



Spring Common Academy

Staff Operational Guidance- from June 2020

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The government announced on 28 May 2020 that 5 tests met to move phase 2 of lock down strategy which includes reopening schools for Reception, Year 1 Year 6. Special Schools may expand numbers. CAMBRIDGESHIRE Local Authority agreed on 29 MAY 2020 that schools can reopen following risk assessment.

1. Next phase of remaining open – gradually expanding pupil numbers

We are following Government requirements to expand the opening of schools from w/c1st June 2020. The priority age groups are Reception, Year 1 and Year 6.

Special schools are able to draw up their own rationale in managing their pupils returning to school and parents and carers currently have the right to choose whether or not to take up that offer. We intend to reintegrate pupils gradually.

We have consulted parents and risk- assessed children in Reception, Year 1 and Year 6 to priorities their reintegration.

Staff teams from these priority age groups have had time to prepare and arrangements made for a deep clean throughout the school with additional sanitisation.in half term.

The pupils attending school full time from early June fit into two categories:

- **Children of critical workers:** This is the published list of ‘Critical Worker’ category,
- **Vulnerable children with social worker / Children for whom there are safety concerns if they don’t access.** This includes those deemed ‘most vulnerable’, where they cannot be at home safely, but we have expanded this group to include additional support for parents where safety concerns have been alerted to us.
- Reception, Year 1 and Year 6 and gradual assimilation of others into discrete small groups that do not mix with others. We will review and gradually offer reintegration places to others.

We will be keeping numbers cautiously low at each school in this next stage of increasing our pupil roll in school so that we can maintain social distancing as we can with our young people , reducing the risk of transmission.

- Shielded pupils deemed extremely critically vulnerable and on NHS England list will I remain at ho.me for their safety.
- Pupils with medical conditions and deemed vulnerable will be risk assessed and their re- entry guided by medical evidence and currently remain at home. For their safety.

We have safeguards in place such as hand gel upon arrival, handwashing hands regularly, cleaning schedules of surfaces, distancing throughout the day where the child can and understands this, and no sharing of resources.

Familiar staff shall work with pupils over the coming weeks, in smaller groups or social bubbles.

We will gradually increase the school roll where it is safe to do so, however some pupils still may not return to school until September 2020 or later. In this transition pupils will have access to home learning and teachers will continue with safe and well calls.

Other staff including office, cleaning and site will be allocated duties according to the needs of the school. The Head of School will support staff to return to the workplace following the Trust guidance 'Who can attend work' May 2020.

Spring Common Academy will follow advice and guidance from the Government contained in:

- *Coronavirus (COVID-19): implementing protective measures in education and childcare settings (12 May 2020)*
- *Actions for education and childcare settings to prepare for wider opening from June 2020 (12 May 2020)*
- *Opening schools to more children and young people: initial planning framework for schools in England (12 May 2020)*

Children and young people with medical needs

Pupils who have been classed as *clinically extremely vulnerable* (it is expected that parents are liable to share this information with us) due to pre-existing medical conditions should be advised to shield. We do not expect these pupils to be attending school and they should continue to be supported at home by the NHS for their medical conditions, following home learning as appropriate and needed.

A small number of pupils may be classed as *clinically vulnerable* using medical guidelines. Parents should inform school and strictly follow medical advice provided. A risk assessment (using external medical advice) will be conducted to ascertain if pupils can reintegrate back into school as part of the assimilation.

According to government guidance, if a pupil lives with someone who is *clinically vulnerable* (but not *clinically extremely vulnerable*), they can attend the school.

If a pupil lives with someone who is *clinically extremely vulnerable* they should follow the advice in the *COVID-19: guidance on shielding and protecting extremely vulnerable persons from Covid-19*. Because they should only attend if stringent social distancing can be adhered to, we do not expect these individuals to attend the school.

2. Safer working practice and minimising risk

To safeguard all, we will **minimise contact** and **reduce the contamination risk** in our daily practice.

Minimising contact:

At Spring Common Academy, we are adopting the social 'bubble' approach **from arrival to departure**, where groups operate in their own 'bubble', i.e. not mixing with other groups, not sharing spaces directly, and where shared spaces are used, staggering the timings of this. This is in recognition that our pupils will not be able to socially distance in the strictest sense.

The DfE states we know that, unlike older children and adults, early years and primary age children cannot be expected to remain 2m apart from each other and staff. In deciding to bring more children back to early years and schools, we are taking this into account in our plans.

We will minimise contact 'pupil to pupil', 'staff to pupil', 'staff to staff' and 'staff/pupil to own family' - using the following control measures.

However, we recognise that a significant number of our pupils, physical contact is needed for many parts of their education and care.

The table below is for guidance, and staff should bear the principles in mind and apply them where they can be and it isn't to the detriment of the young person. If any individual within a bubble tests positive for COVID 19, all members of the bubble must self-isolate for 14 days. Unless government guidance changes.

Entry and exit to school (inc. staff)	Class groups and activities	Using physical spaces
Ensure that those who have coronavirus symptoms, or who have someone in their household who does, do not attend school	Creating small, consistent groupings (bubbles) which stay the same each day (numbers per classroom and staffing ratios to be based on pupil risk assessments)	Staggering break and lunch times to prevent overlap with other groups

Temperature checks for staff (take own) pupils and hand gel for everybody upon arrival	Staff will work with the same group throughout the day and use the same rooms	Reducing transitions and movements within the building
Stay in bus until collected.	Consider activities and where possible avoid games/activities that involve close contact Plan more outdoor activities or ensure ventilation.	Plan activities that use the outside spaces we have where possible. Being outside reduces the risk of contamination
Pupils enter the building through designated entry points one at a time	Equipment should not be shared between groups, and where possible, not between individuals	Specified toilets for each class group. Communal toilet blocks – 1 pupil to use at a time.
Staggered times for parent drop off	Avoid the use of soft toys.	Specified staff rooms for each staff group
	First aider based in each group where at all possible	No use of small, enclosed rooms, e.g. first aid room

The DfE state Class sizes will be smaller, creating more space for children and teachers, and children should only mix with their small group.

Spring Common Academy will implement protective measures designed to reduce the risk of transmission, including increasing cleaning and daily schedules and reducing 'pinch points' in the school day such as break times, pick-up and drop-off.'

If a pupil has behaviours (including a likely need for physical intervention) or care/medical needs which increase the likelihood of an infection risk significantly in the school setting, and if a risk assessment ascertains that mitigations cannot be put in place to provide a place in school safely, then in these rare circumstances children may need to stay at home. For children in this category with a social worker, the school will take an approach of 'best endeavours' to provide access to a placement unless the risk assessment concludes they will be safer at home.

Reducing the contamination risk

Personal Protective Equipment (PPE)

Wearing a face covering or face mask in school is not recommended as government guidance and staff, children and learners will not be required to wear face coverings in school.

Advice states that face coverings worn by those who may not be able to handle them as directed may inadvertently increase the risk of transmission. Instead government guidance recommends changing habits, minimising contact and mixing, in addition to cleaning and hygiene are effective measures in controlling the spread of the virus.

The majority of staff will not require PPE beyond what they would normally need for their work even if they are not always able to maintain a distance of 2 metres from others. PPE is only needed where:

- Pupils' care routinely involves the use of PPE (gloves and aprons) due to their intimate care needs. This should continue in the same way, following protocols for best practice. Staff must watch and sign to say they have understood the "How to safely use PPE" video before working with students.
- In a few cases the risk assessment for medical tasks may mean additional PPE will be required following individual health care Plan (IHCP) due to risk assessment for delegated medical tasks (for example suctioning)
- A pupil becomes unwell with the symptoms of coronavirus while in their setting and needs care until they can return home. Staff member should wear a face mask, gloves and apron as advised by the government for this instance.

The LA has a model risk assessment that outlines the above in more detail.

Protective measures:

- **Rubbish should be stored in a room with a sticky label with the date on it, kept in the room for 72 hours then disposed of.**
- Cleaning hands thoroughly and more often than usually, following guidance from Public Health England and ensuring good respiratory hygiene by promoting the 'catch it, bin it, kill it', approach.
- Cleaning frequently touched surfaces often using standard products, such as detergents and bleach and professional

sanitizing classrooms regularly. Regular cleaning down of surfaces during the day and equipment will take place and everybody will have to take responsibility for cleaning in their own area.

- Cleaning packs will be provided to be used in each bubble class group. These are not to be shared with any other bubble.
- Handwashing facilities will be allocated and access to hand sanitiser in classrooms and other school environments.
- All areas will be well ventilated including toilets.
- Pupils will eat their lunch in their own classroom “bubbles” to avoid larger group contact. If lunches are provided these are to be plated up and transported to classes on a staggered basis
- Equipment should be cleaned that is used, and that should include laptops, ipads and other physical resources as necessary.
- Laptops and Ipads should be cleaned **before** and **after** use with a **damp**, disinfectant soaked cloth
- Planned deep cleans in classrooms to disinfect all surfaces and objects in the room
- Where safeguarding allows please pin doors open (unless they are fire doors) to minimise use of handles and contact transmission
- When calling taxi’s students are to remain in their designated classes and called to taxi’s via walkie talkie from their classrooms to avoid congregation of staff and students in a large area
- Specialist rooms and areas will be introduced to the “bubbles” with cleaning procedures between groups and end of the day.
- Try not to touch hard surfaces unnecessarily - use your elbow or cuff over your hand

Advice is that staff shower when you get home. Wash your clothes and wear clean clothes each day.

Staff member or pupil becomes unwell at school

Staff will continue to be vigilant about the health and well-being of staff and pupils in general, and not solely in relation to COVID 19 symptoms. In a medical emergency 999 should be called.

However, if anyone becomes unwell with a new, continuous cough or a high temperature they must be sent home and advised to follow the *COVID-19: guidance for households with possible coronavirus infection*.

If a pupil is awaiting collection they will be isolated in a safe and secure place, away from other pupils and staff. The staff member is to wear PPE and when the pupil has left, surfaces should be cleaned that they have been in contact with.

If a member of staff has helped someone who is unwell with a new, continuous cough or a high temperature, they do not need to go home unless they develop symptoms (in which case a coronavirus test is available). They should wash their hands thoroughly for 20 seconds. The affected area should be cleaned as soon as possible afterwards.

Testing - National Test and Trace programme (the new 119 service)

To access testing parents will be able to use the 111 online coronavirus service if their child is aged 5 or over, and for children aged under 5 parents are advised to call the 111 service and follow guidance.

When a pupil or staff member develops symptoms compatible with coronavirus they should be sent home and advised to self-isolate in accordance with *COVID-19: guidance for households with possible coronavirus infection* and seek to be tested.

Staff, children and young people in all settings will be eligible for testing if they begin to display coronavirus symptoms, as will symptomatic members of their households.

Staff can either self- refer or ask the school to refer them. In either case, they need to talk this over with their Head of School, in order that we can put in place any relevant actions and safeguards.

A negative test will enable children to get back to childcare or education, and their parents to get back to work. Staff who have tested negative can also go back to work.

Where the pupil or staff member tests positive the rest of their “bubble” should be sent home and advised to self-isolate for 14 days and seek advice about a test.

The other household members of that wider group do not need to self-isolate unless the pupil or staff member they live with subsequently develops symptoms. As part of the national test and trace programme information may lead to instruction to self – isolate. If other cases are detected Public Health England will work with settings and advise on the appropriate course of action.

This could include a larger number of other children and young people may be asked to self-isolate at home as a precautionary measure – perhaps the whole class, site or year group. Where settings are observing guidance on infection prevention and control, which will reduce risk of transmission, closure of the whole setting will not generally be necessary.

Current advice states that Public Health England local Health Protection teams may conduct a rapid investigation and advise the school if cases are diagnosed in the school. Because the school will be observing guidance on infection prevention and control to reduce risk of transmission. Closure of the whole school will not be necessary, unless in extreme cases and directed by the DfE.

3. Staff continued working expectations

We have applied the Government guidance and divided the staff group into 4 categories:

1. Staff who are able to return to work with no allowances needed
2. Staff who are in the *clinically vulnerable* group. These staff members will have pre-existing conditions and should follow advice to take extra care in observing social distancing and work from home where possible. If they cannot work from home school will provide safe on-site occupational roles related to the aims of the school, following social distancing guidance.
3. Staff who are living with somebody who is clinically vulnerable. According to government guidance, if a member of staff lives with someone who is *clinically vulnerable* (but not *clinically extremely vulnerable*), they can attend the school. If a member of staff lives with someone who is *clinically extremely vulnerable* they should follow the advice in the *COVID-19: guidance on shielding and protecting extremely vulnerable persons from Covid-19*. They should only attend if stringent social distancing can be adhered to and we would generally not expect these individuals to attend the school.
4. Staff who have been classed as *clinically extremely vulnerable* due to pre-existing medical conditions have been advised by GP or medical practitioner to shield. We do not expect these staff to be in school, they should work from home.

Home and school based learning

Staff responsible for working face to face with students will be responsible for planning and delivering lesson content. Staff who are not working directly with students will be responsible for organisation of home learning for students not yet accessing school provision. Staff in the latter can work at home, but if they are able to, should come into school with the ability to work separately, and socially distance as far as is possible in the school setting.

Face to face team: Teachers will plan activities for the days that they are required and classes they are based with.

Home Learning Team: Teachers will liaise with teachers in the Face to face team on what is being covered in their classes, topics, etc and provide home learning for those pupils not at school. It is up to parents if they take this up, though we would encourage this. Teachers

The class teacher is responsible for their pupils' safe and well checks unless there are reasons why this is delegated using the proforma to guide the conversation. Complete safe and well checks at least once weekly for each one of your pupils not in school. Flag any issues that can't be dealt with and log any safeguarding concerns immediately using log of Concern.

Teaching assistants

People may be asked to do jobs that they do not normally do and within the government guidance TA's are able to lead a group of students in another room under the guidance of a teacher. Preparation of resources may be required for students both in and out of school.

Working with parents:

Remember that some parents may be experiencing challenges, their home situation included - this may mean that they are rude or emotional – Keep calm and DON'T take it personally.

If anybody needs an answer to something you are not sure about, refer to a manager.

Parents may turn up late - this may well be due to demands at work, or at home – please DON'T be judgmental.

Parents who collect their children are to adhere to 2m social distancing guidelines where possible in collection of pupils.

Staff Absence: Must be flagged to Head of School as you have been doing already.

Numbers of Children: Numbers will fluctuate as numbers expand over time due to Key workers being asked to do more shifts and other parents needing to work. Family arrangements may change, and families may need to isolate.

Our vulnerable families may struggle and decide they want their children in school after all, or we may recommend that their child comes to school part time rather than a full 5 days per week. The provision is flexible to support children to reintegrate and will change according to need and risk. The Head of School and the Senior Management Team will work through requests and conduct risk assessments to support gradual reintegration.

Our staff are also parents may find their capacity to work may be compromised until delivery is resumed for school or child care. The Head of School will support staff to return back to work in the initial transition.

4. Additional information:

<https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings>

<https://www.gov.uk/government/publications/actions-for-educational-and-childcare-settings-to-prepare-for-wider-opening-from-1-june-2020/actions-for-education-and-childcare-settings-to-prepare-for-wider-opening-from-1-june-2020>

<https://www.gov.uk/government/publications/actions-for-educational-and-childcare-settings-to-prepare-for-wider-opening-from-1-june-2020/opening-schools-for-more-children-and-young-people-initial-planning-framework-for-schools-in-england>

<https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19>

<https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance/stay-at-home-guidance-for-households-with-possible-coronavirus-covid-19-infection>

Key Department for Education documents:

Supporting children with medical conditions (2015 and updated in 2017 with additional templates)

Actions for schools during coronavirus outbreak dated 18 May 2020 (update the 28 April 2020 guidance)

- Links to closures / guidance for schools about temporarily closing
- Social distancing measures and reference to the key 5 tests of the government
- Special schools to begin phased return from 1 June when ready.
- Do not expect shielded pupils to return (Page 4)
- Refers to implementing protective measures in education and child care settings (18 May 2020)
- Special schools guide on Page 34 to expand numbers safely

Coronavirus (Covid 19: SEND risk assessment guidance – dated 19 April 2020

- Refers to Coronavirus Act 2020 and temporary emergency powers to modify the legal requirements in the Children and Families Act 2014.

- Explains that 'PPE is only one element of safe and effective infection control and appropriate environmental controls, hand washing and respiratory hygiene, the management of pupils and information and training for staff are just as important'
- Signposts to cleaning for non – healthcare settings

Guidance on shielding and protecting people who are clinically extremely vulnerable from Covid 19 – dated 18 May 2020

- Update definition of clinically extremely vulnerable (Page 3)
- Stay at home at all times advice (Page 4)
- Living with other people (page 6)
- Schools with clinically extremely vulnerable children including those who attend special schools (Page 9) and contact with essential carers and support to the home.

Safe working in education, child care and children's social care settings, including the use of PPE dated 14 May 2020

- Infection control (Page 2)
- PPE (Page 4)
- How to work safely in specific situations including where PPE may be required (page 4 - /5) includes fluid resistant masks, disposable gloves and aprons, eye protection.
- Links to 'personal protective equipment use for non – aerosol generating procedures' publication to reduce self – contamination
- What care should staff visiting families in their own homes take? (Page 6- 7)
- What specific steps should be taken to care for children with complex medical needs such as tracheostomies (Page 7 -8) advise use of Public Health England (PHE) PPE guidance.
- Disposal of PPE (Page 10)

schools and educational setting for more pupils from 1 June: guidance for parents and carers dated 11 May 2020

- In special schools the return of children informed by risk assessment
- Children clinically extremely vulnerable and shielding should continue to shield and should not be expected to attend

Opening schools for more children and young people: initial planning framework for schools - dated 12 May 2020

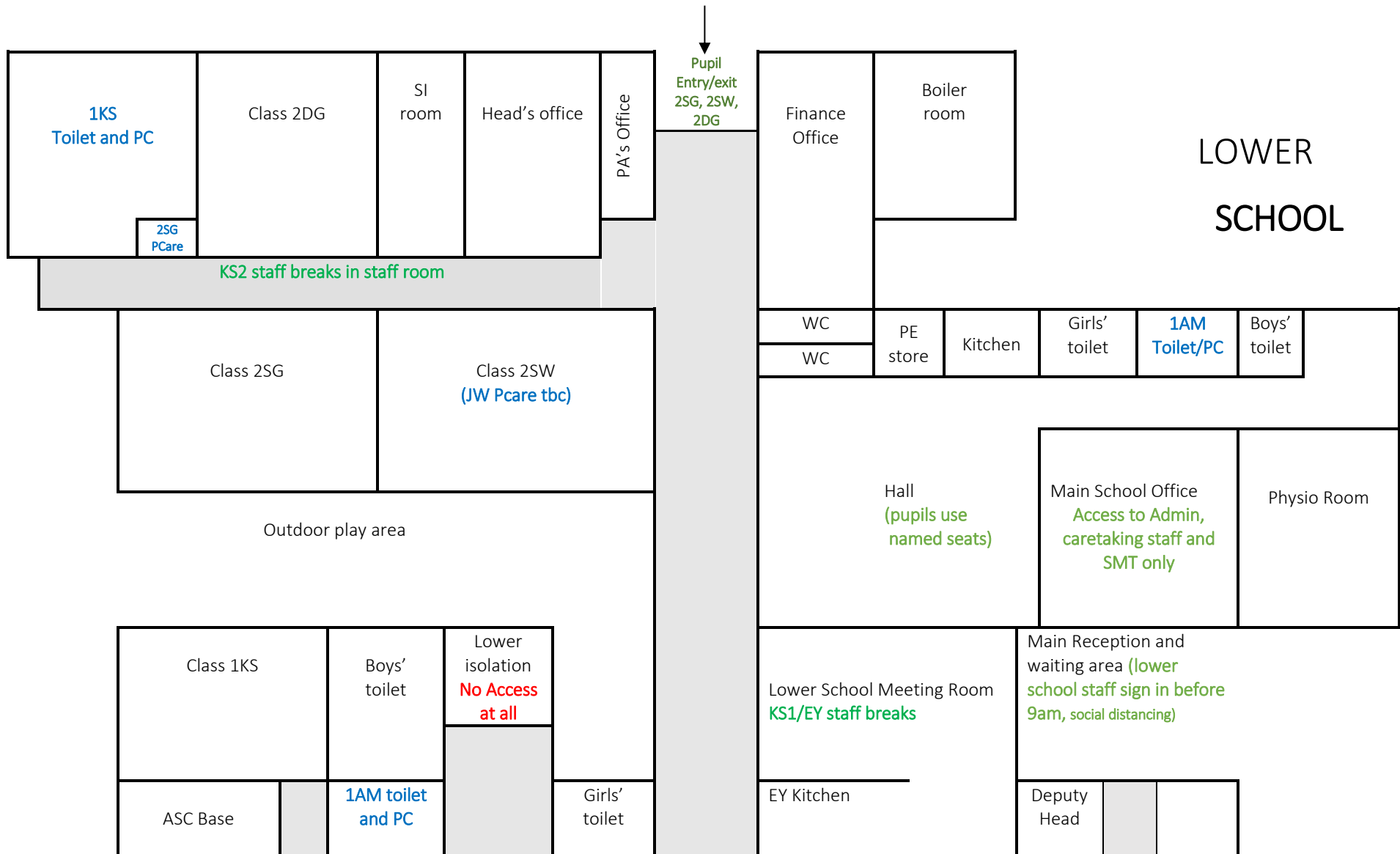
- Protective measures and hygiene (Page 4) for a very small number of cases where PPE supplies will be needed.
- Make arrangements

Coronavirus (Covid 19): implementing protective measures in education and childcare settings dated 11 May 2020

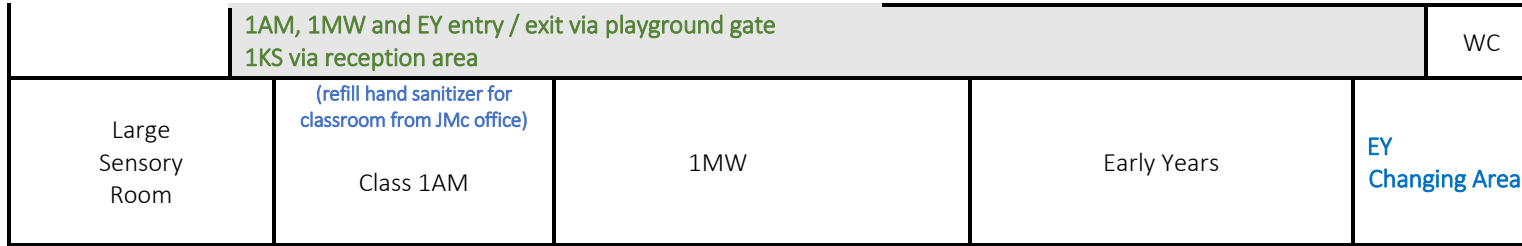
- Effective infection control (Page 4)
- Routine testing of temperatures is not a reliable method for identifying the Coronavirus (Page 13)
- PPE (Page 4) – wearing face covering or mask not recommended for schools.
- ‘Medical masks should not be worn by special needs children who may not be able to handle them as directed and may inadvertently increase the risk of transmission.’
- Fluid resistant mask worn 2 metres away if a child becomes unwell with coronavirus symptoms (Page 5)
- Where it is not possible to obtain PPE and require urgent PPE to operate safely may approach their local resilience forum (Page 5)
- Shielded and clinically vulnerable children and young people – includes pre – existing medical conditions. Do not expect these children to attend school.

Guidance for the public on mental health and wellbeing aspects of Coronavirus (Covid 19) – dated 31 March 2020

- Look after Physical wellbeing (Page 3)
- Sleep
- Managing physical symptoms triggered by stress and anxiety (Page 6)
- Managing difficult feelings or behaviours to do with hygiene, washing or fears of infection (page 7)
- People with learning disability (Page 8- 9)
- People with autism (page 9)



LOWER SCHOOL



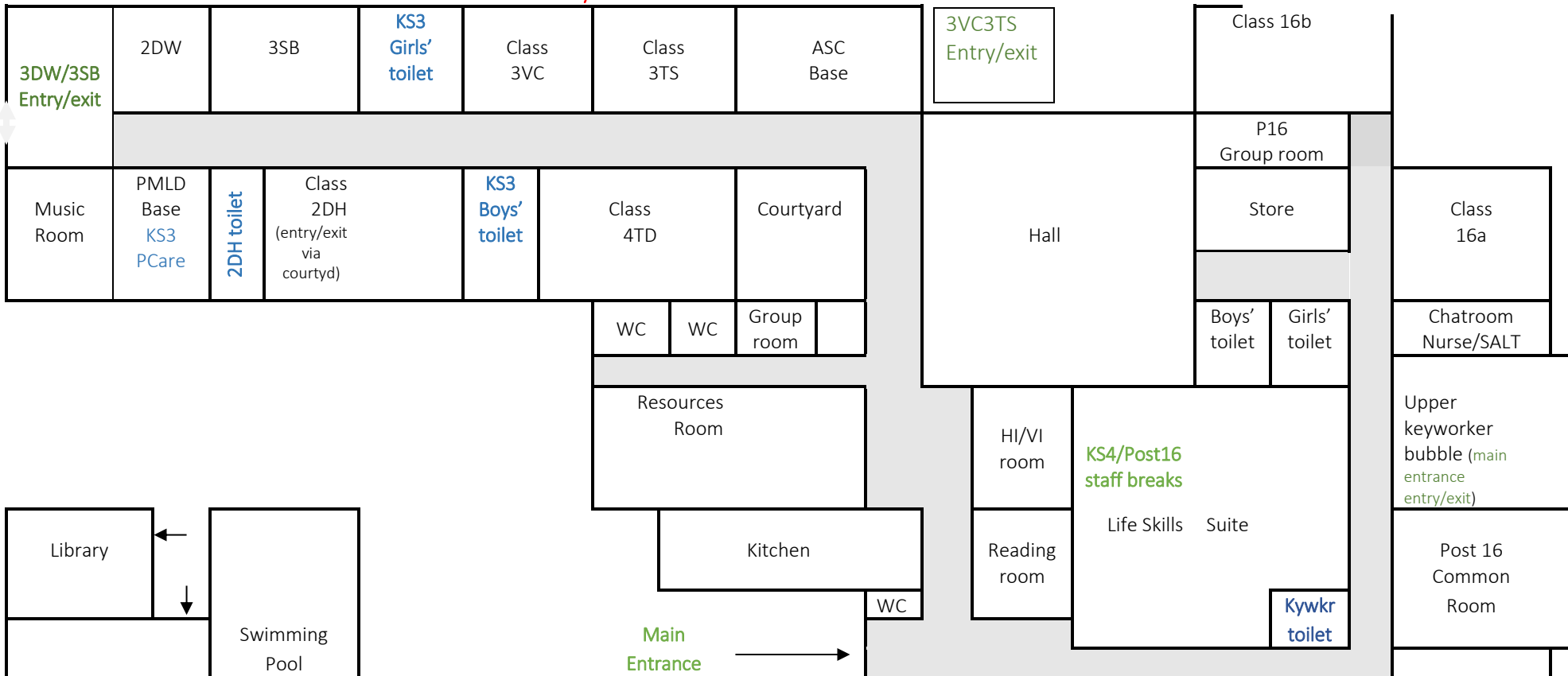
Mobile Class Room 2PJ (behind LS playground)

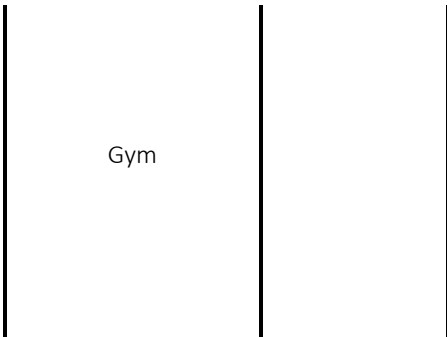
SI and small sensory room accessible to pupils with RA (large sensory room closed)

Upper School Playground

Hand sanitiser refills for KS3 classes available in SPy office

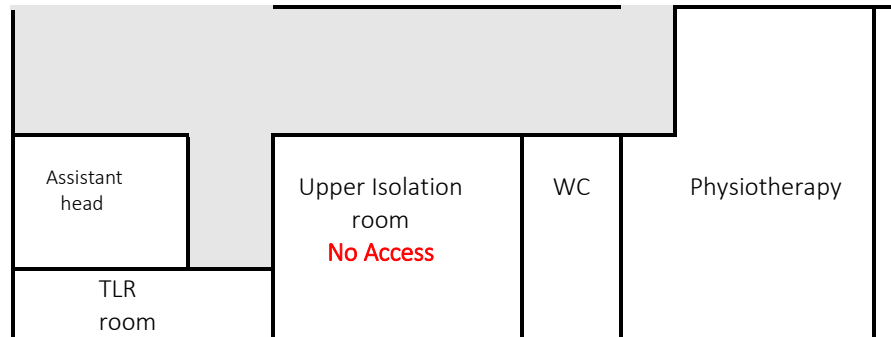
UPPER





Gym

Upper school
staff sign in
before 9am.
Social distance



Assistant
head

Upper Isolation
room
No Access

WC

Physiotherapy

TLR
room