

Introduction

It is our plan that all pupils, in all year groups, will return to school full-time from the beginning of the autumn term.

This policy is intended to support staff, children and their families to prepare for this. The guidance also covers expectations for children with special educational needs and disability (SEND), including those with education, health and care plans, in mainstream schools.

This policy is in 5 sections. The first section sets out the actions we will take to minimise the risk of transmission at Great Bradfords Junior School. This is public health advice, endorsed by Public Health England (PHE).

The rest of the policy is focused on how Great Bradfords Junior School will operate in this new context.

This includes:

- Section 2: school operations
- Section 3: curriculum, behaviour and pastoral support
- Section 4: assessment and accountability
- Section 5: contingency planning to provide continuity of education in the case of a local outbreak

This policy has been prepared using government guidance with input from school leaders, unions and sector bodies and in consultation with PHE and the Health and Safety Executive (HSE).

We will keep this guidance under review and update as necessary.

Approved: July 2020

Section 1: Public health advice to minimise coronavirus (COVID-19) risks

We are expecting and planning for all children to prepare for all pupils to return full time from the start of the autumn term.

Great Bradfords Junior School must comply with health and safety law, which requires us to assess risks and put in place proportionate control measures. We have thoroughly reviewed our health and safety risk assessments and drawn up plans for the autumn term that address the risks identified using the system of controls set out below. These are an adapted form of the system of protective measures that will be familiar from the summer term.

Essential measures include:

- a requirement that people who are ill stay at home
- robust hand and respiratory hygiene
- 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

How contacts are reduced will depend on the school's circumstances and will (as much as possible) include:

- grouping children together
- avoiding contact between year groups and minimising contact between classes in the same year group
- arranging classrooms with forward facing desks
- staff maintaining distance from pupils and other staff as much as possible

The system of controls: protective measures

Having assessed the risk, Great Bradfords Junior School will be implementing a system of controls, adopting measures in a way that addresses the risk identified in their assessment. This works for the school, and allows us to deliver a broad and balanced curriculum for our children, including full educational and care support for those pupils who have SEND.

If everyone follows the guidance set out here they will effectively reduce risks in their school and create an inherently safer environment.

Prevention

1. Minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school

We will insist that pupils, staff and other adults do not come into the school if they have [coronavirus \(COVID-19\) symptoms](#), or have tested positive in the last 7 days, and ensuring anyone developing those symptoms during the school day is sent home

If anyone in the school becomes unwell with a new, continuous cough or a high temperature, or has a loss of, or change in, their normal sense of taste or smell (anosmia), they must be sent home and advised to follow '[stay at home: guidance for households with possible or confirmed coronavirus \(COVID-19\) infection](#)', which sets out that they must self-isolate for at least 7 days and should [arrange to have a test](#) to see if they have coronavirus (COVID-19). Other members of their household (including any siblings) should self-isolate for 14 days from when the symptomatic person first had symptoms.

If a child is awaiting collection, they should be moved, if possible, to the bungalow, with supervision, where they can be isolated behind a closed door. A window must be opened for ventilation. If it is not possible to isolate them, move them to an area which is at least 2 metres away from other people.

If they need to go to the bathroom while waiting to be collected, they should use a separate bathroom (the pupil toilet in the bungalow). The bathroom must be cleaned and disinfected using standard cleaning products before being used by anyone else.

PPE must 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). More information on PPE use can be found in the [safe working in education, childcare and children's social care settings, including the use of personal protective equipment \(PPE\)](#) guidance.

As is usual practice, in an emergency, call 999 if someone is seriously ill or injured or their life is at risk. Anyone with coronavirus (COVID-19) symptoms should not visit the GP, pharmacy, urgent care centre or a hospital.

Any members of staff who have helped someone with symptoms and any pupils who have been in close contact with them **do not need to go home to self-isolate unless they develop symptoms** themselves (in which case, they should arrange a test) or if the symptomatic person subsequently tests positive (see below) or they have been requested to do so by NHS Test & Trace.

Everyone must wash their hands thoroughly for 20 seconds with soap and running water or use hand sanitiser after any contact with someone who is unwell. The area around the person with symptoms must be cleaned with normal household disinfectant after they have left to reduce the risk of passing the infection on to other people. See the [COVID-19: cleaning of non-healthcare settings guidance](#).

Public Health England is clear that **routinely taking the temperature of pupils is not recommended** as this is an unreliable method for identifying coronavirus (COVID-19).

2. Clean hands thoroughly more often than usual

3. Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach

Children and staff will:

- 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 school, before and after eating, and after sneezing or coughing
- be encouraged not to touch their mouth, eyes and nose
- use a tissue or elbow to cough or sneeze, and use bins for tissue waste ('catch it, bin it, kill it')

Staff will:

- give reminders to children and young people who have difficulty cleaning their hands independently. Increased signage will be placed near toilets, sinks and in classrooms
- open windows to allow ventilation
- 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

Please note:

- There is no need for anything other than normal personal hygiene and washing of clothes following a day in an educational or childcare setting
- Any homemade non-disposable face coverings that staff or children, young people or other learners are wearing when they arrive at school must be removed by the wearer and placed into a plastic bag that the wearer has brought with them in order to take it home. The wearer must then clean their hands.

4. Introduce enhanced cleaning, including cleaning frequently touched surfaces often using standard products, such as detergents and bleach

- prior to the Autumn Term, all areas of the school and equipment will be deep cleaned
- all classrooms will be provided with anti-bacterial spray and paper towels
- paper towels are strictly single use and must not be used to wipe down multiple surfaces. As a result, cloths must not be used
- staff with responsibilities to clean will follow the [COVID-19: cleaning of non-healthcare settings guidance](#)
- surfaces that children are touching, such as, books, desks, chairs, doors, sinks, toilets, light switches, bannisters, will be cleaned more regularly than normal
- handwashing facilities for children and staff will be available and cleaned regularly
- hand sanitiser will be provided in classrooms; it must be taken outside when learning outdoors
- additional anti-bacterial dispensers have been purchased to be fitted in corridor spaces and near entrance and exit points
- interior doors and doors leading to the playground, wherever possible, will be open to avoid cross contamination and has been reviewed in line with our fire risk assessment
- staff will ensure all doors and windows are closed at the end of the day
- in case of a fire, a sweep of the building will be made by a designated staff member to ensure all doors, where possible, are closed
- if using computers, a thorough clean of the suite must be carried out before its next use; all keyboards, each mouse and monitor, as well as, stalls and work stations must be cleaned by one adult after the other adult has taken the group back to class
- PE and play equipment must be cleaned after use

Minimise contact between individuals and maintain social distancing wherever possible

We will do everything possible to minimise contacts and mixing while delivering a broad and balanced curriculum.

The overarching principle to apply is reducing the number of contacts between children and staff. This can be achieved through keeping groups separate (in 'bubbles') and through maintaining distance between individuals.

Grouping of Children

Maintaining distinct class groups or 'bubbles' that do not mix makes it quicker and easier in the event of a positive case to identify those who may need to self-isolate, and keep that number as small as possible.

However, the use of small groups restricts the normal operation of schools and presents both educational and logistical challenges, including the cleaning and use of shared spaces, such as playgrounds, dining halls, and toilets, and the provision of specialist teaching.

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. Again, we recognise this is not likely to be possible with younger children and teachers in primary schools can still work across groups if that is needed to enable a full educational offer and cover for PPA.

Measures within the classroom

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

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 some children with complex needs.

We will make small adaptations to the classroom to support distancing where possible. We will where possible seat children side by side and facing forwards, rather than face to face or side on. This might include moving unnecessary furniture out of classrooms to make more space.

Measures elsewhere

Groups should be kept apart, meaning that schools should avoid large gatherings such as assemblies or collective worship with more than one group.

When timetabling, groups should be kept apart and movement around the school site kept to a minimum. While passing briefly in the corridor or playground is low risk, staff and children should avoid creating busy corridors, entrances and exits. We will also plan staggered break times and lunch times.

Use of staff rooms should be minimised, although staff must still have a break of a reasonable length during the day. The same measure implemented since June 1st 2020 will apply.

Measures for arriving at school

We have planned staggered starts and finish to the school day. Staggered start and finish times should not reduce the amount of overall teaching time. Parents must drop their children off at their allocated gate and not enter the site in the morning. We have made an exception for the Year 3 cohort as they are new to the school.

8:35 – 8:45 Years 4 and 6

Year 4 children will enter the main gate, walk down the slope and enter via the school reception.

Year 6 children will enter via the bike shed entrance. **6C** will enter their classroom door at the bottom of the slope. **6A** and **6D** will enter via the pupil entrance, onto the Helping Hand playground and enter the school directly into the Year 6 block.

For families that have children in both 4 and 6, the children enter via the main entrance and the Year 6 children can safely walk to their class from there. If you also have children in year's 3 and 5, you will be required to follow guidance for Year 3 and 5 children.

8:50 – 9:00 Years 3 and 5

For **Year 3** children and their parents we appreciate that starting a new school during these times may add extra difficulties. The children and parent will the site enter via the bike shed entrance. The children and parents will enter via the pupil entrance, walk through the Helping Hand playground and down onto the main playground where you will be greeted by your class teacher and/or support staff. You will be able to say goodbye to your child/ren properly without feeling rushed or pressured. However, all parents will need to leave the site soon after 9:00 via the same pupil entrance and up the same slope.

Year 5 children will enter the main gate and walk down the slope. **5S** will enter via the main reception. **5B** will turn right at the bottom of the slope and enter via the external doorway to their classroom and **5J** will continue along the pathway to the external doorway to their classroom next to the pupil entrance.

For families that have children in both 3 and 5, the children enter via the bike shed entrance and the Year 5 children can safely walk to their class from there.

Measures for leaving school

Leaving school is more complicated to ensure the safety of all children. We must avoid congregating near to the school grounds as we know the pathways are narrow. We are concerned of the safety of parents if we asked you to keep at least one metre apart at the front of the school. There is very little space which is visible to the children. Allowing a child to try to locate a parent could cause worry and panic. We also want this process to be as quick as possible and avoid unnecessary delays.

- **14:55 – 15:05 Year 4 and 6**
- **15:10 – 15:20 Year 3 and 5**

During both of these pick-up windows parents or trusted adults will enter via the entrance near the bike shed, enter onto the playground where the children will be waiting with their teacher and support staff. As the children see the person who is collecting them, they can meet them. They will continue through a one-way system and exit the school site safely with their child.

Children who walk home alone will leave via the main reception at the earliest leaving time, 14:55 for Year's 4 and 6 and 15:10 for Year 5 for their year group's allocated time slot. We expect Year 3 children to be collected and recommend they do not walk home alone.

Other considerations

Some pupils with SEND (whether with education, health and care plans or on SEN support) will need specific help and preparation for the changes to routine that this will involve, so teachers and special educational needs coordinators should plan to meet these needs, for example using social stories.

Supply teachers, peripatetic teachers and/or other temporary staff can move between schools. They should ensure they minimise contact and maintain as much distance as possible from other staff. Specialists, therapists, clinicians and other support staff for pupils with SEND should provide interventions as usual.

Where visits to the school site can take place out of hours, they should do.

For individual and very frequently used equipment, such as pencils and pens, it is recommended that staff and pupils have their own items that are not shared. Classroom based resources, such as books and games, can be used and shared within the 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.

Outdoor playground equipment should be more frequently cleaned. This would also apply to resources used inside at Breakfast Club.

It is still recommended that pupils limit the amount of equipment they bring into school each day, to essentials such as lunch boxes, hats, coats, books and stationery. We will not be able to store Mobile Phones on site. Pupils and teachers can take books and other shared resources home, although unnecessary sharing should be avoided, especially where this does not contribute to pupil education and development.

6. Where necessary, wear appropriate personal protective equipment (PPE)

The majority of staff in education settings will not require PPE beyond what they would normally need for their work. PPE is only needed in a very small number of cases, including:

- where an individual child or young person becomes ill with coronavirus (COVID-19) symptoms while at schools, and only then if a distance of 2 metres cannot be maintained
- where a child or young person already has routine intimate care needs that involves the use of PPE, in which case the same PPE should continue to be used

Response to any infection

7. Engage with the NHS Test and Trace process

Schools must ensure they understand the NHS Test and Trace process and how to contact their local [Public Health England health protection team](#). Schools must ensure that staff members and parents/carers understand that they will need to be ready and willing to:

- [book a test](#) if they are displaying symptoms. Staff and pupils must not come into the school if they have symptoms, and must be sent home to self-isolate if they develop them in school. All children can be tested, including children under 5, but children aged 11 and under will need to be helped by their parents/carers if using a home testing kit
- provide details 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 & Trace
- [self-isolate](#) if they have been in close contact with someone who develops coronavirus (COVID-19) symptoms or someone who tests positive for coronavirus (COVID-19)

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

By the autumn term, we should be provided with a small number of home testing kits that we can give directly to parents/carers collecting a child who has developed symptoms at school, or staff who have developed symptoms at school, where they think providing one will significantly increase the likelihood of them getting tested. Advice will be provided alongside these kits.

Schools should ask parents and staff to inform them immediately of the results of a test:

- if someone tests negative, if they feel well and no longer have symptoms similar to coronavirus (COVID-19), they can stop self-isolating. They could still have another virus, such as a cold or flu – in which case it is still best to avoid contact with other people until they are better. Other members of their household can stop self-isolating.
- if someone tests positive, they should follow the [‘stay at home: guidance for households with possible or confirmed coronavirus \(COVID-19\) infection’](#) and must continue to self-isolate for at least 7 days from the onset of their symptoms and then return to school only if they do not have symptoms other than cough or loss of sense of smell/taste. This is because a cough or anosmia can last for several weeks once the infection has gone. The 7-day period starts from the day when they first became ill. If they still have a high temperature, they should keep self-isolating until their

temperature returns to normal. Other members of their household should continue self-isolating for the full 14 days.

8. Manage confirmed cases of coronavirus (COVID-19) amongst the school community

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

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

The health protection team will work with schools in this situation to guide them through the actions they need to take. Based on the advice from the health protection team, schools must send home those people who have been in close contact with the person who has tested positive, advising them to self-isolate for 14 days since they were last in close contact with that person when they were infectious. Close contact means:

- direct close contacts - face to face contact with an infected individual for any length of time, within 1 metre, including being coughed on, a face to face conversation, or unprotected physical contact (skin-to-skin)
- proximity contacts - extended close contact (within 1 to 2 metres for more than 15 minutes) with an infected individual
- travelling in a small vehicle, like a car, with an infected person

The health protection team will provide definitive advice on who must be sent home. To support them in doing so, we recommend schools keep a record of pupils and staff in each group, and any close contact that takes place between children and staff in different groups (see [section 5 of system of control](#) for more on grouping pupils). This should be a proportionate recording process. Schools do not need to ask pupils to record everyone they have spent time with each day or ask staff to keep definitive records in a way that is overly burdensome.

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

Household members of those contacts who are sent home do not need to self-isolate themselves unless the child, young person or staff member who is self-isolating subsequently develops symptoms. If someone in a class or group that has been asked to self-isolate develops symptoms themselves within their 14-day isolation period they should follow [‘stay at home: guidance for households with possible or confirmed coronavirus \(COVID-19\) infection’](#). They should get a test, and:

- if the test delivers a negative result, they must remain in isolation for the remainder of the 14-day isolation period. This is because they could still develop the coronavirus (COVID-19) within the remaining days.
- if the test result is positive, they should inform their setting immediately, and must isolate for at least 7 days from the onset of their symptoms (which could mean the self-isolation ends before or after the original 14-day isolation period). Their household should self-isolate for at least 14 days

from when the symptomatic person first had symptoms, following [‘stay at home: guidance for households with possible or confirmed coronavirus \(COVID-19\) infection’](#)

Schools should not request evidence of negative test results or other medical evidence before admitting children or welcoming them back after a period of self-isolation.

Further guidance is available on [testing and tracing for coronavirus \(COVID-19\)](#).

9. Contain any outbreak by following local health protection team advice

If Great Bradfords Junior School has two or more confirmed cases within 14 days, or an overall rise in sickness absence where coronavirus (COVID-19) is suspected, they may have an outbreak, and must continue to work with their local health protection team who will be able to advise if additional action is required.

In some cases, health protection teams may recommend that a larger number of other pupils self-isolate at home as a precautionary measure – perhaps the whole site or year group. If schools are implementing controls from this list, addressing the risks they have identified and therefore reducing transmission risks, whole school closure based on cases within the school will not generally be necessary, and should not be considered except on the advice of health protection teams.

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

Section 2: School operations

Travelling to school

Great Bradfords Junior School encourages parents, staff and pupils to walk to school if at all possible. Children will be unable to store bikes or scooters on site.

However, walking will not be suitable for all. We have surveyed parents to gain a realistic view of how many parents will be supervising their children on route to school. Only Year 3 Parents will be given permission to enter the site before school and must drop their children to their teachers on the playground. Children in Years 4, 5 and 6 must walk through the gates on their own.

We ask parents to be considerate where they park their car to ease congestion near the school site.

Great Bradfords Junior School have devised a one-way walking route along Marlborough Road adjacent to the school gates to help ease congestion and flow of parents and children of both the infant and junior school.



Families using public transport should refer to the [safer travel guidance for passengers](#).

Attendance

The government's attendance expectations

From September, the usual rules on school attendance will apply, including:

- parents' duty to secure that their child attends regularly at school where the child is a registered pupil at school and they are of compulsory school age;
- schools' responsibilities to record attendance and follow up absence
- the availability to issue sanctions, including fixed penalty notices in line with local authorities' codes of conduct

Pupils who are shielding or self-isolating

We now know much more about coronavirus (COVID-19) and so in future there will be far fewer children and young people advised to shield whenever community transmission rates are high. Therefore, the majority of pupils will be able to return to school. You should note however that:

- a small number of pupils will still be unable to attend in line with public health advice because they are self-isolating and have had symptoms or a positive test result themselves; or because they are a close contact of someone who has coronavirus (COVID-19)
- shielding advice for all adults and children will pause on **1 August**, subject to a continued decline in the rates of community transmission of coronavirus (COVID-19). This means that even the small number of pupils who will remain on the shielded patient list can also return to school, as can those who have family members who are shielding. Read the [current advice on shielding](#)
- if rates of the disease rise in local areas, children (or family members) from that area, and that area only, will be advised to shield during the period where rates remain high and therefore they may be temporarily absent (see below).
- some pupils no longer required to shield but who generally remain under the care of a specialist health professional may need to discuss their care with their health professional before returning to school in September (usually at their next planned clinical appointment). You can find more advice from the Royal College of Paediatrics and Child Health.

Where a pupil is unable to attend school because they are complying with clinical and/or public health advice, we will be able to immediately offer them access to remote education. Schools should monitor engagement with this activity (as set out in section 5 below).

Where children are unable to attend school as parents are following clinical and/or public health advice, absence will not be penalised.

Pupils and families who are anxious about return to school

All other pupils must attend school. Our pastoral team will support the concerns of pupils, parents and households who may be reluctant or anxious about returning and put the right support in place to address this.

If parents of pupils with significant risk factors are concerned, we will discuss their concerns and provide reassurance of the measures we are putting in place to reduce the risk in school. Parents should note that pupils of compulsory school age must be in school unless a statutory reason applies (for example, the pupil has been granted a leave of absence, is unable to attend because of sickness, is absent for a necessary religious observance etc).

Action for all schools and local authorities

We will work with families to secure regular school attendance from the start of term as this will be essential to help pupils catch up on missed education, make progress and promote their wellbeing and wider development.

We will:

- identify pupils who are reluctant or anxious about returning or who are at risk of disengagement and develop plans for re-engaging them. This should include disadvantaged and vulnerable children and young people, especially those who were persistently absent prior to the pandemic or who have not engaged with school regularly during the pandemic
- use the additional catch-up funding schools will receive, as well as existing pastoral and support services, attendance staff and resources and schools' pupil premium funding to put measures in place for those families who will need additional support to secure pupils' regular attendance
- work closely with other professionals as appropriate to support the return to school, including continuing to notify the child's social worker, if they have one, of non-attendance

School workforce

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.

Staff who are clinically vulnerable or extremely clinically vulnerable

Where schools apply the full measures in this guidance the risks to all staff will be mitigated significantly, including those who are extremely clinically vulnerable and clinically vulnerable. We expect this will allow most staff to return to the workplace, although we advise those in the most at risk categories to take particular care while community transmission rates continue to fall.

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](#).

School leaders should be flexible in how those members of staff are deployed to enable them to work remotely where possible or in roles in school where it is possible to maintain social distancing.

People who live with those who are clinically extremely vulnerable or clinically vulnerable can attend the workplace.

Staff who are pregnant

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](#).

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

Some people with particular characteristics may be at comparatively increased risk from coronavirus (COVID-19), as set out in the [COVID-19: review of disparities in risks and outcomes report](#). The reasons are complex and there is ongoing research to understand and translate these findings for individuals in the future. If people with significant risk factors are concerned, we recommend schools discuss their concerns and explain the measures the school is putting in place to reduce risks. People who live with those who have comparatively increased risk from coronavirus (COVID-19) can attend the workplace.

Supporting staff

Governing boards and school leaders should have regard to staff (including the headteacher) work-life balance and wellbeing. We have ensured they we have explained to all staff the measures they are proposing putting in place and involve all staff in that process.

All employers have a duty of care to their employees, and this extends to their mental health. Schools already have mechanisms to support staff wellbeing and these will be particularly important, as some staff may be particularly anxious about returning to school. The Department for Education is providing additional support for both pupil and staff wellbeing in the current situation. Information about the [extra mental health support for pupils and teachers](#) is available. The [Education Support Partnership](#) provides a free helpline for school staff and targeted support for mental health and wellbeing.

Staff deployment

Schools may need to alter the way in which they deploy their staff, and use existing staff more flexibly to welcome back all pupils at the start of the autumn term. Leaders will discuss and agree any changes to staff roles with individuals.

It is important that planning builds in the need to avoid increases in unnecessary and unmanageable workload burdens. This could include a review of existing practices in this respect and schools may wish to draw on DfE's [workload reduction toolkit](#).

DfE has also published a range of resources, including [case studies to support remote education](#) and help address staff workload, this includes case studies on managing wellbeing.

Deploying support staff and accommodating visiting specialists

Schools should ensure that appropriate support is made available for pupils with SEND, for example by deploying teaching assistants and enabling specialist staff from both within and outside the school to work with pupils in different classes or year groups.

Where support staff capacity is available, schools may consider using this to support catch-up provision or targeted interventions. Learning support assistants may also be deployed to lead groups or cover lessons, under the direction and supervision of a qualified, or nominated, teacher (under the Education (Specified Work) (England) Regulations 2012 for maintained schools and non-maintained special schools and in accordance with the freedoms provided under the funding agreement for academies). Any redeployments should not be at the expense of supporting pupils with SEND. To lead a bubble, the person will have the appropriate skills, expertise and experience to carry out the work, and discuss and agree any proposed changes in role.

Recruitment

Recruitment should continue as usual. The government's [Teaching Vacancies](#) service can help schools to list vacancies for both permanent and short-term teaching staff quickly. As the free national service for searching and listing teaching roles we will be directing newly qualified teachers (NQTs) and job seeking teachers to this service.

Staff taking leave

We recognise that school staff have been working extremely hard throughout the coronavirus (COVID-19) outbreak and will be working hard to prepare for all pupils to return from the start of the autumn term. Many staff will want to take a holiday over the summer period, which may involve travelling abroad. The government has set a requirement for people returning from some countries to quarantine for 14 days on their return. The latest guidance on quarantine can be accessed at [coronavirus \(COVID-19\): how to self-isolate when you travel to the UK](#).

As would usually be the case, staff will need to be available to work in school from the start of the autumn term.

There is a risk that where staff travel abroad, their return travel arrangements could be disrupted due to factors arising beyond their control in relation to coronavirus (COVID-19), such as the potential for reinstatement of lockdown measures in the place they are visiting.

Other support

Volunteers may be used to support the work of the school, as would usually be the case. It is important that they are properly supported and given appropriate roles. Mixing of volunteers across bubbles should be kept to a minimum, and they should remain 2 metres from pupils and staff where possible.

Safeguarding

Great Bradfords Junior School has revised their child protection policy (led by their Designated Safeguarding Lead) to reflect the return of more pupils. Schools must have regard to the statutory safeguarding guidance, [keeping children safe in education](#) and should refer to the [coronavirus \(COVID-19\): safeguarding in schools, colleges and other providers guidance](#).

Designated safeguarding leads (and deputies) will be provided with more time, especially in the first few weeks of term, to help them provide support to staff and children regarding any new safeguarding and welfare concerns and the handling of referrals to children's social care and other agencies where these are appropriate, and agencies and services should prepare to work together to actively look for signs of harm.

Communication with school nurses is important for safeguarding and supporting wellbeing, as they have continued virtual support to pupils who have not been in school.

Catering

The school kitchen will be open from the start of the autumn term and normal legal requirements will apply about provision of food to all pupils who want it, including for those eligible for benefits-related free school meals or universal infant free school meals.

School kitchens can continue to operate, but must comply with the [guidance for food businesses on coronavirus \(COVID-19\)](#).

Estates

Following a risk assessment, Great Bradfords Junior School will operate a one-way system in the main building of the school. This is not possible in the Year 6 and 5J block of the school. Children will be taught a procedure to move safely around this part of the school.

Prior to reopening for the autumn term, all the usual pre-term building checks will be undertaken to make the school safe. If buildings have been closed or had reduced occupancy during the coronavirus (COVID-19) outbreak, water system stagnation can occur due to lack of use, increasing the risks of Legionnaires' disease. Advice on this can be found in the guidance on [Legionella risks during the coronavirus outbreak](#).

Additional advice on safely reoccupying buildings can be found in the Chartered Institute of Building Services Engineers' guidance on [emerging from lockdown](#).

Once the school is in operation, it is important to ensure good ventilation. Advice on this can be found in Health and Safety Executive guidance on [air conditioning and ventilation during the coronavirus outbreak](#).

In classrooms, we will improve ventilation by opening windows and doors.

Educational visits

The government continue to advise against domestic (UK) overnight and overseas educational visits at this stage see [coronavirus: travel guidance for educational settings](#). With this in mind we have rescheduled the Year 6 residential to July 2021.

In the autumn term, schools can resume non-overnight domestic educational visits. This should be done in line with protective measures, such as keeping children within their consistent group, and the coronavirus (COVID-19) secure measures in place at the destination. Schools should also make use of outdoor spaces in the local area to support delivery of the curriculum. As normal, staff should undertake full and thorough risk assessments in relation to all educational visits to ensure they can be done safely. As part of this risk assessment, schools will need to consider what control measures need to be used and ensure they are aware of wider advice on visiting indoor and outdoor venues. Schools should consult the [health and safety guidance on educational visits](#) when considering visits.

School uniform

We expect children to arrive dressed in school uniform in line with the school's uniform policy in the autumn term. Uniform can play a valuable role in contributing to the ethos of a school and setting an appropriate tone.

Uniforms do not need to be cleaned any more often than usual, nor do they need to be cleaned using methods which are different from normal.

On days where the children have PE, they will be expected to arrive in PE kit. They will be allowed to wear a school jumper or cardigan over the top of their PE kit if they choose to, but not a track suit or sports jumper.

Breakfast Club Extra-curricular provision

Breakfast Club will resume in September and all bookings must be made in advance via ParentPay. Such provision will help ensure pupils have opportunities to re-engage with their peers and with the school, ensure vulnerable children have a healthy breakfast and are ready to focus on their lessons, provide enrichment activities, and also support working parents.

We will not provide after school clubs during the first half of the Autumn Term.

Section 3: Curriculum, behaviour and pastoral support

Curriculum expectations

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

The key principles that underpin our advice on curriculum planning are:

- education is not optional: all pupils receive a high-quality education that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life.
- the curriculum remains broad and ambitious: all pupils continue to be taught a wide range of subjects, maintaining their choices for further study and employment.
- 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.

We will:

- **Teach an ambitious and broad curriculum in all subjects from the start of the autumn term, but make use of existing flexibilities to create time to cover the most important missed content using PIXL therapies.**
- **Launch our new project based curriculum in September**
- **Plan on the basis of the educational needs of pupils**

Curriculum planning will be informed by an assessment of pupils' starting points and addressing the gaps in their knowledge and skills, in particular making effective use of regular formative assessment (for example, PiXL quizzes, observing pupils in class, talking to pupils to assess understanding, scrutiny of pupils' work).

- **Develop remote education so that it is integrated into school curriculum planning**

Remote education, via Microsoft Teams and Oak National Academy, will need to be an essential component in the delivery of the school curriculum for some pupils, alongside classroom teaching, or in the case of a local lockdown. We may consider it appropriate to suspend some subjects for some pupils in exceptional circumstances. Relationships and health education (RHE) for primary aged pupil schools and relationships, sex and health education (RSHE) for secondary aged pupils becomes compulsory from September 2020, and we are expected to start teaching by at least the start of the summer term 2021.

For children in Year 3-6, we will 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.

Physical activity in schools

As already outlined above, children are expected to arrive dressed in school uniform on the days they are taught PE. A timetable will be released in September.

We have the flexibility to decide how physical education, sport and physical activity will be provided whilst following the measures in their system of controls. The children will be kept in consistent groups, sports equipment thoroughly cleaned between each use by different individual groups, and contact sports avoided.

Outdoor sports should be prioritised where possible, and large indoor spaces used where it is not, maximising distancing between pupils and paying scrupulous attention to cleaning and hygiene. **We do not deem our school hall to be a large indoor space, when considering the modifications made for our protective measures.** This is particularly important in a sports setting because of the way in which people breathe during exercise.

Smaller groups, e.g. Multi-Skills and Activ 8 may be able to take place in the hall due to the smaller groupings. These groups must be consistent and a register will be in place in the case of a child developing symptoms.

Schools should refer to the following advice:

- [guidance on the phased return of sport and recreation](#) and guidance from [Sport England](#) for grassroots sport
- advice from organisations such as the [Association for Physical Education](#) and the [Youth Sport Trust](#)

Activities such as Bradford Mile, making break times and lessons active and encouraging active travel help enable pupils to be physically active while encouraging physical distancing.

Catch-up support

We are awaiting further guidance on how to utilise the government grant. We have invested in PiXL, which is a tool to allow us to identify each individual child's learning gaps in reading, writing and mathematics. We will ensure all support staff are trained in delivering specific therapies to close the gaps.

Alongside this universal offer, we will roll out a [National Tutoring Programme](#), worth £350 million, which will deliver proven and successful tuition to the most disadvantaged and vulnerable young people, accelerating their academic progress and preventing the gap between them and their more affluent peers widening. The evidence shows that tutoring is an effective way to accelerate learning, and we therefore believe a targeted tutoring offer is the best way to narrow the gaps that risk opening up due to attendance at school being restricted. The school is considering how to best use this programme to support our most disadvantaged learners.

Pupil wellbeing and support

Some children may need support to re-adjust to school; others may have enjoyed being at home and be reluctant to return; a few may be showing signs of more severe anxiety or depression. Others will not be experiencing any challenges and will be keen and ready to return to school. The return to school allows social interaction with peers, carers and teachers, which benefits wellbeing.

We will:

- support the rebuilding of friendships and social engagement
- address and equip pupils to respond to issues linked to coronavirus (COVID-19)
- support pupils with approaches to improving their physical and mental wellbeing

We will 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.

To support this, staff may wish to access the free MindEdlearning platform for professionals, which includes a [coronavirus \(COVID-19\) staff resilience hub](#) with materials on peer support, stress, fear and trauma and bereavement.

We will work closely with our school nursing services to support the health and wellbeing of their pupils; school nursing services have continued to offer support as pupils return to school – school nurses as leaders of the [healthy child programme](#) can offer a range of support including:

- support for resilience, mental health and wellbeing including anxiety, bereavement and sleep issues
- support for pupils with additional and complex health needs
- supporting vulnerable children and keeping children safe

Alongside the school nurse we will work together to ensure delivery of the healthy child programme (which includes immunisation), identifying health and wellbeing needs which will underpin priorities for service delivery.

Behaviour expectations

A home-school agreement will be sent home in September. We have added an appendix to the school's behaviour policy, which is published on the school's website, and is available to staff and parents, setting clear, reasonable and proportionate expectations of pupil behaviour. The children will be taught any new expectations. We have clearly explained consequences for poor behaviour and deliberately breaking the rules and how they will enforce those rules including any sanctions. This is particularly the case when considering restrictions on movement within school and new hygiene rules. Schools will need to work with staff, pupils and parents to ensure that behaviour expectations are clearly understood, and consistently supported, taking account of individual needs and should also consider how to build new expectations into their rewards system.

Additionally, provision for children who have SEND may have been disrupted during partial school closure and there may be an impact on their behaviour. We will work with local services (such as health and the local authority) to ensure the services and support are in place for a smooth return to schools for pupils.

The disciplinary powers that schools currently have, including exclusion, remain in place. Permanent exclusion should only be used as a last resort. Where a child with a social worker is at risk of exclusion, their social worker should be informed and involved in relevant conversations.

Section 4: Assessment and accountability

Inspection

For state-funded schools, routine Ofsted inspections will remain suspended for the autumn term. However, during the autumn term, inspectors will visit a sample of schools to discuss how they are managing the return to education of all their pupils. These will be collaborative discussions, taking into account the curriculum and remote education expectations set out in this document, and will not result in a judgement. A brief letter will be published following the visit. The insights that inspectors gather will also be aggregated nationally to share learning with the sector, the government and the wider public. In addition, Ofsted has the power to inspect a school in response to any significant concerns, such as safeguarding.

It is intended that routine Ofsted and ISI inspections will restart from January 2021, with the exact timing being kept under review.

Primary assessment

We recognise that pupils will have missed a critical period of their education due to lockdown in the 2019 to 2020 academic year. It is vital that we know the impact of coronavirus (COVID-19) on this cohort of pupils nationally, and can give support to schools that need it the most.

We are, therefore, 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. This includes:

- the phonics screening check
- key stage 1 tests and teacher assessment
- the Year 4 multiplication tables check
- key stage 2 tests and teacher assessment
- statutory trialling

Section 5: Contingency planning for outbreaks

Contingency plans for outbreaks

For individuals or groups of self-isolating pupils, remote education plans will be in place.

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. We will also need a contingency plan for this eventuality. This may involve a return to remaining open only for vulnerable children and the children of critical workers, and providing remote education for all other pupils.

Remote education support

Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, we expect schools to have the capacity to offer immediate remote education. We are expected to consider how to continue to improve the quality of their existing offer and have a strong contingency plan in place for remote education provision by the end of September. This planning will be particularly important to support a scenario in which the logistical challenges of remote provision are greatest, for example where large numbers of pupils are required to remain at home.

In developing these contingency plans, we will:

- 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
- give access to high quality remote education resources
- use MS Teams in order to allow interaction, assessment and feedback, and make sure staff are trained in their use
- provide printed resources, such as textbooks and workbooks, for pupils who do not have online access
- recognise that younger pupils and some pupils with SEND may not be able to access remote education without support.

We will use Oak National Academy:

- to set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects
- to teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject
- to provide frequent, clear explanations of new content

We will use Microsoft Teams to:

- gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work
- enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding
- plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including regular contact with teachers

A range of resources to support schools in delivering remote education is available:

- curriculum maps for key subjects for year groups from Reception to year 9 will be published in July. They aim to provide support to schools in developing the ability to switch from classroom teaching to remote provision immediately in case of local lockdowns or self-isolation.
- DfE has produced a [quality assured list of remote education resources](#) which are available to schools and parents for free over the summer term. Where pricing models have changed, schools may consider using some of their catch-up funding on remote resources in line with the access to technology section of the [EEF's COVID-19 support guide for schools](#)
- from that start of the autumn term, Oak National Academy will make available video lessons covering the entire national curriculum, available to any school for free. These are being developed in partnership with a wide group of teachers and school leaders to develop lessons in the popular topics. The resources will be as flexible as possible, allowing schools to reorder topics and lessons, to match their own plans and curriculum.
- Oak National Academy specialist content for pupils with SEND. This covers communication and language, numeracy, creative arts, independent living, occupational therapy, physical therapy and speech and language therapy. Their provision for next academic year will include an expanded range of content for the specialist sector.
- government-funded access to one of two free-to-use digital education platforms: Google for Education or Microsoft Office 365 Education. Schools can apply through [The Key for School Leaders](#). The Key also provides feature comparison and case studies on how schools are making the most of these platforms.
- a network of schools and colleges for help and support on effective use of tech for remote education that can be accessed through the [EdTech Demonstrator Programme](#).
- In addition to 4G routers provided to local authorities and academy trusts, the Department for Education is working in partnership with BT to offer free access to BT WiFi hotspots for disadvantaged pupils. We are also working with the major telecommunications companies to expand this offer and provide access to free additional data to families who rely on a mobile internet connection while the response to coronavirus (COVID-19) requires pupils to learn from home and access social care services online. More information on [increasing internet access for vulnerable and disadvantaged children](#) is available.

Further support is available from:

- The National Cyber Security Centre, on [which video conference service is right for you](#) and [using video conferencing services securely](#)
- annex C of the guidance on [Safeguarding and remote education during coronavirus \(COVID-19\)](#), , as well as statutory guidance on online safety in Annex C of [keeping children safe in education](#).