not be seated at tables, but where tables are used they should be facing the front. The same may apply to children in year 1 as they phase into more formal learning. Once allocated a table / desk space, this should remain in place for that child, which means seating will be the same for all lessons.

Our environments will make clear use of:

- Visuals - linked to the current learning and displayed during the appropriate topic.
- Defined learning spaces.
- Communication in print and dyslexia friendly resources.
- Materials which can be accessed to support independent learning - this may be dependent on guidelines re: Covid (pupils may need their own resources during this time).
- Pupil work.

The classroom environment can and should remain a lively space, which values pupil work and where they have a sense of 'ownership' over the space.

4. Parental communication guidelines

Primarily, parents will be asked to continue to communicate via email: admin@ottery-primary.devon.sch.uk or phone: **01404 812977**.

Some information may need to be shared with parents collecting at the end of the day if appropriate, but must follow social distancing guidelines. If parents wish to share a message with a teacher, they may send in a note with their child.

Parents are encouraged not to come to school unless essential. **The drop off and collection times for their child's group will be communicated with them. Unless by prior arrangement or in an emergency, parents will not be allowed to drop off or collect their child outside of the designated times.**

The foyer in front of reception will have a 1-in 1-out approach and lines will be placed outside the building to facilitate social distancing if queueing becomes necessary.

Parents entering the school site will need to sign in and wear the appropriate lanyard. Signing in will be done by office staff to reduce the need to touch the sign in screen.

In the case of pupils self-isolating, teachers may be asked to make phone calls to ensure they are able to access their learning online. In the case of a future school closure, teachers may be asked to check in with key pupils or pupils who require support in accessing their learning.

Effective communication

We realise that it continues to be a difficult time for many families, and encourage those who require support to communicate with the school. We will be courteous and respectful when communicating with parents and carers and ask that they do the same in return. Where members of staff feel communication is not effective, they may pass your enquiry to a member of SLT.

Please contact the absence mailbox on 01404 815870 if your child will be absent for any reason.

5. Social distancing and health and safety guidelines

In order to manage the risk to children and adults in the school, we will implement social distancing and health and safety guidelines for anyone visiting the school site. These guidelines will be communicated with children in a child friendly way using posters and with regular reminders from the adults. The school has also undertaken a risk assessment in line with local authority guidelines. Below are the key points relating to our approach to risk management:

Event	Risk	Steps to manage risk
Signing in to school / use of the office foyer	<p>Adults frequently touching the sign in screen</p> <p>Too many people gathering in the office foyer.</p> <p>Risk of transmission to office staff.</p>	<p>Visitors to be signed in by office staff.</p> <p>Sign-in App to facilitate signing in without touching the screen.</p> <p>Adults to wash their hands upon entering school and before leaving.</p> <p>One in / one out policy in the office foyer - avoid gathering here. Lines marked out to mark social distancing for queuing outside office.</p>
Start of school day	<p>Parents and children gathering in groups on the playground.</p> <p>Children mixing with pupils from other groups.</p> <p>Children bringing in toys from home increases the risk of contamination.</p> <p>Home-school equipment increases the risk of transmission.</p>	<p>Children must stay with their parent/carer until they are dropped off at their classroom.</p> <p>One parent to accompany child on school site to minimise the amount of adults entering the site.</p> <p>Groups will have a staggered timetable for starting and finishing school.</p> <p>One way system for parents to drop off children entering spring garden gates and exiting via KS1.</p> <p>Children are asked not to bring in toys / equipment from home. Where children require their 'own' toy to help them in school, this must remain in school and not go home / come back.</p> <p>Home-school books will not be in use in the autumn term - this may be reviewed. Parents can send children in with a note for the teacher if necessary or communicate urgent messages via the office.</p>
In the classroom	<p>Children sharing equipment.</p> <p>Children sitting too closely.</p>	<p>Children will be given their own equipment - pencil, rubber, glue stick etc and encouraged not to share. If playdough in use, children to be allocated their own amount kept in a labelled ziplock bag. No use of sand to reduce contact surfaces. Where equipment is required to be shared (paints etc) it will be cleaned before and after use. Children will be seated in rows facing the front in KS2. In EYFS, where desks are used they will be facing the front. Each classroom will be provided with a box of cleaning resources which can be used throughout the day.</p>
Break time	<p>Children sharing equipment.</p> <p>Children mixing with groups of others.</p> <p>Use of water fountains</p>	<p>Each class will have a box of playground equipment for their use. Playtimes will be staggered.</p> <p>Children will be supervised during breaktime by their class teachers. Children will be given guidelines about which areas they can access during their breaks.</p> <p>Children should not use water fountains. Parents are advised that children must bring their own bottle into school each day.</p>
Lunch time	<p>Children mixing in larger groups.</p> <p>Children sharing food / cutlery etc.</p>	<p>Lunch will be eaten in the classrooms or on warm days as a picnic outside. Class cleaning equipment will be used before and after children eat. Children will take staggered break times outside and be supervised in their use of different outside areas.</p> <p>EYFS and Year 1 children will eat in the hall on tables which ensure they are not opposite each other. The tables will be cleaned between use.</p>

Event	Risk	Steps to manage risk
Moving around the school	<p>Children passing each other on the staircase.</p> <p>Corridors making social distancing difficult.</p> <p>Doors frequently touched.</p>	<p>One way system will be communicated to children through use of child friendly posters and taped arrows around the school.</p> <p>2m markers for people queueing at the school office.</p> <p>Doors are open around school, fire doors will use the fire safe 'dorguards.'</p> <p>Children will be reminded to line up 'like surfers' and try to remain apart from others, particularly adults, as they move around the school.</p>
Use of toilets throughout the day	<p>Children use spaces which are used by many others during the day.</p> <p>Children regularly touch toilet doors, and toilet doors cannot be propped open.</p>	<p>Children are allocated a set of toilets to use depending on their space in school. Staff to limit the numbers of children gathering / queuing for toilets. Toilets and toilet doors are cleaned daily by cleaning staff.</p> <p>Teachers to only dismiss one child at a time to use the toilets and to remind children to use toilets at break and lunch times.</p> <p>Children are reminded regularly to wash their hands for 20 seconds.</p> <p>E-bug resources to support. Information about the Coronavirus</p>
Requirement by pupil for intimate care	<p>Children transmit infection.</p> <p>Risk of allegations against staff members.</p>	<p>Intimate care continues to follow the intimate care policy (Appendix B). Where intimate care is required, staff members must request a second presence to support them.</p> <p>Any intimate care administered should be recorded by the staff member who completed the care on CPOMS and communicated to the parents at the end of the school day.</p> <p>Handwashing must happen before and after intimate care and PPE worn. Guide to donning and doffing standard Personal Protective Equipment (PPE)</p>
PE activities	<p>Children share equipment throughout the day.</p> <p>Equipment is not thoroughly / regularly cleaned.</p> <p>Some games encourage the risk of transmission.</p>	<p>Games which encourage a lot of peer-peer contact such as dodgeball will not be facilitated in school any more.</p> <p>The climbing equipment will not be used for PE sessions.</p> <p>Equipment should be cleaned using the group cleaning equipment boxes.</p> <p>PE will not take place inside, each year group is allocated a time for using the KS2 playground.</p>
Use of ICT equipment	<p>Children share equipment during the day.</p>	<p>ICT equipment to be cleaned before and after use by children.</p> <p>The Chromebook timetable facilitates a break between use which allows time for cleaning.</p> <p>Children to wash their hands before and after using chromebooks.</p>
Child / adult presents with symptoms during the school day	<p>Child / adult spends time with their school group and potentially infects classmates / staff.</p>	<p>See Appendix A</p>
Staff clothing / PPE	<p>Risk to staff of contracting the virus.</p> <p>Risk to staff of spreading virus to their wider family group.</p>	<p>Staff advised to wash clothes at the end of each day spent in school.</p> <p>Staff provided with personal hand sanitiser.</p> <p>Staff to follow social distancing guidelines within school.</p> <p>PPE to be worn for intimate care. Guide to donning and doffing standard Personal Protective Equipment (PPE)</p>

Event	Risk	Steps to manage risk
Gathering in staffroom	Social distancing is not possible in corridor to staffroom. Risk of virus spread if too many people gathering.	Only 5 members of staff in the staff room. Staff are encouraged to bring in flasks of drink / lunchboxes where possible. Staff to 'gather' in either the hall or outside for meetings and follow social distancing procedures.
Movement around school	Mixing / passing in corridor increases risk of spread	One way system around school communicated through signage and posters and shared with staff and pupils. Doors kept open where possible, including use of fire safe 'dorguards'. Handwashing to be used after opening or shutting doors.
Use of library / changing books	Contamination between groups. Risk of spread through sharing resources.	Dedicated cleaning equipment kept on bus. Bus doors kept open. Groups will be timetabled a slot to use the bus. Children wash hands before / after going on bus.
Administering first aid	Close contact with pupils increases risk of spread	PPE to be worn by staff administering first aid. PPE includes: Gloves, apron, face mask. Face shields may also be available. Where first aid has been administered, parents to be informed following the usual policy.
Evacuation in the case of a fire	Gathering on playground increases the risk of transmission.	Fire evacuation policy updated in line with social distancing principles (Appendix C) . Registers to be printed off from SIMS - teachers to submit each morning. Pupils to line up following social distancing principles. Both playgrounds to be used.
Ventilation / Air conditioning	Air conditioning units recirculate air. Poor ventilation increases risk of spread.	Current guidance is now that air conditioning units can be used as long as there is a good supply of fresh air (eg, open doors and windows) Adults to open windows and doors wherever possible and close again at the end of the day - washing hands after.
Use of photocopiers / shared equipment	Risk of spread if many people using shared resources. Risk of gathering if waiting to use resources.	Photocopiers are included in the cleaning regime. Staff to wash hands before and after using photocopiers.

6. Safeguarding procedures

Safeguarding remains our utmost priority, and policies remain in place and unchanged for reporting any safeguarding concerns.

Online safety:

As we are asking our pupils to access online resources, our children are more vulnerable than ever to online exploitation, grooming or cyber bullying. Fact sheets about key apps and websites (Appendix B) are available on the school website and have been shared with parents. Children will be regularly reminded of the school online safety rules in communication on the google classrooms. Digital literacy lessons, which are highlighted in the PSHE curriculum should continue to be delivered. The SMART approach to online safety should be revisited in class and on the googleclassrooms where appropriate.

Safeguarding policies:

All procedures and policies for safeguarding children remain in place. To report a safeguarding concern, either from a disclosure made online, over the telephone or in person in school, staff members must :

Log these concerns on CPOMS as soon as they arise and send alerts to the DSLs.

Speak to a DSL either in person in school, or via telephone to make your concern known.

If you need to complete a body map, this can be found on CPOMS or in the safeguarding information folder in the staffroom.

If you cannot find a DSL and you are concerned about the safety of a child, contact MASH directly.

If you feel it is an emergency, call 999.

Allegations against staff:

DO NOT INVESTIGATE.

Make a clear record and pass it onto the headteacher immediately.

If the allegation is against the headteacher, report it to the chair of governors (details on the school website).

If you do not feel your concerns have been taken seriously, contact the Local Area Designated Safeguarding Officer (LADO) directly on (01392) 384964



email mashsecure@devon.gov.uk

TEL: 0345 155 1071.

For more information on safeguarding children visit www.devon.gov.uk/childprotection

Out of hours: Emergency Duty Service 0845 6000 388

Alternatively contact the police on 101 or 999 in an emergency.

7. Wellbeing

Supporting pupil wellbeing:

Advice and support for parents and carers regarding supporting pupil wellbeing is available on the wellbeing section of our website (in the parent hub). <https://www.otteryprimary.co.uk/parent-and-carers-hub/wellbeing/> We will continue to use emotional logic in school, and this will be revisited in PSHE. Our classroom spaces have been planned to follow guidelines which include a focus on pupil wellbeing.

Supporting pupil wellbeing regarding coronavirus anxiety:

1. Deal with the news head-on: When talking about coronavirus, be open and calm and talk about facts. Discuss reliable sources of information and how some stories on social media may be based on rumours or inaccurate information. **Encourage children to take breaks from listening to or reading the news – overexposure isn't helpful.**

2. Encourage questions: This will give them the confidence to reach out and ask, if they have anything to ask. Use comforting tones and be honest when answering questions – it's ok if you don't have all the answers. Allow for repetition – children tend to repeat themselves when they're feeling uncertain or worried, so you might have to answer the same questions more than once as they seek extra reassurance

3. Be a role model: Recognise and manage your own worries first - Be open about sharing this with pupils – e.g. I'm also finding the news a bit worrying, so I'm doing X which makes me feel calm.

4. Let them know it's normal to be concerned. If needed, reassure them that the effects of this virus on healthy young people are very mild

5. Promote awareness of our body's immune system. It's constantly working against germs without us knowing. We can't and don't need to control this process. Explain that we're taking precautions against this particular germ because it's a new one which our bodies haven't come across before. Remind them of the benefits of healthy eating, sleep and exercise – which help to fight germs.

6. Be aware of children with higher levels of anxiety. Get them to do activities such as counting, ordering and sorting tasks which can help with heightened levels of anxiety. Encourage them to use relaxation techniques such as controlled breathing. Frame worries as situation-specific by relating them to the current situation, which is temporary and unusual. Make use of 'emotional logic' approach when talking to children and talk about 'making a plan'

8. Behaviour policy amendments

The current [Behaviour for Learning Policy](#) remains in place, however the following points relate specifically to procedures linked to social distancing and the school re-opening.

Challenging behaviour not in line with social distancing and health and safety guidelines

Although not exhaustive, the following behaviours may represent risks to social distancing:

- Taking equipment from others
- Not listening to the instructions of the adults
- Not following the rules for moving around school
- Being physical with other children
- Spitting / biting

We recognise that:

- Younger children may find it difficult to follow rules with regards to distancing
- Children who are unable to follow social distancing guidelines place other children at risk
- Challenging behaviour can be as a result of a child's anxieties in an unfamiliar situation
- Children with additional or communication needs may need visual reminders of social distancing rules

We will respond to behaviours which are not in line with social distancing and health and safety guidelines by taking the following steps:

To avoid a confrontational situation, we will remain firm, calm and caring in our manner. The following de-escalation strategies may be taken to reduce risk of further harm:

Clarify instructions:

- If appropriate, use of communication-in-print resources to support pupil understanding of social distancing rules.

Remove pupil from group situations:

- Facilitate calming down with breathing exercises. Remain 2m distance, if this is not possible, ring a member of SLT to support and provide PPE.

Acknowledge anxiety

- Acknowledge anxiety in a calm manner.
- Offer an alternative calming / distracting activity such as counting.

If these steps do not result in an improvement in behaviour or reduction of risk to others, the following steps will be taken:

- Call to SLT who will remove the child from the situation
- Phone call to parents / carers to inform

In cases of persistent problems following social distancing guidelines, it may be necessary to:

- Create an individual behaviour plan with pupil and parents which will be shared with all staff
- Provide consequences that are personalised to individual pupils and focus on supporting the pupil's needs
- A decision to exclude may be made if "allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school". This includes persistent inability to follow social distancing instructions.

APPENDIX A

Staff or pupil displaying symptoms of Covid 19 at school.

See also: [Coronavirus \(COVID-19\): implementing protective measures in education and childcare settings](#)

The most important symptoms of coronavirus (COVID-19) are recent onset of any of the following:

- a new continuous cough
- a high temperature
- a loss of, or change in, your normal sense of taste or smell (anosmia)

If anyone has any of the above symptoms they should self isolate at home for 7 days from the onset of symptoms, and people sharing their home should self isolate for 14 days or for 7 days from the onset of their own symptoms.

If a child displays symptoms during the school day:

Phonecall to parent / carer informing of need to collect pupil (and any siblings in school) and of self isolation protocols.

If temperature needs to be taken - staff member to **wear gloves and face mask** when handling thermometer and working with the child and wash hands thoroughly before and after.

A dedicated space will be set up to facilitate self-isolation, in line with social distancing practices and with access to dedicated toileting facilities for the child. A window will be opened for ventilation. If the toilet is used during this time it should be cleaned and disinfected prior to being used by others.

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

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

If a member of staff has helped someone who was taken unwell with coronavirus (COVID-19) symptoms, they do not need to go home unless they develop symptoms themselves. They should wash their hands thoroughly for 20 seconds after any contact with someone who is unwell. Cleaning the area with normal household disinfectant after someone with symptoms has left will reduce the risk of passing the infection on to other people.

Referral for staff testing:

Step One

Mark Gilronan / Dan Western or Frankie Finlay should forward details of the individual/s for testing by emailing humnres.coronavirushenquiries-mailbox@devon.gov.uk with the following information for each person:

Employee's Name (and name of symptomatic household member being referred if applicable); Mobile Number; Vehicle Registration Number; Email Address; Service Area (or name of School); Job Title; Home postcode

Level of prioritisation (critical (not, high, medium or low) see below.

Where any information is missing from the email or clarification is required, HR will contact either the employee or the nominated referrer

Only one list of staff can be submitted through the portal each day. This must be uploaded by 3pm (Monday to Friday). HR will aim to upload all referrals on the day of receipt, where received before 12 noon. Referrals received over the weekend will be uploaded on Monday.

Levels of prioritisation:

Critical: Staff who need to deliver frontline / hands on care to those patients in the current priority cohorts such as those patients who are classified highly vulnerable to serious complications of COVID19, care of those patients with a pneumonia, care of other very vulnerable patients in health care settings and those who are being 'shielded' in the community.

High: Staff who work in fragile services that are high priority. Fragility may be due to shortage of staff or shortage of specific specialist skills.

Medium: Staff who work in a role or service that cannot be delivered remotely or through different ways of working, or who could not be moved to support an alternative role to enable backfill into that service.

Low: Any staff who do not fall in any of the above categories.

Step Two

HR will acknowledge receipt of the email and upload the relevant information to the employer referral portal, indicating the urgency of the referral as requested by the line nominated referrer as set out below.

Following submission of the data, HR will receive confirmation of which essential workers have been allocated an appointment and which have not. The following day, HR will need to resubmit the details of those who did not get allocated an appointment.

Step Three

Essential workers who have been invited for a test will be notified via text message of their invitation to attend and to book an appointment at a regional centre. A link will be provided for essential workers to register their personal details. Staff to notify the school when this has been received so a record can be kept.

Once essential workers have registered their personal details, they will be directed to the appointment booking system to book a specific slot at a regional testing centre. The text message will contain a unique code to book the appointment.

Step Four

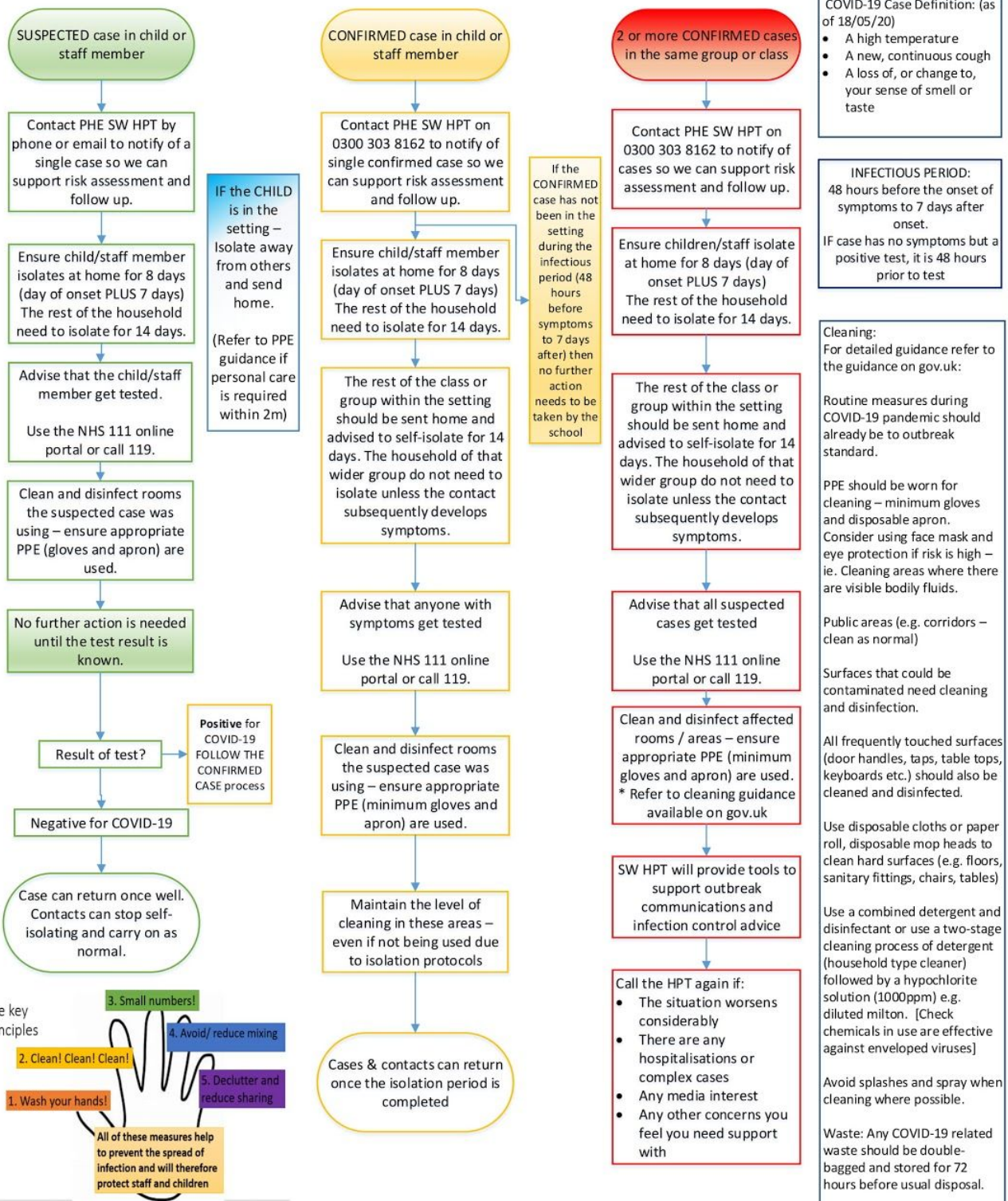
Devon County Council (and individual schools) will not automatically be notified of the results of an essential workers test. Staff members to inform Mark or a member of SLT of the results of their test. Nominated referrers should seek consent to notify HR via the mailbox at humres.coronavirushenquiries-mailbox@devon.gov.uk of the result.

APPENDIX B: Covid Response Flowchart

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

Version 3.0 Date 05.06.2020

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 spreading in schools, as well as other infectious diseases.
 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



APPENDIX C

School website links:

Wellbeing resources

<https://www.otteryprimary.co.uk/parent-and-carers-hub/wellbeing/>

Access to googleclassrooms

<https://www.otteryprimary.co.uk/wp-content/uploads/2020/03/googleclassroom-cribsheet.pdf>

Advice for homelearning

<https://www.otteryprimary.co.uk/wp-content/uploads/2020/03/Homelearning-Advice-For-Parents.pdf>

Safeguarding links and e-safety information:

<https://www.otteryprimary.co.uk/parent-and-carers-hub/safeguarding/useful-sites-2/>

Curriculum documents:

<https://www.otteryprimary.co.uk/curriculum/>

Intimate care policy:

<https://www.otteryprimary.co.uk/wp-content/uploads/2017/01/Intimate-Care-Policy.pdf>

APPENDIX D

Fire / evacuation procedures

This document details the fire and emergency evacuation procedures for the premises. Staff should ensure that they are familiar with these procedures and act upon their requirements.

Adaptations made to this evacuation plan in light of Covid 19 are highlighted in red.

1. ACTION WHEN THE FIRE ALARM SOUNDS

- All members of staff should ensure that the children line up quietly and make their way out of the building in a brisk, safe, orderly manner through the fastest possible route.

Fastest possible route may include walking the 'wrong way' through the one way school system

Children to line up with 2m distancing to ensure social distancing.

- Staff and children should gather at their designated Fire Assembly Points (Classes 1-6 in the Key Stage 1 playground/Classes 7-14 in the Key Stage 2 playground).

Designated assembly points to correspond to the rooms in use by small groups, so children who are in classroom 1-6 line up in KS1 and children in classrooms 7-14 in KS2

- Persons designated to check the toilets for children should do so immediately upon hearing the fire bell.

- The last person to leave the classroom should ensure that the doors are in a closed position.

As soon as possible, anyone responsible for closing doors must wash their hands thoroughly following a fire drill or alarm

- Office staff should check the late book, signing out book and visitor book in order to account for all people on site before collecting registers and moving to their fire assembly point where they will distribute registers to teachers.

Paper register to be gathered by office staff by 9.10 each morning

- Kitchen staff should leave the building by the fastest possible route and then gather at their designated Fire Assembly Point.

DISABLED/VULNERABLE PERSONS:

- Staff who provide 1:1 assistance to our vulnerable/disabled children should ensure that their priority is to get those children out of the building and to the Fire Assembly Point as quickly and safely as possible.

2. ACTION ON DISCOVERING A FIRE:

- Sound the alarm.

- Call the Fire and Rescue Service: telephone 999.

- Attack the fire if possible (IF YOU HAVE HAD THE APPROPRIATE TRAINING AND ARE CONFIDENT TO DO SO) using the appliances provided.

- Leave the building by the most direct route closing all doors behind you

- Report to the designated Fire Assembly Point.

3. SUMMONING THE FIRE AND RESCUE SERVICE:

- Telephone 999 and ask for the Fire Service

- Inform them of the location of the fire giving the name of the school and its address.

Ottery St Mary Primary School, Longdog's Lane, EX11 1HY,

4. ROLL-CALL

- All class / **small group** teachers are to carry out an initial headcount when they reach the fire assembly point.

- Once the registers arrive, class teachers are to carry out a roll call of their class and report any absentees immediately to the Headteacher.

- All adults are responsible for ensuring the children are lined up away from the building and quiet in order for any necessary communication to take place.

Children guided to line up in their small group of 15 maintaining 2m distance

5. FIRE DRILLS:

- A fire drill is routinely carried out each term.
- The outcomes of the fire drill are recorded in the Fire Log as are any resulting actions.
- **A fire drill will be scheduled during September to ensure children understand social distancing guidelines during a drill***

6. FIRE MARSHALL PERSONNEL:

- The school currently has no trained fire marshal personnel.

7. STAFF ABSENCES:

- An information pack for cover and relief staff provides details of roles and responsibilities.

8. VISITORS AND CONTRACTORS:

- All visitors and contractors are to report to the appropriate member of staff, signing in the appropriate book on arrival and before leaving the premises.
- In the event of a fire evacuation, the person hosting the visitor is responsible for escorting them to the Fire Assembly Point.
- Contractors, including any contract cleaners working on the premises, should be informed of the fire and emergency procedures that apply including action to be taken on hearing the fire alarm or discovering a fire; fire evacuation procedures including means of escape, location of fire assembly points and the name of the person in charge of evacuation procedures; the location of fire fighting equipment and fire alarm call points in relation to their place of work.
- Contractor's employees working on the premises when full time staff are absent (eg nights, weekends or during school holidays), should have adequate fire evacuation arrangements in place to know how to call the fire and rescue service.
- Persons who organise or run out of school hours events will be informed of or given a copy of this Emergency Evacuation Plan.

9. CO-ORDINATION WITH OTHER PREMISE OCCUPANTS:

- Busy Otters Playgroup undertake joint fire drills with the school and their evacuation is included in the main school log as well.
- Close liaison exists between the main school and attached playgroup.

10. EVACUATION ROUTES:

- Evacuation routes will be kept free from obstruction and are clearly marked.
- Notices are displayed at appropriate places which indicate what actions to take upon discovering a fire or hearing the fire alarm.
- ***Evacuation may include walking the 'wrong way' through the one way system in order to leave the building by the fastest possible route***
- ***Fire doors will be held open with doorguard system and will close during an evacuation. Children and adults guided to wash hands following touching doors***

11. FIRE ALARM TEST:

- The fire alarm is tested once a week by the Headteacher or Caretaker.
- The results of these tests are recorded in the fire log.
- Any actions required are noted and acted upon.

12. FIRE FIGHTING EQUIPMENT:

- Fire fighting equipment is tested once a year by Fire Defense Servicing Ltd
- The tests are carried out in March.