

# Lime Academy Ravensbourne

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THE FULL OPENING OF SCHOOLS – SEPTEMBER 2020

**Authors**

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Public Health Advice to Minimise Risks		
<p><b>The system of controls:</b> PREVENTION: STEPS TO TAKE</p>	<p><b>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</b></p> <p>If anyone in 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. They must also be advised to follow 'Stay at Home: guidance for households with possible or confirmed Coronavirus [COVID-19] infection' (<a href="https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance/stay-at-home-guidance-for-households-with-possible-coronavirus-covid-19-infection">https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance/stay-at-home-guidance-for-households-with-possible-coronavirus-covid-19-infection</a>), which sets out that they must self-isolate for at least 7 days and should arrange a test (<a href="https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested">https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested</a>). Other members of their household (including siblings) should self-isolate for 14 days from when the symptomatic person first had symptoms. If a child is awaiting collection they should be in a self-isolated room and where this is not possible a 2 metre distance must be kept, this should be done in a well ventilated area. PPE must be worn by supervising staff. Social bubbles do not need to be sent home unless other children within the group are displaying symptoms. Any staff assisting with a symptomatic does not need to follow self-isolation guidelines unless they develop symptoms themselves.</p>	<ul style="list-style-type: none"> <li>• Health and safety risk assessment in place – reviewed moving forward from phase 2/3 into phase 3 and 4.</li> <li>• Flowchart in place and followed should a child/adult fall ill. Letters to be sent for suspected cases.</li> <li>• Plan B in place to ensure learning can continue in the event of a further lockdown – use of the Trust’s Distant Learning Guidelines</li> </ul>
	<p><b>2. Clean hands thoroughly more often than usual</b></p> <p>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:</p> <ul style="list-style-type: none"> <li>• After coming into school</li> <li>• After sneezing or coughing</li> <li>• Before and after handling or eating food</li> </ul>	<ul style="list-style-type: none"> <li>• Cleaning checklists in place and continued during full reopening.</li> <li>• Ensure water tests are up to date</li> <li>• All sink areas have two soap dispensers</li> <li>• Hand sanitiser stations strategically placed around the school</li> </ul>

	<ul style="list-style-type: none"> <li>• After going to the toilet</li> </ul> <p>Ensure there are enough hand washing or hand sanitiser stations available. Hand sanitisers should be placed above pupil's height to risk the chance of ingestion. Pupils where possible should only be using soap and water to wash hands. Skin friendly cleaning wipes can be used as an alternative. This should always be under adult supervision or with adult help if need be. All used paper towels should be place in closed bins promoting 'Catch it, Bin it, Kill it'</p>	
	<p><b>3. Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach</b></p> <p>Promote the 'Catch it, Bin it, Kill it' approach, e.g.: by providing tissues, bins, posters. Ensure face coverings are available if need be for staff who support children that spit. Include this in individual risk assessments for pupils if required.</p>	<ul style="list-style-type: none"> <li>• All classrooms have closed bins</li> <li>• All shared areas have closed bins</li> </ul>
	<p><b>4. Introduce enhanced cleaning, including frequently touched surfaces often, using standard products such as detergents and bleach</b></p> <ul style="list-style-type: none"> <li>• Read Public Health England's COVID-19 Guidelines on the cleaning of non-healthcare settings: <a href="https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings">https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings</a></li> <li>• 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</li> <li>• Implement a cleaning log to track cleaning frequency for bathrooms, classrooms and communal areas</li> <li>• Plan for the daily removal and safe disposal of rubbish</li> <li>• Schedule frequent cleaning of resources [e.g.: books, toys] shared within groups</li> </ul>	<ul style="list-style-type: none"> <li>• Risk assessment completed with DoE, SLT and Site Officer and then shared with staff and parents.</li> <li>• Site Officer ensures all windows and doors are opened each morning to ensure school is ventilated.</li> <li>• Cleaning checklists in place and continued during full reopening.</li> </ul>

	<ul style="list-style-type: none"> <li>• Schedule the isolation or cleaning of resources [e.g.: books, toys] shared between groups, under this the Aqua Room may be used towards the end of September.</li> <li>• Purchase additional standard cleaning equipment if needed.</li> </ul>	
	<p><b>5. Minimise contact between individuals and maintain social distancing wherever possible</b></p> <ul style="list-style-type: none"> <li>• Plan group sizes</li> <li>• Adaptations where applicable to classrooms to aid with social distancing</li> <li>• Revise timetables to accommodate groups and minimise movement between classrooms, where possible</li> <li>• Where possible, stagger start, break, lunch and finish times</li> <li>• Cancel large gatherings, such as assemblies and staff meetings</li> <li>• Sharing of shared spaces and rooms should be limited as much as possible, due to current situation the Swimming Pool, Soft-play and Sensory Room will not be used.</li> <li>• Mixing of wider of groups for specialist teaching and for transport</li> <li>• Where possible, plan ways to minimise contact around school estate between groups, e.g.: separate entrance/exit gates or one-way systems.</li> <li>• Plan measures for lunchtimes, including: Managing lunch queues, lunches in classrooms, communicating new systems to staff</li> <li>• Social stories should be used to explain the changes for pupils</li> <li>• Therapist and Specialist Teachers can move between groups but should limit contact with adults as much a possible.</li> <li>• Respite and School should work together to and try to put in systems of control collaboratively.</li> <li>• Resources shared between bubbles should be rotated for a 48 hour (72 hours for plastic) rest period and cleaning schedule between use.</li> </ul>	<ul style="list-style-type: none"> <li>• Timetables for staggered start and finishing times</li> <li>• Bubbles for transport to follow Social Zones [Bubble A: Hamilton, Bubble B: Weir, Gaffney and Grandin, Bubble C: Keller, Simmonds and Hawking, Bubble D: Wonder and Reeve]</li> <li>• Lunches will be staggered</li> <li>• One-way route to be designed around the school where possible.</li> <li>• Two staff rooms to be used</li> <li>• Staff to prepare social stories</li> <li>• Timetable for all shared resources, e.g: eye gaze</li> <li>• Sensory room, Soft play room, Swimming pool and Aqua Room not to be used</li> </ul>

	<p><b>6. Where necessary, wear appropriate personal protective equipment [PPE]</b></p> <ul style="list-style-type: none"> <li>• Please read the guidance for safe working in education, childcare and children’s social care (<a href="https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe">https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe</a>)</li> <li>• PPE should be worn where a pupil becomes ill with Coronavirus [COVID-19] symptoms while at school, and only then if a distance of 2 metres cannot be maintained</li> <li>• PPE should be worn where a pupil has already had routine intimate care needs that involves the use of PPE, in which case the same PPE should continue to be used.</li> <li>• If a pupil does cough, spit or vomit but does not have Coronavirus [COVID-19] symptoms, only any PPE that would be worn as part of their care and treatment should be worn.</li> </ul>	<ul style="list-style-type: none"> <li>• PPE stock management ongoing</li> <li>• Staff to be refreshed on the effective use of PPE wear</li> <li>• Clear PPE expectations will be shared with staff.</li> </ul>
<p><b>The system of controls: RESPONSE TO INFECTION: STEPS TO TAKE</b></p>	<p><b>7. Engage with the NHS Test and Trace Process</b></p> <ul style="list-style-type: none"> <li>• Ensure staff are aware of the process and that SLT are aware of how to contact their local Public Health England Protection Team (<a href="https://www.gov.uk/guidance/contacts-phe-health-protection-teams">https://www.gov.uk/guidance/contacts-phe-health-protection-teams</a>)</li> <li>• Staff, parents and pupils should book a test if displaying symptoms and then must not attend the setting if they have symptoms</li> <li>• If symptoms develop during the day at school, they must be sent home to self-isolate</li> <li>• If they test positive they must provide details of anyone they have been in close contact with if they were to test positive for Coronavirus [COVID-19]</li> <li>• Staff, parents, and pupils need to self-isolate as per guidance is they have had regular contact with someone who develops Coronavirus</li> </ul>	<ul style="list-style-type: none"> <li>• Posters displayed in the staffrooms</li> </ul>

	<p>[COVID-19] symptoms or who someone who has received a positive test.</p> <ul style="list-style-type: none"> <li>• All members of the school community: staff, parents or pupils will need to inform school of their test result both positive or negative.</li> </ul>	
	<p><b>8. Manage confirmed cases of Coronavirus [COVID-19] amongst the school community</b></p> <ul style="list-style-type: none"> <li>• School to contact the Local Health Protection Team, who will complete a rapid risk assessment of the situation and guide school through the action that needs to be taken.</li> <li>• Based on this advice school will then inform staff, parents and pupils who will need to self-isolate for 14 days as they have been in close contact.</li> <li>• Close contact is defined as: direct close contact – face to face contact with the infected person 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 1-2 metres for more than 15 minutes] with the infected person, travelling in a small vehicle, like a car with the infected person</li> <li>• For any one self-isolating because of the track and trace system if they were to develop symptoms and get a negative test they should remain to self-isolate for 14 days.</li> <li>• Schools should not request evidence of a negative test or other medical evidence before admitting pupils or welcoming them back after a period of self-isolation</li> <li>• A room should be identified for pupils that are symptomatic to 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]</li> </ul>	<ul style="list-style-type: none"> <li>• Send a letter out to parents to explain the plan if this were to happen</li> <li>• Communicate these expectations to staff INSET day September 2020</li> <li>• Therapy room, Family Room and Library will be dedicated rooms in the case of needing to isolate pupils while on site.</li> </ul>

	<ul style="list-style-type: none"> <li>Ensure all staff are trained in the process for dealing with symptomatic pupils and ensure they are aware of the steps the school will take in the event of an outbreak.</li> </ul>	
	<p><b>9. Contain any outbreak by following local health protection team advice</b></p> <p>If in school we 2 or more confirmed cases within 14 days, or an overall rise in sickness absence where Coronavirus [COVID-19] is suspected then we will continue to work with the Local Health Protection Team. We may be advised for larger numbers of our school community to self-isolate. A whole school closure may not be necessary and should not be considered except on the advice of Health Protection Team. A mobile test centre maybe set up to focus on the certain class or group and then the whole school if necessary. Ensure sufficient PPE is available</p>	<ul style="list-style-type: none"> <li>Ensure Plan B for remote learning is set up and agreed.</li> <li>Create a spreadsheet with all the relevant contact numbers</li> </ul>
<b>Risk Assessments: STEPS TO TAKE</b>	<ul style="list-style-type: none"> <li>Complete Health and Safety Risk Assessment</li> <li>Complete Staff Risk Assessment</li> <li>Complete Managing Premises Risk Assessment</li> <li>Complete Re-opening Risk Assessment</li> <li>Complete Individual Pupil Risk Assessments</li> </ul>	<ul style="list-style-type: none"> <li>All to be completed and finalised by July 2020</li> </ul>
<b>School Operations</b>		
<b>Transport: STEPS TO TAKE</b>	<p><b>1. General Transport advice</b></p> <ul style="list-style-type: none"> <li>Encourage parents and pupils to walk/cycle or drive to school rather than use school or public transport, where possible</li> <li>Local authorities will need to work with schools to ensure pupils can get to school.</li> <li>Local authorities are also asked to continue this service for all Post-16 learners even though they are not statutory school age.</li> </ul>	<ul style="list-style-type: none"> <li>Meet with all our transport providers to ensure we are all following Government guidelines.</li> <li>Send survey out to parents to see who would be willing to bring their children to school.</li> </ul>
	<p><b>2. Dedicated school transport, including statutory provision</b></p>	<ul style="list-style-type: none"> <li>Timetables for staggered start and finishing times</li> </ul>

	<ul style="list-style-type: none"> <li>• Pupils should be grouped together on transport, where possible this should reflect the bubbles that are adopted within school</li> <li>• Use of hand sanitiser upon boarding and/ or disembarking</li> <li>• Additional cleaning of vehicles</li> <li>• Organised queuing and boarding where possible</li> <li>• Distancing within vehicles where possible</li> <li>• The use of face covering 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.</li> <li>• Work with home-to-school transport providers to determine appropriate protective measures to take on transport to align with our policies.</li> </ul>	<ul style="list-style-type: none"> <li>• Bubbles for transport to follow Social Zones [Bubble A: Hamilton, Bubble B: Weir, Gaffney and Grandin, Bubble C: Keller, Simmonds and Hawking, Bubble D: Wonder and Reeve]</li> </ul>
<p><b>Attendance: STEPS TO TAKE</b></p>	<ul style="list-style-type: none"> <li>• Communicate clear and consistent expectations around school attendance to families throughout the summer ahead of the new year 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, involve parents and carers in pupil's risk assessments where applicable.</li> <li>• Work closely with other professionals where appropriate to support the return to school, including continuing to notify the pupil's wider community, such as a social worker if non-attendance continues.</li> <li>• Pupils who are shielding this will pause on the 1<sup>st</sup> August, which means those pupils are able to return to school. This is the same if they have a family member who was also shielding. Refer to <a href="https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19">https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19</a> for further advice.</li> </ul>	<ul style="list-style-type: none"> <li>• Parents communicated with throughout the phased process through:             <ul style="list-style-type: none"> <li>○ Surveys</li> <li>○ Newsletter</li> <li>○ Website</li> <li>○ Letters</li> <li>○ ParentMail</li> </ul> </li> <li>• Clear messages sent around attendance.</li> <li>• CPD to support attendance officer</li> <li>• Promotion of the school to communicate expectations.</li> </ul>

	<ul style="list-style-type: none"> <li>• If localised local downs are administered pupils from those areas maybe temporally absent from school.</li> <li>• Some pupils who are continually seen by a Specialist Health Professional may need to discuss their care with their Health Professional before returning to school in September 2020.</li> <li>• Identify pupils who have parents who are anxious about their return and discuss issues and concerns with them.</li> </ul>	
<b>Workforce: STEPS TO TAKE</b>	<ul style="list-style-type: none"> <li>• The clinically extremely vulnerable list will be paused on 1<sup>st</sup> August. Some people on this list will remain under the care of their doctor or specialist and maybe advised not to return to work. Assess how many staff remain in this much smaller group and the impact on the workforce. Pregnant women fall into this category still.</li> <li>• Assess how many staff may be at increased risk due to protected characteristics and disparities in outcomes and consider altering the way in which the school deploys staff.</li> <li>• To minimise the numbers of temporary staff entering the school premises, and secure the best value, school may wish to use longer assignments with Supply Agencies and agree a minimum number of hours across the academic year.</li> <li>• Extra use of PPE for Specialist Teaching is not recommended unless dealing with symptomatic pupils.</li> <li>• Staff are able to work across different bubbles if they need to deliver Specialist Interventions.</li> <li>• Staff recruitment should continue as usual.</li> <li>• Ensure that all staff are available to work from September as expected.</li> </ul>	<ul style="list-style-type: none"> <li>• Audit of staff completed.</li> <li>• All staff able to return in September 2020.</li> <li>• Risk Assessments undertaken during phase 2 and 3.</li> <li>• Updated risk assessments to be completed for:             <ul style="list-style-type: none"> <li>○ Clinically extremely vulnerable</li> <li>○ Clinically vulnerable</li> <li>○ BAME</li> <li>○ Over 70</li> </ul> </li> <li>• Staff to be deployed as part of zone bubbles. [Bubble A: Hamilton, Bubble B: Weir, Gaffney and Grandin, Bubble C: Keller, Simmonds and Hawking, Bubble D: Wonder and Reeve]</li> <li>• PPA and leadership timetables in place.</li> <li>• SLT teaching responsibilities at different times across the school to ensure availability and support.</li> <li>• September INSET day linked to delivering new expectations and any medical needs training for staff.</li> </ul>

**Curriculum, behaviour and pastoral support**

<p><b>Curriculum:</b> STEPS TO TAKE</p>	<ul style="list-style-type: none"> <li>• Ensure that the curriculum being delivered in September address our pupil’s individual needs and promotes their developments as well as prepares them for the opportunities, responsibilities and experiences of later life.</li> <li>• Ensure that the curriculum is broad and balances and all pupils continue to be taught a wide range of subjects and experiences.</li> <li>• Where remote education is needed ensure this is still of a high quality as all pupils are entitled to a high-quality education.</li> <li>• Curriculum planning should be based on pupils needs and for our post 14 children are preparing them for preparation for adulthood.</li> <li>• Educational visits are still encouraged where it leads directly to enjoyment and development of the curriculum and aids the teaching of the topic.</li> </ul>	<ul style="list-style-type: none"> <li>• Week 1 and 2 to be a collapsed curriculum in order to:             <ul style="list-style-type: none"> <li>○ Establish rules and routines</li> <li>○ Ensure pupil well-being</li> <li>○ Develop learning behaviours</li> <li>○ Share the new outdoor environment</li> <li>○ Allow for early assessment of emotional and learning needs</li> </ul> </li> <li>• Week 3 onwards to move into a broad and balanced curriculum in order to:             <ul style="list-style-type: none"> <li>○ Provide pupils with the opportunity to engage with our topic-based curriculum.</li> <li>○ Develop new learning targets for the pupils.</li> </ul> </li> <li>• Timetables in place that incorporate:             <ul style="list-style-type: none"> <li>○ Staggered start and finish times</li> <li>○ Staggered lunch slots</li> </ul> </li> <li>• Timetables in place for:             <ul style="list-style-type: none"> <li>○ PPA and leadership time</li> <li>○ Staffing and bubble support</li> </ul> </li> </ul>
<p><b>Physical Activity:</b> STEPS TO TAKE</p>	<ul style="list-style-type: none"> <li>• When physical activity is taking place within the school day, this should be consistent with the social bubbles and all equipment needs to be thoroughly cleaned between each use.</li> <li>• Outside space should be prioritised; this is particularly important because of the way in which people breathe during exercise.</li> </ul>	<ul style="list-style-type: none"> <li>• Outdoor activities to be timetabled to ensure pupils remain in their bubbles.</li> <li>• All outdoor equipment to be cleaned thoroughly.</li> </ul>

	<ul style="list-style-type: none"> <li>Indoor spaces can be used but they should be large so social distancing can be maximised.</li> </ul>	
<b>Pupil safety, well-being and support:</b> <b>STEPS TO TAKE</b>	<ul style="list-style-type: none"> <li>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 pupils regarding any new safeguarding and welfare concerns and the handling of referrals to the MASH team and other agencies where these are appropriate.</li> <li>Consider the provision of pastoral activities to all pupils which are 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.</li> <li>Provide more focused pastoral support where issues are identified</li> <li>Consider the support needs of particular groups who need additional help [e.g.: CIN], and any newly vulnerable pupils on their return to school</li> </ul>	<ul style="list-style-type: none"> <li>Ensure the focus is on developing new routines for the pupils</li> <li>Continue weekly interaction with our most vulnerable families.</li> </ul>
<b>Behaviour expectations:</b> <b>STEPS TO TAKE</b>	<ul style="list-style-type: none"> <li>Revise behaviour plans for all pupils</li> <li>Include in any relevant risk assessments applicable to that pupil</li> </ul>	<ul style="list-style-type: none"> <li>Allow for early assessment of the pupil's needs</li> <li>Explain to staff what will be deemed as acceptable behaviour in regards to PPE usage and social distancing.</li> </ul>
<b>Curriculum, behaviour and pastoral support</b>		
<b>Process:</b> <b>STEPS TO TAKE</b>	<ul style="list-style-type: none"> <li>Ensure you have a contingency planning process in place for local outbreaks</li> </ul>	<ul style="list-style-type: none"> <li>Develop Plan B based on the local R rate if below 1 continue to offer full time school to all. If above 1 look to offer a part time provision to all where we would divide the school into two groups A and B and offer two full day of education for both.</li> </ul>

<p><b>Remote education:</b> STEPS TO TAKE</p>	<ul style="list-style-type: none"> <li>• Develop a contingency plan for remote learning, systems need to be in place to provide remote learning to small groups of children who need to self-isolate or where local lockdowns are in place</li> <li>• Put in place a curriculum that allows access to high quality online and offline resources that is linked to the school’s current topic.</li> <li>• If necessary, select the online tools that will be consistently used across the school 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Plan B in place should the school go into lockdown or a bubble collapse. This will be supported by: The Distant Learning Guidelines already in place.</li> </ul>
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