St Joseph's RC Primary, Ramsbottom – Full Opening Strategy – September 2020

The full opening strategy will be reviewed by staff in school on a daily basis and changes will be made to reflect staff views/DFE Guidance and current LEA thinking/advice.

Key Points from Government Guidance (This section is taken from Government Guidance)

- Schools are to prepare for all pupils to return full time from the start of the Autumn Term, including those in school-based nurseries. Schools should not put in place rotas for staff.
- A requirement that people who are ill stay at home.
- School attendance will be mandatory again from the beginning of the Autumn Term. Parent's duty to ensure that their child attends regularly at school and the school's responsibility to record attendance and follow up absence.
- Robust hand washing and respiratory hygiene must be in place.
- Enhanced cleaning arrangements.
- Active engagement with NHS Test and Trace.
- Formal consideration of how to reduce contacts and maximise distancing between those in school wherever possible and minimise potential for contamination so far as is reasonably practicable.
- Groups should be kept apart, meaning that schools should avoid large gatherings such as assemblies or collective worship with more than one year group.
- All teachers and other staff can operate across different classes and year groups in order to facilitate the delivery of the school timetable. Where staff need to move between classes and year groups, they should try and keep their distance from pupils and other staff as much as they can, ideally 2 metres from other adults.
- For children old enough, they should also be supported to maintain distance and not touch staff and their peers where possible. This will not be possible for the youngest children and some children with complex needs and it is not feasible in some schools where space does not allow. Schools doing this where they can, and even doing this some of the time, will help.
- Schools should make small adaptations to the classroom to support distancing where possible. That should include seating pupils side by side and facing forwards, rather than face to face or side on, and might include moving unnecessary furniture out of classrooms to make more space.
- Where support staff capacity is available, schools may consider using this to support catch-up provision or targeted interventions.
- Teaching assistants may also be deployed to lead groups or cover lessons, under the direction and supervision of a qualified, or nominated, teacher.
- Education is not optional: all pupils will receive a high-quality education that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life.
- DFE are planning on the basis that statutory primary assessments will take place in summer 2021. The Early Years Foundation Stage profile, and all existing statutory key stage 1 and 2 assessments, should return in 2020 to 2021 in accordance with their usual timetables.
- The statutory rollout of the Reception baseline assessment has been postponed until September 2021, giving schools flexibility to sign up to our early adopter year in 2020 to 2021.
- The curriculum remains broad and ambitious: all pupils continue to be taught a wide range of subjects. Schools may make use of existing flexibilities to create time to cover the most important missed content.
- Remote education, where needed, is high quality and aligns as closely as possible with in-school provision: schools and other settings continue to build their capability to educate pupils remotely, where this is needed.
- **'THE SAFETY OF CHILDREN AND STAFF IS OUR UTMOST PRIORITY'.**

How will this be managed at St Joseph's?

- School will reopen for 5 days a week for all year groups from Nursery - Year 6 children between the opening hours of 8.45 – 3.30 with staggered opening and collecting times to minimise groups of parents on the playground.
- The Before and After School Club will re-open in September from 7.45am – 5.30pm. This will be ran differently than usual and the children will be kept with their year group and one member of staff per group.
- Breaktimes, lunchtimes and start/end of day will be staggered to limit the number of children gathering across school.
- The school kitchen will re-open and school dinners will be provided. The children who are bringing packed lunches must continue to bring these in disposable bags, all items will be disposed of at the end of lunchtime.
- From Year 2 – Year 6 the desks will be arranged separately with 2 children sat at each desk facing the front. Children will be given their own stationary pack then everyday resources are not being shared. Specialist resources for certain subjects will be used but will be disinfected at the end of each year group using them and before another year group uses them.
- Staff will be grouped wherever possible into either EYFS, KS1, KS2 and will stay with the same KS of children wherever possible.
- The children will be in their year groups and and will not mix with other year groups.
- Home Learning Grids will cease to be produced unless a year group needs to isolate or if the school is instructed to close due to a local lockdown. If this happens then the class teacher will then provide Home Learning grids for their year group following the same format that we were using during the Summer Term, including the use of SeeSaw to communicate with parents and children.

Other Key Information For Staff:

- The staff room will be limited to 6 people at any time and staff are encouraged to eat outside or in other areas of school where possible.
- Office areas will be restricted to office personnel and SLT only. Use of internal phones is encouraged where possible.
- PPE is not a recommendation for daily use in schools. There are situations when it may be necessary and school have the relevant PPE available. Each classroom has a set of PPE and there is lots of spare PPE in the meeting room.
- Lunchtimes will be staggered in Key Stages – Nur & Rec, Yr 1 & Yr2, Yr3 & Yr4 and Yr 5 & Yr 6, with the year groups sat separately and there will be a one-way system in place in the hall. Chn that are bringing a packed lunch will be asked to bring fully disposable items.
- Midday staff will be responsible for cleaning all the tables before and after each KS sitting.
- PPA should be conducted at home if possible to limit the amount of staff around school.
- Staff meetings may be held remotely. Safeguarding Meetings and other essential meetings will be held virtually wherever possible.

Timetable for use during Opening Strategy – (Sep 2020 until Further Notice)

School Opens							
Nursery	Reception	Y1	Y2	Y3	Y4	Y5	Y6
8.45	8.45	8.55	8.45	8.55	9.00	8.55	8.45

Morning Break (15 mins)							
Nursery	Reception	Y1	Y2	Y3	Y4	Y5	Y6
10.00	10.00	10.20	10.20	10.40	10.40	11.00	11.00

Lunchtime (45 mins)							
Nursery	Reception	Y1	Y2	Y3	Y4	Y5	Y6
11.45 – 12.35	11.45 – 12.35	12.15 – 1.00	12.15 – 1.00	12.40 – 1.25	12.40 – 1.25	1.05 – 1.50	1.05 – 1.50

Afternoon Break (15mins)							
Nursery	Reception	Y1	Y2	Y3	Y4	Y5	Y6
1.50	1.50	2.05	2.05	2.20	2.20	2.40	2.40

School Closes							
Nursery	Reception	Y1	Y2	Y3	Y4	Y5	Y6
3.10	3.10	3.20	3.10	3.20	3.30	3.25	3.15

Risk Assessments

Signed: E.Moncado (Head Teacher) (6/7/2020)

Signed: B. McSorley (Chair of Governors) (6/7/2020)

Risk to Staff and Children	Action to reduce risk
People on-site may have the coronavirus and infect other people. **(DfE / Govt Section – this section is taken directly from Government Guidance)**	Tell children, young people, parents, carers or any visitors, such as suppliers, not to enter the education or childcare setting if they are displaying any symptoms of coronavirus (following the COVID-19: guidance for households with possible coronavirus infection) Tell parents that if their child needs to be accompanied to the education or childcare setting, only one parent should attend. Tell parents and young people their allocated drop off and collection times and the process for doing so, including protocols for minimising adult to adult contact (for example, which entrance to use). Make clear to parents that they cannot gather at entrance gates or doors, or enter the site (unless they have a pre-arranged appointment, which should be conducted safely). Ensure parents and young people are aware of recommendations on transport to and from education or childcare setting (including avoiding peak times). Read the Coronavirus (COVID-19): safer travel guidance for passengers. Talk to staff about the plans (for example, safety measures, timetable changes and staggered arrival and departure times), including discussing whether training would be helpful. Communicate early with contractors and suppliers that will need to prepare to support your plans for opening for example, cleaning, catering, food supplies, hygiene suppliers. Discuss with cleaning contractors or staff the additional cleaning requirements and agree additional hours to allow for this: • follow the COVID-19: cleaning of non-healthcare settings guidance • ensure that sufficient handwashing facilities are available. Where a sink is not nearby, provide hand sanitiser in classrooms and other learning environments

	• clean surfaces that children and young people are touching, such as toys, books, desks, chairs, doors, sinks, toilets, light switches, bannisters, more regularly than normal
	• ensure that all adults and children:
	  • frequently wash their hands with soap and water for 20 seconds and dry thoroughly. Review the guidance on hand cleaning
	  • clean their hands on arrival at the setting, before and after eating, and after sneezing or coughing.
	  • are encouraged not to touch their mouth, eyes and nose.
	  • use a tissue or elbow to cough or sneeze and use bins for tissue waste ('catch it, bin it, kill it')
	• ensure that help is available for children and young people who have trouble cleaning their hands independently.
	• consider how to encourage young children to learn and practise these habits through games, songs and repetition.
	• ensure that bins for tissues are emptied throughout the day.
	• where possible, all spaces should be well ventilated using natural ventilation (opening windows) or ventilation units.
	• prop doors open, where safe to do so (bearing in mind fire safety and safeguarding), to limit use of door handles and aid ventilation.
	• get in touch with public sector buying organisation partners (for example ESPO, YPO, NEPO) about proportionate supplies of soap, anti-bacterial gel and cleaning products if needed.
	
	Reduce mixing within education or childcare setting by:
	
	• accessing rooms directly from outside where possible.
	• considering one-way circulation, or place a divider down the middle of the corridor to keep groups apart as they move through the setting where spaces are accessed by corridors.
	• staggering breaks to ensure that any corridors or circulation routes used have a limited number of pupils using them at any time.
	• staggering lunch breaks - children and young people should clean their hands beforehand and enter in the groups they are already in, year groups should be kept apart as much as possible and tables should be cleaned between each

	group. If such measures are not possible, children should be brought their lunch in their classrooms. • ensuring that toilets do not become crowded by limiting the number of children or young people who use the toilet facilities at one time • noting that some children and young people will need additional support to follow these measures (for example, routes round school marked in braille or with other meaningful symbols, and social stories to support them in understanding how to follow rules). Use outside space: • for exercise and breaks. • for outdoor education, where possible, as this can limit transmission and more easily allow for distance between children and staff. • although outdoor equipment should not be used unless the setting is able to ensure that it is appropriately cleaned between groups of children and young people using it, and that multiple groups do not use it simultaneously. Read COVID-19: cleaning of non-healthcare settings For shared rooms: • use halls, dining areas and internal and external sports facilities for lunch and exercise at half capacity. If class groups take staggered breaks between lessons, these areas can be shared as long as different groups do not mix (and especially do not play sports or games together) and adequate cleaning between groups is in place, following the COVID-19: cleaning of non-healthcare settings guidance • stagger the use of staff rooms and offices to limit occupancy. Reduce the use of shared resources: • by limiting the amount of shared resources that are taken home and limit exchange of take-home resources between children, young people and staff • by seeking to prevent the sharing of stationery and other equipment where possible. Shared materials and surfaces should be cleaned and disinfected more frequently

	• although practical lessons can go ahead if equipment can be cleaned thoroughly and the classroom or other learning environment is occupied by the same children or young people in one day, or properly cleaned between cohorts Adjust transport arrangements where necessary including: • encouraging parents and children and young people to walk or cycle to their education setting where possible. • making sure schools, parents and young people follow the Coronavirus (COVID-19): safer travel guidance for passengers when planning their travel • ensuring that transport arrangements cater for any changes to start and finish times.

Risk to Staff and Children – School Operations	**Action to Reduce Risk**
Risk Assessments made prior to re-opening are no longer relevant to ensuring the safety of the staff and children.	All risks to children and staff will be continually reviewed and monitored and appropriate practice will be adapted to ensure the safety of the staff and the children is always the key priority.
Risk of COVID being transferred through touching the same surfaces in school.	Continue with enhanced cleaning routine, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach. All classrooms and communal surfaces will be cleaned at the start and the end of each day. All IPads and laptops will be wiped with disinfectant after every use. All plastic toys from EYFS will be placed in the dishwasher at the end of each day.
Visitors/Parents visiting the office leading to social distancing being infringed.	Place desk outside the office hatch to ensure distance kept from office member of staff. Use phone/email contact wherever possible. Hand gel available on desk for all staff/visitors and parents arriving on school premises. Markings on the entrance floor and up the steps leading into school – only 1 person/family allowed in entrance at one time.
Congestion on the playground in the morning at drop-off leading to social distancing being infringed.	Stagger drop off times. Staff will be at various drop of points to ensure that the distancing rules are in place. Set drop off points for each year group.

	Markings on playground to encourage social distancing when the children are lining up. Nursery – Line up outside Nursery entrance on footprints & enter through Nursery door. Reception– Line up on markings outside Reception class and enter through Reception door. Year 1 – Line up on markings outside Year 1 and enter through the Year 1 Classroom. Year 2 – Line up on markings next to the ball shoot and enter through the door down the steps. Year 3 –Enter down the steps off the main playground and through the door on their left. Year 4 – Enter down the steps off the main playground and through the door on their left. Year 5 – Line up on markings outside the Year 5/6 fire exit. Enter through fire exit door and go through to Year 5 room. Year 6 – Line up on markings outside the Year 5/6 fire exit. Enter through fire exit door and up the stairs to the Year 6 room.
Congestion on playground at break time leading to social distancing being infringed.	Stagger break times and lunchtimes. Have a one-way system to get onto the yard and off it. Wet playtime – all children will stay in their set classrooms with their group, groups must not mix.
Congestion on playground in the afternoon at pick-up time leading to social distancing being infringed.	Stagger times of school closing. Have a one-way system to get onto the yard and off it. Have staff at collection points to ensure this happens. Set pick up points for each year group.
Children not wearing clean set of uniform each day.	Children to wear full school uniform from September. Uniforms so not need to be cleaned any more often than usual, nor do they need to be cleaned using methods which are different from normal. Staff to wear work clothes from September in line with the policy in the staff handbook. Children can bring book bags to school from September but only with essential items in – (Reading book, Reading record…etc).
Children not washing their hands at all or not washing them adequately.	All children and staff will clean hands thoroughly and more often than usual.

	Children will wash hands/ use anti bac gel when they arrive at school, after break time, before and after lunchtime, after afternoon break. Signs displayed around school to remind children about good hand washing routines. Staff to give regular reminders to their classes about the importance of adequate and regular hand washing.
Children/staff are in close contact with others on the corridors.	One-way system to move around school, around the corridor and through the hall. Ensure children/staff walk a distance apart if they are walking together.
Children/staff are in close contact with others in the classrooms.	Classroom desks set all facing the front. Two children sat at each desk facing the front. Children to have their own desk and chair that they use every day. Move any unnecessary furniture out of classrooms to make more space. Adults should avoid close face-face contact and minimise time spent within 1m of anyone.
Children/staff are in close contact with others on the playground.	Staggered playtimes – only 1 year group in a playground area at any one time – the SAME class from the same year group. 1 member of staff per class of children. Encourage games that allow social distancing. Set up Playground Rules for the children to understand that ensure the above. Create sensory circuits to encourage the children to exercise using social distancing.
Lunchtime supervision not adequate to keep social distancing in place.	Staggered playtimes – only 1 class in area at any one time – the SAME group of children from the same class. 1 member of staff per class of children. Encourage games that allow social distancing. Set up Playground Rules for the children to understand the above.
Children in close contact when eating their school lunch.	Arrange seating in hall to allow adequate social distancing. Each year group bubble to sit in same area of the hall and only 2 groups of children in the hall at once. If this is not feasible, then children to eat in their classrooms.
Kitchen staff are too close when serving food.	Packed lunches brought into school, all items to be fully disposable – no lunch boxes. Only 2 members of staff to ever be in the kitchen area.

Children catch COVID from another's packed food/drink.	All food brought into school must be in disposable containers which are thrown away when finished with. No containers, including water bottles, to be left in school. Any that are will be disposed of. Water bottles are NOT to be reused. Plastic cups with the children's names on will be used for drinks. These will be washed each day in the school dishwasher and returned to the set classroom.
Children not having good respiratory hygiene.	Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach. Bins will be emptied regularly to ensure tissues and paper towels do not build up. Staff to give regular reminders to their classes about the importance of good respiratory hygiene. Tissues will be provided in each classroom.
Others might catch COVID when administering First Aid.	Encourage children to administer first aid themselves wherever possible through adult instruction. When adult first aid needs to be administered to a child the adult must wear full PPE – if possible this is to be by a member of SLT.
Others may be infected by using a desk or other equipment used by someone carrying the virus.	At the beginning and end of each day, the surfaces and the classrooms will be cleaned. Cleaning to include all surfaces, chairs, tables, carpets, vinyl flooring and surfaces that children are touching, such as toys, books, desks, chairs, doors, sinks, toilets, light switches. Classroom doors to be propped open and all windows opened in each classroom to ensure good ventilation. Classroom based resources, such as books and games, can be used and shared within the year group bubble; these should be cleaned regularly, along with all frequently touched surfaces. Resources that are shared between classes or bubbles, such as sports, art and science equipment should be cleaned frequently and meticulously and always between bubbles, or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different year group bubbles.

	Outdoor sports will be prioritised where possible and if PE lessons are taking part in the hall then all doors must be opened, distancing between pupils must be monitored closely and equipment most be cleaned thoroughly. Timetables for each year group and for use of sport's equipment will be created for each year group. The cabin and outdoor beach play area will still remain closed for the foreseeable future.
Staff and children who may be vulnerable/extremely vulnerable, or live with someone who is vulnerable/extremely vulnerable (including pregnant women)	Following the reduction in the prevalence of coronavirus (COVID-19) and relaxation of shielding measures from 1 August, we expect that most staff will attend school. Advice for those who are clinically-vulnerable, including pregnant women, is available. Individuals who were considered to be clinically extremely vulnerable and received a letter advising them to shield are now advised that they can return to work from 1 August as long as they maintain social distancing. Advice for those who are extremely clinically vulnerable can be found in the guidance on shielding and protecting people who are clinically extremely vulnerable from COVID-19. As a general principle, pregnant women are in the 'clinically vulnerable' category and are advised to follow the relevant guidance available for clinically-vulnerable people. A risk assessment will be carried out on these individuals, and resulting measures put in place to allow them to come into school if possible. If you fall into one of these categories please inform the Head Teacher as soon as possible and prior to returning to work then an individual risk assessment can be carried out.
Individuals may catch COVID by using another individual's apparatus.	Limit apparatus that is to be shared. Children must use their own stationary set that will be provided by school. Adults to bring their own pencil case and use their own set of stationary.
Children are mixing with large numbers of people.	All children will stay in their year group bubble and will not mix with any other year groups.

	Double Bubbles – Nursery & Reception, Year 1 & Year 2, Year 3 & Year 4, Year 5 & Year 6. These two bubbles will be in the hall together at the same time during lunch time but will not mix with each other, distance will be kept between the two bubbles. Children are not allowed to mix with children from another year group including break and lunch times. The Before and After School Club will re-open in September – children will be kept in their Year Group bubbles with 1 member of staff. After School/ Lunchtime Clubs will re-commence in September but only children from the same year group or double bubble will be able to attend the clubs at the same time.
Others might catch COVID from a child that falls ill.	The child who falls ill must be placed in a separate room (windows open) which is not to be used for anything else until it has been cleaned (Meeting Room). The child is to be sent home immediately. Any staff dealing with the child must wear full PPE equipment that will be kept in the school office. Engage with the NHS Test and Trace process – all cases must be reported following the regulations. School will manage confirmed cases of coronavirus (COVID-19) amongst the school community. Parents will be informed via email if there are a number of confirmed cases (no names will be used). Advice will be taken from the local health protection team to contain any outbreak following a confirmed case. Any person showing COVID-19 symptoms must be sent home and advised to self-isolate for at least 7 days and should arrange to have a track and trace test. Other members of the household should self-isolate for 14 days.
Children in close contact in the event of a Fire Drill or Lockdown.	Lockdown – children stay in their classrooms at their desks or sit in the hall separated by 2m gap in their year group. Children line up for fire drill in their same year group places with an adequate gap between each child, children stay in their year groups.
Children may be at risk going on educational visits.	School will continue to access the alternative provision days for pupils with SEMH needs and will ensure that the correct guidelines are in place. School will make use of outdoor space and local area visits wherever possible ensuring as normal that a thorough risk assessment is in place.

	School are currently seeking health and safety advice regarding the Robin Wood trip in September for the Year 6 pupils with it being an overnight visit. More information will be given to parents as soon as this is received.
Risk to Staff and Children – Curriculum, behaviour and pastoral support	
Impact of socially distancing on the children's mental health and wellbeing.	Staff will explain the reasons for the different rules in school at an age appropriate level. Lots of PSHE and wellbeing activities will be included in the children's weekly learning. Wellbeing questionnaire will be sent to parents prior to the summer holiday so that school can plan for any emotional needs or bereavement support that may be needed. Socially distanced parents meeting/telephone calls with the class teachers will be made available for parents in the first 2 weeks of returning to school in September to get an idea as to how the child has been during the lock down period and over the summer holidays. Staff will access Child Wellbeing online learning CPD. School will provide the opportunity for parents to access an emotional wellbeing workshop provided by Growth and Healing in the last week of the summer holidays.
Children may be anxious about returning to school after a long period of time.	All staff completed SWAN wellbeing training to offer strategies on how to support the children returning after lockdown. Pupil Wellbeing Questionnaire will be sent to parents so that staff are aware of the wellbeing needs of each individual prior to them returning so that reassurance can be offered and different strategies put into place. Transition letters will be sent to the children prior to the summer holidays to introduce their new class teachers and routines for September. School will work closely with outside agencies (social workers, school nurseries, additional needs team, HYM etc.) where necessary to help support an individual's return to school.
Impact of socially distancing on staff's mental health and wellbeing.	Staff will be encouraged to speak with a member of the SLT about any concerns or worries that they have about socially distancing rules in school. Reasonable adjustments will be made to reassure staff in school. Regular check ins will be given to support all staff. Staff Wellbeing Questionnaire will be sent to gather views.

	Wellbeing Inset Day will be provided on 1st September 2020 to support staff's return to school.
Children with additional needs may not understand the importance of some of the new rules in school and this may lead to the rules being broken.	Staff to use social stories to support children's understanding. Transition books to be sent home to specific children. Visual cues to be used where possible. Pupil wellbeing questionnaires – key points to be shared with staff so that we can prepare as best as possible for any difficulties in understanding. Work closely with parents to discuss concerns and strategies to be implemented.
The risk of the curriculum becoming narrow and focussing only on Maths and English.	The curriculum will remain broad and ambitious ensuring that pupils are taught a wide range of subjects. The curriculum may be modified during the Autumn & Spring Term to ensure that teaching time addressed significant gaps in pupil's knowledge. Aim to return to the school's normal curriculum in all subjects by Summer Term 2021. All Year groups will continue to teach their set topics and power or reading books for their year group but will also ensure that key reading, writing and maths skills will be addressed where needed during interventions or specified key catch up time. For children in nursery settings, teachers should focus on the prime areas of learning, including: communication and language, personal, social and emotional development (PSED) and physical development. For pupils in Reception Year, teachers should also assess and address gaps in language, early reading and mathematics, particularly ensuring children's acquisition of phonic knowledge and extending their vocabulary. Settings should follow updates to the EYFS disapplication guidance. For nursery settings and Reception, consider how all groups of children can be given equal opportunities for outdoor learning. For pupils in key stages 1 and 2, school leaders are expected to prioritise identifying gaps and re-establish good progress in the essentials (phonics and reading, increasing vocabulary, writing and mathematics), identifying opportunities across the curriculum so they read widely, and developing their knowledge and vocabulary. The curriculum should remain broad, so that the majority of pupils are taught a full range of subjects over the year, including sciences, humanities, the arts, PE/sport, RE and RHE.

Risk to Staff and Children – Assessment and Accountability	
Children may have regressed or may have forgotten prior learning from before lockdown period.	Spring term Assessments from the previous year group will be completed during the 2nd week back at school to ensure a baseline is established for each child. Gaps will be identified and addressed through additional key gap teaching. The DFE are planning on statutory primary assessments taking place in summer 2021. The early years foundation stage profile, and all existing statutory key stage 1 and 2 assessments, should return in 2020 to 2021 in accordance with their usual timetables. This includes: phonics screening check, key stage 1 tests and teacher assessment, the Year 4 multiplication tables check, key stage 2 tests and teacher assessment and statutory trialling.
Risk to Staff and Children – Contingency Planning to provide continuity of education in the case of a local outbreak	
The local area sees a spike in infection rates that is resulting in localised community spread.	In the event of a local outbreak, the PHE health protection team or local authority may advise a school or number of schools to close temporarily to help control transmission. The contingency plan for this will be school will be remaining open only for vulnerable children and the children of critical workers, and providing remote education through Home Learning Plans for all other pupils.