Lime Academy
Forest Approach
Putting Children First

The full opening of schools - rapid review of possible steps to take

Public Health Advice to Minimise Risks		
'There cannot be a 'one-size-fits-all' approach where the system of controls describes every scenario. School leaders will be best placed to understand the needs of their schools and communities, and to make informed judgments about how to balance delivering a broad and balanced curriculum with the measures needed to manage risk.'		
The system of controls: PREVENTION: STEPS TO TAKE	**1) 'A requirement that people who are ill stay at home'** - 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 ● 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. Put in place a procedure for anyone becoming unwell.	**Decisions and actions:** ● Parents/ carers informed that they must be immediately available for pick up if necessary; if a student presents COVID-19 symptoms. ● Student/ Staff displaying COVID 19 symptoms to be isolated in the designated area until the parent/ carer arrives. ● Cover staff available in case of illness – pastoral lead/ nurture lead to be flexible.
	2) 'Robust hand and respiratory hygiene' - clean hands thoroughly more often than usual Build routines into the school culture and plan ways to promote handwashing with soap and water for at least 20 seconds across the school day, particularly: ● After coming into school ● After sneezing or coughing ● Before and after handling or eating food ● After going to the toilet	**Decisions and actions:** ● Posters with hand washing instructions ● Schedule handwashing as activity in the timetable with visual supports/social stories

		• Ensure there are sufficient hand washing or hand sanitiser stations available for each class • Supervision of hand sanitisers at all times, given risks around potential ingestion • Regular stock check of soap and hand sanitisers to ensure timely re-ordering • NHS Posters and visual prompts near sinks with steps of hand washing process. • Paper hand towels • Bins with Lids
	3) Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach Promote the 'catch it, bin it, kill it' approach, e.g. by providing tissues, bins, posters	**Decisions and actions:** • Ensure all bins have lids • NHS Posters displayed
	4) Introduce 'enhanced cleaning', including cleaning frequently touched surfaces often, using standard products such as detergents and bleach • Read PHE's COVID-19: cleaning of non-healthcare settings guidance • Define a new cleaning schedule that ensures cleaning is generally enhanced and includes more frequent cleaning of rooms / shared areas that are used by different groups, frequently touched surfaces being cleaned more often than normal • Implement a cleaning log to track cleaning frequency for bathrooms, classrooms and communal areas • Plan for the daily removal and safe disposal of rubbish • Schedule frequent cleaning of resources (e.g. books, toys) • Schedule the isolation or cleaning of resources (e.g. books, toys) • Purchase additional standard cleaning equipment if needed	**Decisions and actions:** • daily thorough clean of site; playground equipment disinfected daily, washed using jet wash • individual resources in classes • Restrict shared resources to each social bubble and ensure resources are cleaned daily

5) **'Reduce contacts and maximise distancing between those in school wherever possible and minimise potential for contamination so far as is reasonably practicable' - minimise contact between individuals and maintain social distancing wherever possible** ● Plan group sizes ● Revise timetables to accommodate groups and minimise movement between classrooms ● Cancel large gatherings, such as assemblies and staff meetings; ● Revise extra-curricular offer to minimise mixing between groups ● Where possible, plan ways to minimise contact around school estate between groups, e.g. separate entrance/exit gates or one-way systems ● Divide playground to minimise mixing between groups – ● Plan arrangements for drop off/collection and communicate these to parents ● Plan measures for lunchtimes, including: 　○ Lunches deliver to the classes 　○ Communicating new arrangements to catering suppliers and lunchtime supervisors . 　○ Staff to use staffroom	**Decisions and actions:** ● a class treated as a social bubble, with wider social bubbles of up to 30 within a corridor ● social bubbles to remain within their own outdoor areas; maximum of three classes sharing outdoor space. sensory room to be used weekly by one pupil only. ● Stagger lunch times for staff, with additional room provided ● Stagger arrival and departures of the buses to limit bottlenecks ● All meetings be organised via Google Meet/ Zoom including Monday briefing ● At present, no breakfast or after school clubs to be offered; no lunch time clubs or tuck shop. ● Additional entrances to school provided - side entry to school for lower corridor classes and Oak Class ● Where possible, parents encouraged to drop off and pick up students, to limit interaction with others ● transport to ensure 1 meter plus social distancing and consider PPE for their staff ● on arrival from L.A. transport – only students supervised by an F.A. adult can enter the building ● staggered time of L.A. bus arrivals ● Hot lunches delivered to classes; received by class staff from kitchen team, students to eat in their classes

		● Food suppliers - all items to be brought directly via kitchen back door, no contact during deliveries ● lunch breaks - social distancing measures in place of 1 meter plus, washing hands on entry and exit to the staffroom.
	6) Where necessary, wear appropriate personal protective equipment (PPE) Put in place a PPE policy that could include for example, the use of PPE where a pupil becomes ill with coronavirus symptoms while at school and where a pupil already has routine intimate care needs that involve the use of PPE.	**Decisions and actions:** ● Emergency grab boxes with PPE to be organised for each classroom. . ● PPE compulsory during intimate care. ● PPE available at the entry to school and staff encouraged to use this equipment.

The system of controls: **RESPONSE TO INFECTION: STEPS TO TAKE**	**7) Engage with the NHS Test and Trace process** Put in place a procedure regarding the NHS Test and Trace process and how to contact your local Public Health England health protection team (this is likely to be part of the procedure outlined below)	**Decisions and actions:** ● Staff informed, advice on seeking a test provided.
	8) Manage confirmed cases of coronavirus (COVID-19) amongst the school community *Put in place procedures to manage suspected/ confirmed* *Read process for dealing with symptomatic pupils* *Read procedure for dealing with a suspected outbreak* *Identify a room that symptomatic pupils will wait in until parents collect them, ideally with:* ● *A door you can close* ● *A window for ventilation* ● *A separate bathroom (either attached to the room or nearby)* Plan staff training on the process for dealing with symptomatic pupils and ensure they are aware of the steps the school will take	**Decisions and actions:** ● NHS Test and Trace process ● If the student shows COVID-19 symptoms - staff supervising the student to wear full PPE (emergency boxes) and lead the pupil to the designated isolation area,keep space well ventilated, parents to be called for immediate pick up. ● Designated isolation area- the changing room in the main corridor (toilet and sink available, window) ● Training provided during first inset day in September – PowerPoint prepared

	in the event of an outbreak	
Risk assessments STEPS TO TAKE	**9) Contain any outbreak by following local health protection team advice** ● Identify any specific PPE needs and ensure sufficient supply using local supply chains ● Complete health and safety risk assessments (refer to guidance on risk assessments is available in the Annex to the guidance) ● Consult with staff and representatives ● Consider the impact on staff and pupils who have particular protected characteristics, including race and disability, in developing your approach to reopening	**Decisions and actions:** ● All in place already – PPE ordered stock monitored ● Risk Assessments for vulnerable students has been written. ● Risk Assessment for staff (vulnerable health conditions, BAME) to be written and signed during inset days in September

School Operations		
Transport	● Encourage parents and pupils to walk/cycle or drive to school rather than take public transport	**Decisions and actions:** ● Where possible encourage parents to bring their children to limit interactions

| STEPS TO TAKE | ● Remind parents and pupils still using public transport that face coverings are mandatory for children 11 years+
● Work with the local authority, other local schools and transport providers to consider adjusting start and finish times and/or staggered starts
● Work with home-to-school transport providers to determine appropriate protective measures to take on transport to align with your school's policies.
Consider:
    ○ how pupils are grouped together on transport, where possible this should reflect the bubbles that are adopted within school – class list shared
    ○ use of hand sanitiser upon boarding and/or disembarking
    ○ additional cleaning of vehicles
    ○ organised queuing and boarding where possible
    ○ distancing within vehicles wherever possible
    ○ the use of face coverings for children over the age of 11, where appropriate, e.g. if they are likely to come into very close contact with people outside of their group or who they do not normally meet | **Decisions and actions:**
● Parents to be informed via ParentMail about expectations of pupils wearing face masks on the bus
● Work together with transport on the plan to reduce the congestions on arrival and departures, stagger times and adjust to the class bubbles as much as possible.
● Class groups and wider social bubbles of up to 30 pupils shared with transport providers
● Transitions risk assessment and expectations to be shared with transport providers
● Only one bus to be unloaded (children entering the school) at the time
● Students aged 11+ and adults to wear face masks on the school bus |

Attendance
STEPS TO TAKE
	● Communicate clear and consistent expectations around school attendance to families throughout the summer ahead of the new school year.
	Consider writing to parents, explaining:
	   ○ what precautions and processes will be in place
	   ○ mandatory attendance expectations
	   ○ the reasons why returning to school is important
	● Identify pupils who are reluctant or anxious about returning or who are at risk of disengagement and develop plans for re-engaging them - especially those who were persistently absent prior to the pandemic or who have not engaged with school regularly during the pandemic.
	● Consider using 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
		Decisions and actions:
		● Letter from Trust to be sent out before school closure for Summer
		● Premises RA to be uploaded to the website and shared with parents/ carers
		● July and August parent surveys will identify parents potentially anxious about students returning to school. Reassurance to be provided and calls to be made by family support/SLT.
		● SALT, OT and other therapists return to school with visits to be scheduled and professionals allocated to one class per visit.
		● Attendance recorded in a usual way via SIMS systems and non-attendance communicated with parents and Nicola Amass, EWO LA.

Workforce **STEPS TO TAKE**	● The clinically extremely vulnerable list will be paused on 1st August. Some people on this list will remain under the care of their doctor or specialist and may be advised not to return to work. Assess how many staff remain in this much smaller group and the impact on the workforce ● Assess how many staff may be at increased risk due to protected characteristics and disparities in outcomes. Consider using an Equalities Impact Assessment. ● In light of your assessment, consider altering the way in	**Decisions and actions:** ● Staff survey to be sent out – HR to monitor – risk assessments to be reviewed ● based responses to the survey to staff, consider any revisions to class lists and admin staff etc along with any agency cover required

	which you deploy staff ● To minimise the numbers of temporary staff entering the school premises, and secure best value, schools may wish to use longer assignments with supply teachers and agree a minimum number of hours across the academic yea	
Extracurricular activities **STEPS TO TAKE**	● Review your breakfast and after-school provision and plan whether/ how to restart these in the autumn term. ● Review parents use of external providers and consider how such provision will work alongside their wider protective measures, including keeping children within their year groups or bubbles where possible ● Consult the guidance produced for summer holiday childcare. This includes schools advising parents to limit the number of different wraparound providers they access, as far as possible ● As with physical activity during the school day, contact sports should not take place	**Decisions and actions:** ● there will be no breakfast or after school clubs on offer at present – parents to be informed via ParentMail ● no trips or outdoor activities will be provided at present , students to maintain in their class groups within own classrooms and outdoor areas ● Summer holidays provisions - inform parents via ParentMail and school's website ● sports coaches, pastoral leads, rebound therapists and bikability activities to be allocated to one class/ group per half term.

Curriculum, behaviour and pastoral support

Curriculum **STEPS TO TAKE**	● Identify the most important missed knowledge and make use of flexibilities to plan how this will be covered, within a broad curriculum in all subjects ● Plan formative assessment of pupils to inform modifications to the school's curriculum ● Identify students most at risk of disengagement/most in need of additional support ● Engage with LAs, agencies and the families of pupils with SEND to devise plans to provide specific support as needed	**Decisions and actions:** ● teachers to write a flexible and detailed mid term plan for their students taking under consideration slower transition for certain students, classes prepared beforehand with separate resources and marked places for students. ● flexible approach to the lessons, slow transition back for students to their learning routine. ● allocate pastoral leads, SALT and OT to the

| | | classes that may need mostly support and advice. |
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| | | • continue virtual meetings including professionals meetings, zoning meetings, CIN, Core Group, CP etc. |

| **Physical activity**
STEPS TO TAKE | • Review your approach to physical activity within the school day, ensuring pupils remain in consistent groups where possible, sports equipment is thoroughly cleaned between each use, and contact sports are avoided
• Prioritise outdoor sports where possible, and large indoor spaces used where it is not, maximising distancing between pupils and paying attention to cleaning and hygiene. This is particularly important because of the way in which people breathe during exercise | **Decisions and actions:**
• all classes provided with their own outdoor space; teachers to plan outdoor activities. |

Pupil safety, well-being and support
STEPS TO TAKE
	● Ensure designated safeguarding leads (and deputies) are 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 social care and other agencies where these are appropriate
	● Consider the provision of pastoral and extra-curricular activities to all pupils designed to:
	    ○ 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
	● Provide more focused pastoral support where issues are identified
	● Consider the support needs of particular groups who need additional help (for example children in need), and any newly vulnerable pupils on their return to school
		Decisions and actions:
		● all designated safeguarding leads on site working collaborate, staff reminded about the expectations for recording and informing about safeguarding issue.
		● teacher providing lessons in relation to best hygiene practices/ COVID – 19 and preventions
		● nurturing approach, slow transition back into learning
		● new students and students that struggled with attendance before lock down to be prioritised for nurturing support

Behaviour expectations **STEPS TO TAKE**	● Revise behaviour and attendance policies if necessary, to create the right conditions to re-engage pupils in their learning and reintegrate them back into school life. ● Provide additional pastoral and support services, exploring how services might be delivered remotely prior to reopening	**Decisions and actions:** ● Pastoral Leads, Nurture Leads to support in revising 5P approaches and interventions ● Pastoral leads to be available for consultation after school day for advice and resources

Contingency planning for outbreaks

Process STEPS TO TAKE	● Ensure you have a contingency planning process in place for local outbreaks	
Remote education STEPS TO TAKE	● Develop a contingency plan for remote education provision – have systems in place to move immediately to providing remote education where a class, group or small number of pupils need to self-isolate, or where there is a local lockdown ● Put in place a curriculum that allows access to high quality online and offline resources that is linked to the school or trust's curriculum expectations ● If necessary, select the online tools that will be consistently used across the school or group of schools in order to allow interaction, assessment and feedback, and make sure staff are trained in their use and provide printed resources for pupils who do not have suitable online access	**Decisions and actions:** ● ongoing home learning for any students unable to attend school due to coronavirus – Google Classroom and EFL in use. ● resources uploaded by teachers to EFL and Google Classroom, also to the website.