



Elmwood & Penrose Federation

Operational Procedures

COVID-19

September 2020

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Elmwood & Penrose Federation

Operational Planning for full opening – Effective from 1 September 2020

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We aim to welcome all of our children and young people back to school as soon as possible and for the vast majority of students this will be September 2020. There may be an exception to this for any individual child whose needs dictate that they should at this current time remain at home, in these case, these decisions will be taken with family and health professionals and a plan in place to ensure that their learning and development is not affected as much as possible.

Guidance from the Government:

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>

And specifically for special schools:

<https://www.gov.uk/government/publications/guidance-for-full-opening-special-schools-and-other-specialist-settings/guidance-for-full-opening-special-schools-and-other-specialist-settings>

We will focus on 4 key principles when planning for our return to school in September:

Principle One: We provide safe learning environments for both staff and students

1. Ensure the school is, looks and feels safe, friendly and welcoming
2. Ensure there is a thorough clean at the end of everyday
3. Additional cleaning will take place throughout the day and all staff will take responsibility to support this
4. Reduce the number of visitors to the school on a daily basis
5. Reduce wherever possible the movement of staff across sites
6. Limit the number of staff using staffrooms, work bases and non-student areas
7. Stagger playtimes and lunchtimes to ensure we minimise the coming together of different groups of students
8. Minimise the number of off-site visits to limit the community access
9. Students where possible will eat in classrooms
10. Shared spaces will be dedicated to a learning bubble per day to prevent the cross-working/ using of spaces before they are cleaned
11. Risk assessments are completed and reviewed by staff and partners
12. Daily liaison with the premises staff on each site
13. Isolation rooms will be set up on each site
14. Review the local and national situation daily to make reasonable, proportionate and safe decisions to remain open or not

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Principle Two: Our pupils are as safe as possible

1. Pupils feel welcomed in school and feel safe and secure
2. We take the time to build relationships, listen and observe our children and young people
3. We continue to teach our students about good hygiene measures
4. We continue to teach our students about social distancing
5. We deliver a rich recovery curriculum which builds on nurture principles
6. We work closely with transport to manage safely drop off and pick up
7. Our most vulnerable students who remain at home have learning taken to them
8. Visiting professionals are kept to a minimum and there is clear purpose to their visits
9. Students will spend the majority of their time in their learning bubble and this will be a safe and secure place for them to learn
10. Transitions for students will be kept to an absolute minimum
11. Emotional health and wellbeing sessions will be available for students

Principle Three: Our staff are as safe as possible

1. We protect the most vulnerable staff through individual risk assessments and ensuring they have a link person to talk to
2. Care First, Supervision and other support is readily available for staff
3. Induction for new staff continues to support them as we welcome them in to the schools
4. PPE is provided wherever it is needed and there is guidance on how to use this safely
5. Good hygiene measures are encouraged, practised and all staff are role models to each other and to our students
6. Staff meetings and training will continue as normal, however, we will use virtual meetings wherever possible
7. We will promote test and trace where required
8. We will minimise cross site working as much as possible
9. We will promote and share resources, training and workshops about health and wellbeing
10. Follow HR advice, policy and guidance around individual circumstances

Principle Four: We will work together with our families

1. Be open and transparent with our pupils and families and ensure they have the most up to date information
2. Listen to their views and opinions
3. Communicate and celebrate what we achieve through the school website, newsletter and social media
4. Ensure school leaders are available to speak to when families need to

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5. Ensure dedicated support for our families through our family and wellbeing teams

Student Groups & Environment

Students will be placed in classes with their main teacher. They will remain within this group for the majority of their learning. Groups of classes will make up a learning bubble and this bubble will remain together at playtimes and lunchtimes and work together throughout the day.

Group activities will remain at a minimum for example assemblies and collective worship will take place within learning bubbles or class groups.

Where possible we will continue to encourage and practice social distancing and we will actively teach about good hygiene and hand washing.

Staff working within learning bubbles will remain constant wherever possible to provide stability and consistency. Staff who work across the schools will be dedicated wherever possible to one school site.

Shared spaces will be allocated per day to ensure that students from the same learning bubble can access the space but this is not used by a wider group.

Outdoor spaces will be zoned and allocated to different bubbles. Playtimes and lunchtimes will be staggered to ensure smaller groups of students transitioning at one time.

Lunches will be eaten in classrooms and only staff will approach the kitchen/ servery to collect food and return crockery.

Where classrooms have direct access to outdoor learning spaces this will be used rather than using the general corridors.

Please see the specific information below relating to each school site:

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Elmwood School

Reception & general information

Robert Blake continue to manage the staffing of the main reception. If you need to access reception, please consider if this can be done by phone call rather than visiting.

If you are aware a student is being dropped off, collected via reception, please ensure you follow social distancing when using this area.

BAM staff continue to be responsible for the management of Elmwood site, if you have any concerns about cleaning, damage in these areas, please ensure you log this using the BAM Logit system.

Throughout the day, please use the anti-bacterial spray/wipes to clean surfaces, door handles etc in the areas you are working.

Deliveries are to be left in the reception area and the site team will distribute from there.

Visitors to the school must be pre-booked and a dynamic risk assessment completed on arrival.

Elmwood School will function in 3 learning bubbles:

1. Water wing – Maple, Oak, Ash and Hawthorn
2. Earth wing – Holly and Pine
3. Fire wing – Rowan, Willow and Olive

Admin office

There should be 2 members of the team working on Elmwood site at any one time. This will ensure that attendance, school meals, letters to parents and the usual admin/finance and HR procedures can continue. There will be no more than 3 staff working in the office at any one time.

SLT and admin staff can enter the admin office. Other staff please wait at the door to ask for support or pass over information.

Entering & Exiting Elmwood School

Identified students will enter and exit the school via reception. Where this is the case, a member of staff will manage this process.

Students based on Water wing – to enter and exit via the Water wing external doors on to the playground.

Students based on Earth wing – to enter and exit via the Earth wing external doors on to the playground.

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Students based on Fire wing – to enter and exit via the dining hall doors closest to the stairs.

Students who walk to school will enter the school grounds via the pedestrian gate.

Please remind students and parents about social distancing.

Students who come to school via school transport will come into the bus queue. Staff will greet students, one vehicle at a time. The same procedure will happen at the end of the school day.

Staff workbases

Maximum of 3 staff at any time.

Where possible please bring in your own mugs, cutlery etc and take it home at the end of each day

Please ensure that you clean the surfaces where you have used before you leave the room

Please ensure that you wash up your own items and put them away before you leave the room

Please ensure that you do not leave your belongings on chairs and tables where other people may sit.

Please ensure you respect other people's space and observe wherever possible social distancing.

Dining hall

Not to be used by students unless as part of an agreed behaviour management plan.

Staff can use this area for the following:

- Meetings – no more than 2 people around a table at any time
- Preparing learning activities, working on lpad or laptop
- Collecting lunch for students and returning items for the kitchen

Small Hall

The small hall will be timetabled for use where required. Wherever possible this will only be used on any single day by one learning bubble, but limited to maximum 12 students and 4 staff for physical activity. 20 students and 10 staff for sitting down activities.

Assemblies will not take place in this area and will take place within classrooms.

Staff meetings and training wherever possible will be delivered through Microsoft Teams or Zoom which staff stay within their usual learning bubble.

Shared spaces:

Water meeting room – pre-booked meetings which will be managed by the admin team

Art room – is not available to Elmwood School and will be used by Robert Blake

Science room – timetabled for use with learning bubbles. Max 12 Pupils and 4 staff

Music room (ensemble room) – timetabled for use with learning bubbles Max 4 pupils 1 staff

D&T room – timetabled for use with learning bubbles Maximum 8 students and 3 staff

Food technology – open to students as part of planned timetable – limited to a learning bubble on any one day. Maximum 10 pupils and 4 staff

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Learning Resource Centre – CLOSED to all visitors. Online/ telephone orders only. This is NOT a workbase and MUST not be used except for Learning Resource Centre staff, admin or SLT.

Fire Wing (Year 9, 10 & 11)

Pupils who are based on Fire wing will enter school at the start of the day and exit school at the end of the day via the dining hall door closest to the stairs. This includes accessing the playground at relevant times.

PPE is available when supporting pupils with intimate care, administering medication etc

The playground will be zoned and important that students do NOT mix with others from other learning bubbles throughout the day.

Pupils on Fire wing will be able to access the outside areas when other learning bubbles are not outside – this will be timetabled. If students require time outside for their own mental health and wellbeing, staff will communicate with other learning bubbles to ensure students are not mixing from other bubbles whilst outdoors. Playground at the front of the school including the hard games area. The adventure play and field area can also be used as part of timetabled agreement with other learning bubbles.

Lunch to be eaten in classrooms in learning bubbles

Bonsai Room	2 students at anyone time	Max 4 people (2 students and 2 staff)
Break out rooms/ Common room	2 students at anyone time	Max 4 people (2 students and 2 staff)
Staff work base	CLOSED to pupils	3 staff at any time
Olive, Rowan, Willow classes	Please see class list for allocated students	

Earth Wing

Pupils who are based on earth wing will enter and exit the school building via the external doors at the end of the Earth wing corridor.

PPE is available when supporting pupils with intimate care, administering medication etc

The playground will be zoned and important that students do NOT mix with others throughout the day.

Pupils on Earth wing will be able to access the outdoor area as follows:

Playground area directly outside Earth wing, the courtyard area outside the dining hall and the outdoor theatre area. If students require time outside for their own mental health and wellbeing, staff will communicate with other learning bubbles to ensure students are not mixing from other bubbles whilst outdoors. Playground at the front of the school including the hard games area. The adventure play and field area can also be used as part of timetabled agreement with other learning bubbles.

Lunch to be eaten in classrooms in learning bubbles.

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Soft Play	To be used by students within Earth wing only. No more than 2 students at anyone time.	Max 4 people (2 students and 2 staff)
Acorns room	Identified students to access part time nurture provision as part of personalised and intervention planning	Max 3 people (1 student and 2 staff)
Staff work base	CLOSED to pupils	3 staff at any time
Holly & Pine Class	Please see class lists for allocated students	
<p><u>Water wing</u> Pupils who are based on Water wing will enter and exit the school building via the external doors at the end of the Water wing corridor.</p> <p>PPE is available when supporting pupils with intimate care, administering medication etc The playground will be zoned and important that students do NOT mix with others throughout the day.</p> <p>Pupils on Water wing will be able to access the outdoor area as follows: Playground at the front of the school including the hard games area. The adventure play and field area can also be used as part of timetabled agreement with other learning bubbles.</p> <p>Lunch to be eaten in classrooms in learning bubbles.</p>		
Breakout rooms attached to Hawthorn	2 students at anyone time	Max 4 people (2 students and 2 staff)
Staff work base	CLOSED to pupils	3 staff at any time
Maple, Ash, Oak, Hawthorn classrooms	Please see class lists for allocated students	
Breakout space near toilets on Water wing	Dedicated Isolation space	

Penrose School

Reception & general information

There will be two members of the admin team who work in this area at any one time. Staff other than office staff and SLT are not permitted in this area.
If you need to speak to someone in reception, use the glass screens to attract attention.

Deliveries are to be left in the reception area and the site team will distribute from there.
Any contractors working in school, must be pre-booked and ideally when students are not on site. A dynamic risk assessment MUST be carried out by reception – checking they have no symptoms or living with anyone that does. Contractors who need to work on site will be pre-booked and the Premises Manager or Caretaker will provide induction on Health and Safety prior to work commencing.

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Visitors to the school must be pre-booked and a dynamic risk assessment completed on arrival.

Rainbow Room –staffroom located downstairs. The following rules MUST be adhered to:

- No more than 6 people in this room at any one time.
- Ensure surfaces are cleaned after use and before you leave this room
- Where possible bring your own mug, cutlery etc and take it home with you each day.
- Where you do use school resources, please ensure you clean this and wash up after you have finished and before you leave the room.
- Do not leave rubbish or other items on tables, chairs and work surfaces.
- Staff from Caterpillar, Bumblebee, Ladybirds and Dragonfly will use Rainbow as their staffroom
- Admin team will use this staffroom

Early Years Staffroom – located within the Early Years department. The following rules MUST be adhered to:

- No more than 4 people in this room at any one time.
- Ensure surfaces are cleaned after use and before you leave this room
- Where possible bring your own mug, cutlery etc and take it home with you each day.
- Where you do use school resources, please ensure you clean this and wash up after you have finished and before you leave the room.
- Do not leave rubbish or other items on tables, chairs and work surfaces.
- Staff from Butterfly and Early Years will use this staffroom
- IT Team will use this staffroom

Penrose will function in 3 main bubbles:

1. Downstairs: Caterpillar and Bumblebee
2. Upstairs: Ladybirds, Butterfly & Dragonfly
3. Early Years

Downstairs

Pupils who are based downstairs will enter school at the start of the day and exit school at the end of the day via the outside gate which leads to the playground. Pupils will enter the school building via their identified classroom door.

PPE is available when supporting pupils with intimate care, administering medication etc

Pupils downstairs will have playtime outside in the playground. Playtimes should be staggered to ensure learning bubbles do not mix.

Lunch to be eaten in classrooms in learning bubbles

Hall	To be timetabled with allocation to one learning bubble at any one time	Max 20 people
Patch room	Dedicated to 2 students as part of nurture provision	Max 5 people at anyone time
Sensory Room	2 students at any one time	Max 4 people (2 staff and 2 students)
Caterpillar & Bumblebee Class	Please see class list for allocated students	

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<p>Upstairs</p> <p>Pupils who are based upstairs will enter school at the start of the day and exit school at the end of day via main reception. Staff need to greet children from transport and bring pupils in to school. Parents are asked not to enter the school building unless the reception is clear and there is a need to speak to someone directly.</p> <p>PPE is available when supporting pupils with intimate care, administering medication etc</p> <p>Pupils upstairs will have play time outside in the upstairs play area and can access the garden area and hardcore surface at the bottom. Playtimes need to be staggered to ensure learning bubbles do not mix.</p> <p>Lunch to be eaten in classrooms in learning bubbles</p>		
Soft Play	To be timetabled with allocation to one learning bubble on any one day.	Max 4 people
Fireflies (Meeting Room)	This room will be a dedicated meeting room and will need to be pre-booked via reception	Max 6 people
Intervention room	To be timetabled with allocation to one learning bubble on any one day.	Max 3 people
Dragonfly, Ladybird & Butterfly Class	Please see class lists for allocated students	
Changing space opposite soft play	Dedicated Isolation room	

Jean Rees Centre

<p>Reception and general information</p> <p>There will be one member of the admin team who work in this area at any one time. Please respect the area around this space and stay behind the screens.</p> <p>Deliveries are to be left in the reception area and the site team will distribute from there.</p> <p>Any contractors working in school, must be pre-booked and ideally when students are not on site. A dynamic risk assessment MUST be carried out by reception – checking they have no symptoms or living with anyone that does. Contractors who need to work on site will be pre-booked and the Premises Manager or Caretaker will provide induction on Health and Safety prior to work commencing.</p> <p>Visitors to the school must be pre-booked and a dynamic risk assessment completed on arrival.</p> <p>Students at The Jean Rees Centre will work within one learning bubble</p>		
Shared office	Closed to students	Max 3 people
Sink area and waiting area	Closed to students	Max 2 people
Meeting room	This room will be a dedicated meeting room and will need to be pre-booked via reception	Max 4 people
Main Kitchen	To be timetabled with allocation to a small group at any one time	Max 6 people

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Flat (Lowry)	Please see class list for allocated students	
Hockney	Please see class list for allocated students	
Hirst	Please see class list for allocated students	
Warhol	Please see class list for allocated students	
Movement therapy room	To be timetabled with allocation to a small group at any one time	Max 3 people
Sensory room	To be timetabled with allocation to a small group at any one time	Max 3 people
Nurture room	Designated Isolation room	Max 2 people
Enterprise room & Work skills room	These areas to be timetabled with allocation to a small group at any onetime	Max 6 people per room
The playground areas will be allocated to a small group on any one day to allow staff and students to social distance when in communal areas.		
Lunch to be eaten in classrooms		

Middle leaders and teaching staff will be responsible for managing the timetable each day and working together to ensure playtimes, lunchtimes and transitions around the building and managed safely.

Lunch will be eaten in classrooms for ALL students.

Desks in classrooms to be separated to allow social distancing wherever possible. Photos/ names to be placed on chairs to prevent sharing space for learning.

ALL staff are responsible for supporting cleaning of areas including regular cleaning of work spaces including tables, work tops, sinks etc and regular spray and cleaning of door handles.

Students moving around the site to be supervised by staff to ensure wherever possible transitions in corridors and communal spaces is limited.

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Performing Arts delivery procedures for the Elmwood and Penrose Federation

This guidance is intended to aid in the planning and risk assessing of Performing Arts activity in our school. It is based on the latest DFE'S guidance (28th August 2020), recommendations from Music Mark (UK Association for Music Education) and Somerset Music, as well as our own Federation general Covid19 operational procedures.

Guidance for Music Providers

- Visiting music teachers can teach in our schools but will not work across bubbles.
- Visiting teachers should ensure that they social distance as much as possible from other adults and children.
- Ensemble groups, singing and playing brass and woodwind instruments will be limited to groups from the same bubble and of no more than 15 students.
- Spaces used must be well ventilated.
- Appropriate cleaning of equipment should be carried out between users.
- Providers should wear a mask when moving around the school and should consider using one in sessions also.
- Providers should read schools RA's and procedures and abide by control measures specified.
- If provider feels unsafe they may politely decline to teach unless offered a reasonable alternative. This is for the benefit of themselves and the students.
- 2 meter social distancing must be maintained when bubble taking part in activity contains students from different classes.
- 2 meter social distancing in tutor groups must be maintained where possible (As the room allows)
- No face to face singing

Singing

- Permitted in small groups of no more than 15
- 2 meter social distancing must be maintained when bubble taking part in activity contains students from different classes.
- 2 meter social distancing in tutor groups must be maintained where possible (As the room allows)
- No face to face singing
- Using a well ventilated room (or outside).
- Teacher must remain 2m away from nearest singer (as they are usually facing singers)

Mixed instrumental ensembles and whole-class instrumental tuition in bubbles

- Limit numbers to no more than 15 students.
- Students must be the same 15 every session.
- At least one member of staff should be the same every time.
- Students should not share instruments
- Instruments should be properly cleaned between groups – (mouth blown instruments will not be used by students at all)
- Students and staff should wash hands before and after using instruments.
- Any singers in mixed instrumental groups (like a rock band) should face forwards.

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- Screens will be used for lyrics and music notation – where sheets a necessary, each player should keep their own.
- 2 meter social distancing must be maintained when bubble taking part in activity contains students from different classes (eg: for Open Orchestra)
- 2 meter social distancing in tutor groups must be maintained where possible (As the room allows)

Dance and Drama in bubbles

- Contact between staff or students should be minimal and only if a necessity.
- Theatre and dance props should not be shared unless properly cleaned between use.
- 2 meter social distancing must be maintained when bubble taking part in activity contains students from different classes (eg: for dance and cheerleading)
- 2 meter social distancing in tutor groups must be maintained where possible (As the room allows)

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Recovery Curriculum

As a response to COVID-19 pandemic our curriculum delivery has been temporarily reshaped to ensure the safety and recovery of our whole school community. It is vital that we focus on individual's wellbeing and mental health in light of real or perceived trauma caused by recent events.

We all agree that COVID-19 has had an impact on our lives, this impacts on our thoughts, feelings and behaviours. For some students they have not been in school for a considerable length of time, for others they have attended school full time but this has been different to normal.

The Recovery Curriculum focuses on re-establishing relationships, rebuilding routines and structure. Developing a sense of trust, feeling safe and secure and is built on nurture principles.

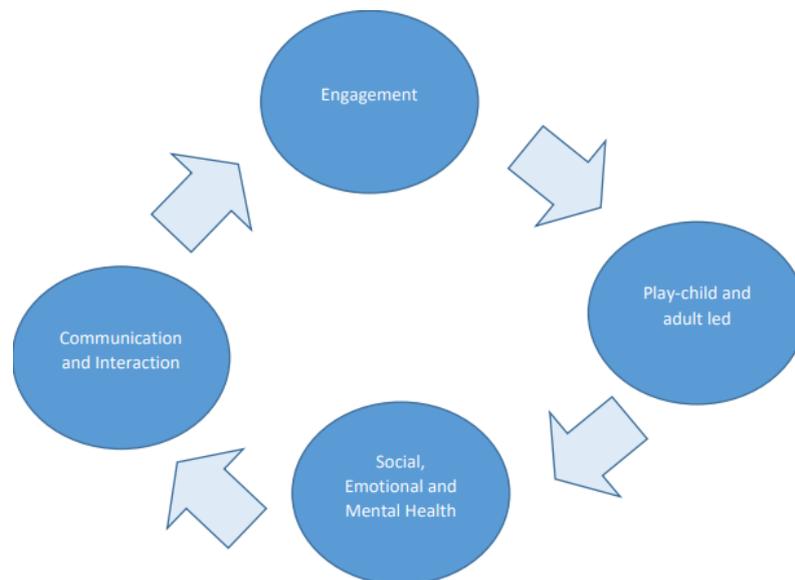
This will be a cross-curricular approach, where English and Maths will be re-introduced in a functional way.

Staff will listen to and observe students and adapt the curriculum to be able to cater for their needs. The curriculum will be based around practical and engaging activities which focus on developing independence, self-help, emotional development and looking after students' wellbeing.

The Recovery Curriculum is built on the work of Barry Carpenter and the Evidence for Learning Team: 'A Recovery Curriculum: Loss and Life for our children and schools post pandemic'.

It will give students opportunity to 'learn how to learn' once again by 're-engaging in learning' through play and practical activities.

Recovery Curriculum Drivers:



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Individual students will follow a pathway to develop 5 levels (Relationships, Community, Transparent Curriculum, Metacognition, Space)

“Now is the time to return to more humane approaches concerned with the fundamental wellbeing and secure positive development of the child. Without this there will be no results that have true meaning and deep personal value to the child in terms of preparation for adulthood.” Barry and Matthew Carpenter, 2020

Lever	What?	How?	Why?	Measure impact?
Rebuilding Relationships LEVER 1 RELATIONSHIPS “We can’t expect our children to return joyfully, and many of the relationships that were thriving, may need to be invested in and restored” BC & MC	Making contact with children and families. Carefully planned relationships building activities upon return.	Regular interaction by federation staff Phone calls Home School books Email Pick up/drop off Recovery Flightpath Tapestry STAFF TO REMAIN THE SAME AS POSSIBLE IN CLASSES.	Children begin to understand we are still here and haven't abandoned them. They begin to accept school is still here and we will help them get back to school in the safest possible way. Trust begins to be re-established. Listen to parents as this will enable us to understand what support is required.	Engagement of families. Attendance upon return
LEVER 2 COMMUNITY “We need to listen to what has happened, and understand the needs of our community and engage them in the transitioning of learning back into school” BC & MC	Develop sense of belonging to school community again	Observation. Discussion with Parents/ Families. Information from outside agencies and information shared with staff during lockdown. Pupil tracker information	Signpost appropriate intervention and support.	Observations Discussions with all stakeholders
5 Losses: LEVER 3 TRANSPARENT CURRICULUM “All will feel like they have lost time in learning and we must show them that we are addressing these gaps to heal the sense of loss.” BC & MC	Teachers/ Staff to focus on 5 losses	LOSS OF ROUTINE, STRUCTURE, FRIENDSHIP, OPPORTUNITY AND FREEDOM What do these mean for each of our learners? What does it look like? How does it present itself?	Informed planning and interventions required to ensure a successful transition back to school and to facilitate learning. Developmentally appropriate strategies and interventions.	Observations Discussions with staff and parents. Behaviour Watch data

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<p>Inquiry based learning LEVER 4 METACOGNITION "Students will have been learning in different ways. It is vital that we make the skills for learning in a school environment explicit to our students to reskill and rebuild their confidence as learners. BC & MC</p>	<p>Learning opportunities which engage and motivates all children. Play and fun practical activities.</p>	<p>Time to observe and be reflective about teaching-coaching (staff) Discovering what really engages each individual. Time to play, build trust and relationships. Time to learn how to be.... Time to rebuild confidence, self-esteem, resilience, how to interact</p>	<p>Reengagement of learners. Co or self- regulation Secure Behaviours managed safely Relationships rebuilt Trust Wellbeing of all considered and supported. Staff confident that they understand the engagement of each child.</p>	<p>Behaviour Watch THRIVE Reflective practitioners</p>
<p>LEVER 5 SPACE "To be, to rediscover self and to find their voice on learning. It is only natural that we all work at an incredible pace to make sure this group of learners are not disadvantaged against their peers, providing opportunity and exploration alongside the intensity of our expectations" BC & MC</p>	<p>Plan-do-review Staff and class team meetings Well-being activities for staff Good understanding of how each child develops. Listen to staff and how they are learning and understanding. Regular communication with parents Questionnaire with staff and parents at the end of term to reflect on the impact of our recovery curriculum</p>	<p>Regular checks with staff that they are all okay Monitoring to ensure all children's needs are being met. Peer to peer coaching Effective communication</p>	<p>Everyone is given the time and space to recover and reengage. Celebration of successes. Everyone feels valued and understood Everyone feels supported Everyone children, staff and parents are ready to move forward and be effective learners. All individuals' needs are being addressed and interventions are successful.</p>	<p>Reflective and confident staff</p>

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A focus on Thrive will continue for all students with a focus on mental health and wellbeing.

Suggested Thrive targets

Being

This child's developmental task is to be confident and appropriately trusting. To be receptive to new experiences and relationships. To be aware of needs, able to signal distress and ask for help.

Doing

This child's developmental task is to be curious, creative and to take initiative. To be active and easily stimulated. To enjoy investigating and getting involved.

Thinking This child's developmental task is to be able to name, express and handle feelings. To understand rules and cause and effect. To think for themselves and can say 'no' with meaning.

Power and Identity

This child's developmental task is to have a positive sense of self and individual identity. To adapt to different roles and relationships. To understand consequences and contexts.

Skills and Structure

This child's developmental task is to enjoy diversity, difference and acquiring new skill. To possess internal/external structures: values; rules. To develop a confident gender identity.

Interdependence

This child's developmental task is to enjoy individuality and periods of independence. To develop a confident sexual identity. To engage with new opportunities and challenges.

Family Team and PCR's (Person Centred Reviews)

All of our pupils have an Education, Health and Care Plan (EHCP) and we hold an annual review each school year to review the plan and ensure that the strengths and needs of a pupil remain up to date. During lockdown we have held PCR's virtually through Microsoft Teams, this will continue through the Autumn term. There may be an exception to this for any one family where it is felt a face to face meeting may work better, this will be discussed with a family on a needs basis and plans in place to ensure social distancing can be adhered to.

The Family Team will continue to support families, this may look a little bit different, home visits may mean a door step conversation, coffee mornings may be arranged in the local outdoor café or for a picnic style. We are very keen to continue to bring families together and we will do so wherever we can whilst remaining safe.

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Nurture Breakfast, snacks and Student Lunches

Nurture breakfast will be offered to all students on arrival to school each morning, this will be a time for small groups to come together and share food, spend quality time with peers and familiar adults.

Students may bring a healthy snack for mid-morning, we ask that this consists of fruit, cereal bar, rice cakes or yoghurt and not food items high in fat and sugar.

Hot food will be available to purchase through ParentPay or students will be able to bring a healthy packed lunch with them. Lunches will be eaten in classrooms and only adults will collect food from the kitchen/ servery.

Students will be encouraged to wash their hands before eating. All equipment used for food preparation and eating will be washed thoroughly after use.

Toilets and Bathrooms

There are toilets within each wing which should be used by students within this learning bubble. One toilet on each wing will be designated as a staff toilet.

The Accessible bathroom will be available for students who require support with personal care and communication between class groups will be needed to ensure this room is cleaned between use.

Where students require support with personal care, staff supporting students will need to ensure they use PPE throughout this time and exercise good hand washing.

Staff supporting students in bathrooms should ensure that the changing bed, door handles and main contact points are wiped down with anti-bacterial spray after each use.

Slings for the hoists must be personal to each student and students should not share slings. Hoist and controls should be wiped down after use.

Students should be supervised when using the toilets and taught good hand washing following the use of the toilet. Staff should model or verbally support students with how to hand wash appropriately.

In the event of a toilet accident the toilet should be closed and BAM informed using the usual LOGIT system.

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Personal, Protective Equipment (PPE)

Pupils who require support for intimate and personal care will always have been supported by staff wearing PPE (gloves and aprons) and this will continue. Staff will also have the option to wear face shields/ masks at these times as well due to the proximity to the young person, however care should be taken and the individual pupils feelings and needs should be taken into account.

The Government have provided guidance for the implementation of protective measures in education and childcare, which includes the use of PPE.

Wearing a face mask or face covering is not recommended in special schools, unless undertaking certain activities, such as aerosol generating procedures. Clean environments and personal hygiene are the most effective measures in controlling the spread of the virus. The Government have now advised that in Secondary Schools, the Headteacher can put into place the use of masks/ face coverings during transition times and when students cannot practise social distancing, this does not apply to specialist settings and we would not be advocating any of our students wear a mask in school.

There are exceptions and as we know in a special school, there are times when staff need to wear a face mask or covering, this includes working with students to manage challenging behaviour and also to support students with intimate and personal care needs.

Where staff need to wear PPE, the following guidance should be adhered to:

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Putting on (Donning) PPE for non-aerosol procedures

Pre-donning instructions:

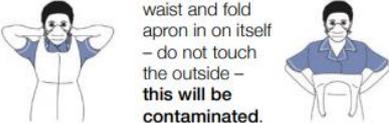
- Ensure healthcare worker hydrated
- Tie hair back
- Remove jewellery
- Check PPE in the correct size is available

<p>1 Perform hand hygiene before putting on PPE.</p> 	<p>2 Put on apron and tie at waist.</p> 	<p>3 Put on facemask – position upper straps on the crown of your head, lower strap at nape of neck.</p> 
<p>4 With both hands, mould the metal strap over the bridge of your nose.</p> 	<p>5 Don eye protection if required.</p> 	<p>6 Put on gloves.</p> 

Taking off (Doffing) PPE

• PPE should be removed in an order that minimises the risk of self-contamination

• Gloves, aprons (and eye protection if used) should be taken off in the patient's room or cohort area

<p>1 Remove gloves. Grasp the outside of glove with the opposite gloved hand; peel off. Hold the removed glove in the remaining gloved hand.</p> 	<p>Slide the fingers of the un-gloved hand under the remaining glove at the wrist. Peel the remaining glove off over the first glove and discard.</p> 
<p>2 Clean hands.</p> 	<p>3 Apron. Unfasten or break apron ties at the neck and let the apron fold down on itself. Break ties at waist and fold apron in on itself – do not touch the outside – this will be contaminated. Discard.</p> 
<p>4 Remove eye protection if worn. Use both hands to handle the straps by pulling away from face and discard.</p> 	<p>5 Clean hands.</p> 
<p>6 Remove facemask once your clinical work is completed. Untie or break bottom ties, followed by top ties or elastic, and remove by handling the ties only. Lean forward slightly. Discard. DO NOT reuse once removed.</p> 	<p>7 Clean hands with soap and water.</p> 

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Social Distancing and Hand Hygiene

All students attending Elmwood & Penrose Federation have an Education, Health and Care Plan. They may have learning disabilities that can be described as profound and multiple, severe or moderate. They might have physical needs or be Autistic. These learning differences will have an impact about our children and young people's understanding of social distancing.

Staff will continue to model appropriate social distancing where applicable eg when talking to colleagues.

Staff will teach students wherever possible about the importance of social distancing, safe and appropriate touch and will set up learning environments to encourage social distancing wherever possible.

Children and young people will work within their learning bubble and staff movement between bubbles will be minimised.

Shared areas, outdoor areas and specialist rooms will be timetabled and zoned to support the learning bubbles.

Hygiene and handwashing will be prioritised both as a taught skill and be facilitated at key points throughout the day.

Equipment which cannot be thoroughly cleaned will be removed from use and stored safely. All staff will be responsible for cleaning areas within the school such as high contact points, door handles, equipment, hoists and keep surfaces clear and tidy to ensure thorough cleaning every day.

There are activities we need to do within a specialist setting that require us to work more closely with students and staff, we will ensure at these times that there is regular hand washing and wherever possible social distancing will be adhered to. All staff will be responsible for dynamically risk assessing situations to ensure the safety and wellbeing of both students, colleagues and their own safety.

Handwashing

Children and young people will continue to be supported to wash their hands at key points throughout the day using soap and water. These times include:

On arrival to school

Before eating

After being outside

At the end of learning sessions

Before going home

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Coronavirus

Wash your hands with soap and water more often for 20 seconds



First Aid and Health Care Support

During the lockdown period, a number of students with complex health needs were shielding and not attending school. For the majority of students, they will return to school in September. A very small minority will continue to remain at home and learning will be brought to them. Where this is the case, an individual risk assessment will be carried out with both Health & Wellbeing Team and the family to ensure everyone is kept as safe as possible. Staff working in the home will be provided with full PPE to wear and will have a very specific timetable to ensure minimal cross-working.

Students who have aerosol based interventions and are able to come into school, there will be a designated area for these procedures to take place. Where students have a Healthcare worker, they will oversee all medical interventions, the Healthcare workers will be provided with full PPE from their own provision and will bring this into school with them.

Staff supporting any medical intervention will be provided with full PPE.

On each site there will be a dedicated Isolation room where any member of our school will be taken if they show signs and symptoms of COVID-19. Full PPE will be available in this room for any member of staff supporting. In this instance, the person

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displaying symptoms will be sent home as soon as possible and encouraged to be tested for COVID-19 at the earliest convenience.

Designated First Aiders will continue to work across the school to provide first aid where required. PPE will be used when dealing with any medical incident, wherever possible.

We provide a variety of health care support to our pupils, from passing a spoon of medicine to providing oral suction. We also feed and administer medicine through gastrostomy tubes. The correct PPE will keep both staff and pupils safe.

The way we administer medication and feeds will not change. Staff will continue to wear aprons and gloves and where they are working very close to students, masks or face coverings will also be worn.

When taking temperatures, staff should wear gloves, aprons and face coverings.

If supporting pupils with feeding and are working in close proximity, face coverings and aprons should be worn.

Where a student requires oral suctioning, a space of 2 metres will be required around the student, staff supporting students in this way will be provided with full PPE which includes, gloves, aprons and masks/ face coverings.

It is important that staff remember to put on and take off PPE in the safest possible way.

Responding to illness

We will continue to monitor the physical health of all our children and young people.

We recognise the need to take the necessary precautions to ensure that every reasonable step is taken to keep all pupils and staff safe when in school.

Staff are aware of the symptoms of Covid-19. If a pupil develops any of these symptoms (temperature, cough, complains of loss of taste or smell, aches and pains) or displays with health concerns that are not usual for that child, school will immediately isolate the child/young person.

There is an isolation room on each school site, the rooms contain full PPE equipment. One person should stay with the child for the duration of the time it takes for the pupil to be collected.

A member of the senior leadership team will be consulted and parents will be called to collect their child.

Following collection, the room should be locked and the room cleaned thoroughly before being used again.

Families will be encouraged to arrange testing to be carried out to confirm if their child has COVID-19 and to follow the Government and PHE guidelines on self-isolation at this time and if not tested positive they can return to school once they are well again.

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In the event of staff illness, the staff member should follow the same guidance to isolate and vacate the school premises as soon as the symptoms begin. Staff should follow the usual staff absence procedure if symptoms begin at home.

If any staff member or child is tested positive, school leaders will seek clarity from Public Health England as to the appropriate actions to take and these will be communicated as soon as possible to all parties.

We will work with the national test and trace programme and will report any known positive cases and contacts as required.

All pupils eligible to attend school, and members of their households, will have access to testing if they display symptoms of Covid. This will enable them to get back into childcare or education, and their parents or carers to get back to work, if the test proves to be negative. Parents will have a number of routes to access testing for them and their children.

If you have been tested, you will be contacted by the NHS.

NHS Track and Trace will contact you by email, phone or text. Text messages will come from the NHS and calls will come from 0300 0135000

Children under 18 will be contacted by phone wherever possible and asked for their parent or guardian's permission to continue the call.

You'll be asked to sign in to the Test and Trace contact tracing website at <https://contact-tracing.phe.gov.uk>.

If you cannot use the contact tracing website, they will call you.

Important

The NHS Test and Trace service will not:

- ask for bank details or payments
- ask for details of any other accounts, such as social media
- ask you to set up a password or PIN number over the phone

ask you to call a premium rate number, such as those starting 09 or 087

In addition to current government guidance around COVID-19, the school will continue to ask that parents keep their children at home if they show any of the following symptoms as detailed by the Public Health Agency:

- Diarrhoea and vomiting
- Respiratory infections
- Rashes and skin infections
- Other infections or general illnesses

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Moving and Handling

Mobility is vital, if not critical for many of our pupils. Good hygiene and handwashing is paramount to limiting the spread of Covid 19. We will continue to encourage good hygiene for all pupils and staff who are using any M&H equipment in classrooms and bathrooms.

Classrooms: We will continue to use PPE (aprons and gloves) for all personal care routines, and if needed for Moving & Handling tasks. Face masks must be worn if working in close proximity of a child or young person.

In addition, Hoists and other pieces of specialist equipment will need wiping down after each use and pupils must use their usual individual slings.

When M&H it is difficult to maintain distance, however staff should only be in close contact for as long as is required then move out of that space. Staff to work with minimal amount of staff partners.

Ceiling Hoist; Staff to wipe down touch contact points on the hoist handset and spreader bar after each use/change in staff.

Mobile hoists; Staff to wipe down touch contact points- handset, spreader bar, controls, and push handles after each use/change in staff.

Slings (school ones) are allocated to each individual child or young person. These should be laundered weekly following the washing instructions that are on the sling.

Some slings say 71 or 72 however, 70 degrees is acceptable.

Slings can be air dried over night or put outside in the sunshine, or follow washing instruction to see if they can be tumble dried.

Handling belts; must be individual pupil use. Laundered or wiped after use with different staff.

Walkers; wipe touch contact points after each use.

Standing frames; Wipe contact points between uses (push handles, levers used, belt clasps and hand set controls).

Specialist seating in school (class chairs); Wipe contact points between uses (push handles, levers used, belt clasps and hand set controls).

Wheelchairs (home chairs); on arrival at school; wipe push handles, levers, belt clasps and handset controls.

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Laundry Government advice:

Wash items in accordance with the manufacturer's instructions. Use the warmest water setting and dry items completely. Dirty laundry that has been in contact with an unwell person can be washed with other people's items. Do not shake dirty laundry, this minimises the possibility of dispersing virus through the air.

Clean and disinfect anything used for transporting laundry with your usual products, in line with the cleaning guidance above.

Communication

We recognise more than ever the importance of transparent, supportive communication: for our colleagues, our families and our children and young people.

Information will continue to be communicated as clearly as possible using our school systems, this includes telephone, post, email, website, social media platforms.

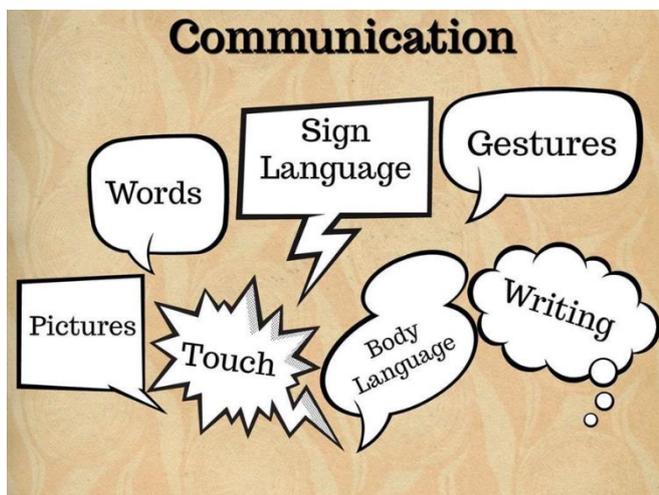
We will provide clarity and reassurance where needed and will signpost to useful resources where helpful.

The family and wellbeing teams will continue to be available to support our families.

There will continue to be regular updates via email to staff and Governors.

Our Recovery Curriculum recognises that many children may not have used communication systems during the last few months as families intrinsically know what their children want or need. Social communication pressures many have been eased or removed to support coping mechanisms.

We will seek to encourage our children's voice and recognise the necessity to provide times to talk, share and make sense of it all.



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Safeguarding

“Safeguarding and promoting the welfare of children is everyone’s responsibility.”

Keeping Children safe in Education 2019

The health, safety and well-being of every child and young person is our first priority. We listen to our pupils and take seriously what they tell us. We take our Safeguarding responsibilities very seriously. This means that we have ensured that everyone working in the school has successfully completed the necessary clearances and undertaken safeguarding training as part of their induction to enable them to work with pupils.

Senior staff members are specifically trained in Child Protection procedures. Helen Farnell, Kat Burgess and Andrew Laurence are the Designated Safeguarding Leads for the schools. They are fully trained in delivering safeguarding training. We have a wide range of policies which ensure that we are in line with current safeguarding practices.

Where staff have a concern about a child, they should continue to follow the process outlined in the school Safeguarding Policy, this includes making a report via My Concern, which can be done anywhere providing there is internet or Wifi.

Where a concern is urgent, they must make contact with a Designated Safeguarding Lead immediately via phone or face to face.

Staff are reminded to report any concern immediately and without delay.

Notifications through My Concern will always be picked up by a DSL, there is always a DSL available to manage any concern at any time.

If staff are concerned about another adult working with children or young people in school, they should report this immediately to the Executive Headteacher. Concerns around the Executive Headteacher should be directed to the Chair of Governors.

Behaviour and Physical Intervention

We aim to maintain a safe, caring and stimulating environment in which children and young people are encouraged to have respect for themselves and each other. Whilst expectations in our Behaviour Policy remain pertinent, it is necessary, in light of the Covid-19 pandemic, to make some adjustments for the safety of all pupils and staff.

We accept that behaviours are likely to have changed as a response to the pandemic. This may be seen through physical or emotional responses to situations and activities linked to returning back to school, remaining at home or returning to some altered routines and structures.

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We acknowledge that pupils will have had a range of different experiences during the lockdown period, which may impact on their behaviour presentation at school.

Some may present with frustration as a result of being isolated from friends or having missed a significant event or experience.

Others may have experienced bereavement or loss or another, real or perceived, traumatic episode.

For many, the process of re-engagement with learning and the school community, under unusual circumstances, may require some additional input and encouragement. As a result of these varied experiences children may present with behaviour that is not usual, this may include;

- Anxiety; lack of confidence
- Challenging behaviour; fight or flight response
- Anger; shouting, crying
- Hyperactivity and difficulties maintaining attention

School recognises that behaviour could be a sign that for some individual children there is an unfulfilled need and that the behaviour is communicating that there is a problem.

We will continue to undertake an individual risk assessment for children and use reasonable endeavours to make the necessary adjustments to reduce the stimulus that may be triggering the challenging response.

The Recovery Curriculum is designed to recognise these difficulties some students may face and focuses on building trusting relationships and feeling safe, establishing routines and communication. It is focused around students mental health and wellbeing and will hopefully reduce triggers and anxiety as students settle back in to school.

If necessary school will seek external support from other agencies such as Educational Psychologist, Occupational Therapist, Speech and Language Therapist, CAMHS etc.

Use of Physical Intervention:

When faced with behaviours that challenge de-escalation and diversion remains the first response.

Pupils should be given time to calm and the Recovery Curriculum should allow time and space for pupils to de-escalate and calm.

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Where it becomes evident that restrictive physical interventions will be necessary a graduated response will be used.

Wherever possible staff should wear face coverings and masks where they are required to move very close to a child or young person.

Staff should continue to refer to individual student behaviour support plans to ensure consistency and reassurance to the student.

Parental Responsibilities

Our success is reliant on the partnerships we have in place with our pupils and families. Parents and carers are the experts in their children. It is vital that we continue to work in the best interests of our pupils.

We will keep in place some of the measures we adopted prior to the summer holiday and would ask that all families work with us at all times as we try to keep everyone as safe as possible in school.

- Please keep your child absent from school at the first sign of any illness and to inform school as soon as possible if you suspect your child has developed COVID-19 symptoms.
- Inform the school as soon as possible if your child is going to absent from school.
- If your child becomes unwell at school, agree for us to take your child's temperature
- Follow the current Public Health England and Government Guidance for self-isolation if your child or any household member falls ill with COVID-19 symptoms.
- Collect your child immediately from school if he/she falls ill during school hours – or have an emergency plan for an agreed contact to collect your child in case of emergency.
- Keep pupils belongings to a minimum – where possible 1 school bag which contains necessary equipment, clothing and any care items.
- Where possible, use a bag which we can clean and wipe down on arrival to school.
- Please do not send in items which are not required, including books, toys or other objects. (There will be exceptions to this where there may be specialist equipment your child needs to move between home and school or to be used as a transition object) these will be discussed with your child's class teacher.
- If you are worried or have any questions, please talk to us, make contact with your child's class teacher or the family team, we will be happy to help and support.

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Visitors to school

All pupils have an Education, Health and Care plan. This will mean that there are a range of professionals and agencies working together to support a young person. Subsequently, we may have professionals visiting school.

Visiting professionals will be encouraged to call the school prior to arrival and will be signposted to handwashing facilities on arrival and before exiting the building.

Visiting professionals will be asked to ensure the school office have contact details should they need to be contacted through test and trace systems should the school be required to report this information.

Visiting professionals who are familiar with the school and work in school on a regular basis will be asked to adhere to the same rules and conditions as staff working in the school including the appropriate use of PPE and good hand hygiene.

Non-regular visitors to the school will be asked to report to reception, all visitors to the school must be pre-arranged and wherever possible contact will be made via telephone or via video-link.

Visitors will be asked to complete a short questionnaire including ensuring we have contact details in case we are required to contact them through test and trace service.

Visitors will be asked to wear PPE when on school site which includes gloves and mask/ face covering, where possible they will provide this but there will be PPE available in reception should this be needed.

Meetings can be held on school site, where possible meetings will be conducted via Teams, Skype or Zoom to ensure we have regular contact with other professionals.

Face to face meetings can be arranged where required and there are dedicated meeting spaces on each site for these to take place.

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Staff support and well-being

Working during the coronavirus pandemic has presented with new pressures for staff within school. Staff wellbeing is important to us and want to reassure all staff that we are here to support you all and we are doing everything we can to ensure safety of everyone in our school community.

PPE is available for all staff who would like to use it, this includes gloves, aprons and face masks. We will provide face coverings to all staff and would ask that when you are working outside of your learning bubble that you wear a face covering when moving around the school environment. This includes when you are moving to the designated staff areas, toilets, to the office or through other areas of the school.

Staff will be provided with a clear face visor to wear when moving outside of a designated learning bubble, we would ask that you put your name on the visor and ensure this is cleaned regularly with anti-bacterial wipes or spray.

Staff will also be provided with an individual bottle of anti-bacterial gel for hand cleaning, this will be refilled within school when required. Please put your name on your bottle and look after it, this will reduce the need to have other bottles of gel laying around the school which poses additional risk to some of our young people. Please ensure that you practice good hand washing in school and use your anti-bacterial gel when out in the community or where hand washing facilities may not be available to use.

When you are working within your learning bubble, the use of face coverings are not compulsory, however staff may chose to wear them at these times.

We would also ask that you wear a face covering/ mask when carrying out personal and intimate care routines, feeding students and where you are required to work closely with students. Other situations where face coverings and PPE will be required is when administering medication, moving and handling and carrying out any medical procedures.

Staff working with children and young people who exhibit challenging behaviour for example spitting, are advised to where a face covering/ mask.

We acknowledge that staff may feel more anxious during this pandemic, we will try to communicate with you as regularly as possible with open and transparent communication, we will update you as National and local guidance changes.

We would also like to remind staff that we have staff supervision available and there is also Care First who are available to support.

Please do speak to your line manager or the Health and Wellbeing Lead if you require support in anyway.

We would ask all staff to continue to follow the Government and Public Health England Guidance around social distancing and good hand hygiene when out of school.

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Where staff care share to work or require lifts to school, whilst we cannot enforce these rules we would ask all staff to take a common sense approach and wherever possible please share lifts with other staff in your learning bubble.

Staff breaks and lunches

We value the need for staff to have a break from working directly with students. The designated staff areas have a number of people allocated to them at any one time and it is important that all staff adhere to this and work together to ensure staff breaks are on a rota system to enable all staff to access the relevant facilities at the appropriate time.

Middle leaders will work with teaching staff to ensure this is accommodated through timetables and planning. All staff have a responsibility to work positively and to share any concerns with middle leaders to ensure these are addressed swiftly.

We would also ask staff to use a common sense approach during lunch and break times, consider what you might bring in to school for these times and it is your responsibility to wipe down any surfaces and wash and put away any crockery and cutlery you use, we would ask that you bring in your own crockery and cutlery from home wherever possible.

Please can we also ask that you consider your colleagues safety, please do not leave bags, coats and belonging on chairs and surfaces where others will sit or use.

If staff wish to leave the school premises during their lunch break we would expect that they observe social distancing and upon return wash their hands straight away.

<https://www.gov.uk/government/publications/staying-alert-and-safe-social-distancing/staying-alert-and-safe-social-distancing-after-4-july>

Ongoing Medical Conditions

For staff who have been shielding during the lockdown period, it is important that you feel supported as you now return to work. It is important that you contact your line manager or the Health and Wellbeing lead to conduct a personalised risk assessment to ensure that you are supported as you return and that together we are putting in place any measures to ensure your safety whilst working in school.

We ask that you are open and honest with us about how you are feeling and that you ensure you take any specific medical advice from your GP or specialist where necessary in relation to your condition.

We can where we feel we may need further support or advice refer to Occupational health who will be able to make further recommendations where needed.

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Absence from school

If any staff member is unwell and needs to remain off work, it is important that you follow the usual procedures but ensure you give a brief summary of your symptoms to ensure that if these are COVID-19 related we can refer you for testing as soon as possible.

Please find below some further links of useful resources to support and help you to look after yourself.

<https://www.mind.org.uk/>

<https://www.mentalhealth.org.uk/>

<https://www.mhe-sme.org/covid-19/>

Staff visiting other schools

Where staff are required to visit other schools or attend face to face meetings, PPE (Gloves and masks) will be provided for them to wear. Please ensure you know what is expected of you if you are visiting another venue.

Risk Assessments

As a response to the COVID-19 pandemic, school leaders have worked closely with Somerset County Council and Public Health Advisors to produce the COVID-19 school risk assessments. These risk assessments have taken in to account the advice and guidance shared by the different unions.

The DfE has advised schools to make it clear to school staff and parents what our expectations are about cleaning and hygiene and we would expect staff to be modelling this to our pupils.

Cleaning products are available around the school sites to ensure the promotion of hand washing and wiping down surfaces and equipment. All areas of the school sites will be thoroughly cleaned at the end of the day. Shared spaces will be allocated to learning bubbles per day to ensure no cross use throughout one day takes place.

Where students require specific environment for medical procedures, this will be provided and this space will be dedicated for this purpose.

Enhanced cleaning will take place throughout the day and all staff will have responsibility for wiping down hand contact points, surfaces and equipment.

To assess the level of risk we use a matrix:

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Potential Severity of Harm	High (e.g. death or paralysis, long term serious ill health)	Medium	High	High
	Medium (an injury requiring further medical assistance or is a RIDDOR incident)	Low	Medium	High
	Low (minor injuries requiring first aid)	Low	Low	Medium
		Low (The event is unlikely to happen)	Medium (It is fairly likely it will happen)	High (It is likely to happen)
Likelihood of Harm Occurring				

What is the hazard?	Who might be harmed?	How might people be harmed?	Existing risk control measures	Risk Rating			Action / monitored by whom?	Action/ monitored by when?
				L	M	H		
Spread of coronavirus if it enters the school community	All personnel and their wider family members	Acute health complications and potential death as a result of contracting COVID-19	<ul style="list-style-type: none"> Ensure staff and students are encouraged to wash their hands or use hand sanitizer when in public places or after using public transport or after coughing or sneezing Ensure staff and students are encouraged to sneeze or cough into their hands or a tissue disposing of this appropriately after use. Department of Health & Social Care guidance Display posters on hand and respiratory hygiene and safe food practices around the building Ensure communal areas are regularly cleaned COVID-19: cleaning in non-healthcare settings Ensure staff, parents and students are regularly informed not to come into the school should they suspect they and/or their child are suffering with symptoms of the coronavirus – symptoms. 				Action: All staff Monitoring: Executive Head/ Premises Manager/ SLT (Elmwood – BAM)	All actions in place for Sept Regular staff briefing emails

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What is the hazard?	Who might be harmed?	How might people be harmed?	Existing risk control measures	Risk Rating			Action / monitored by whom?	Action/ monitored by when?
				L	M	H		
			<ul style="list-style-type: none"> Staff are required to report to SLT if they have been contacted by Test and Trace and ensure they follow the advice given. Implement procedures for management of persons who display symptom of COVID-19 whilst on the school site. https://www.gov.uk/government/publications/guidance-for-full-opening-special-schools-and-other-specialist-settings 					
Contractors or essential visitors on school site	Visitors to the school site, staff and students in the school	Acute health complications and potential death as a result of contracting COVID-19	<ul style="list-style-type: none"> Entry by prearrangement only – preferably before or after school hours Record entry and exit to support contact tracing as required Completed the relevant Risk Assessment to have contractors or essential visitors to the site ensuring the Risk Assessment framework covers contractors and visitors in relation to Covid-19 only Ensure contractors and visitors do not go anywhere on the school site where they do not need to be Place hand sanitiser at reception which contractors and visitors must use upon entry Ensure contractors and visitors do not come on to the school site if they or anyone in their household has experienced any symptoms of Covid-19 in the last 14 days - symptoms include: cough, sore throat, fever, 				Action: All staff Monitoring: Executive Headteacher / Premises Manager/ SLT (Elmwood – BAM)	All actions in place for Sept Regular staff briefing emails

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What is the hazard?	Who might be harmed?	How might people be harmed?	Existing risk control measures	Risk Rating			Action / monitored by whom?	Action/ monitored by when?
				L	M	H		
			breathing difficulties and chest pain. <ul style="list-style-type: none"> • Visitors to be requested to wear a face covering whilst on school site • Ask contractors and visitors keep the minimum distance of 2 meters separation at all time and check they adhere to this • Deliveries to be placed in the reception area – no access to school • Staff circulating post and deliveries wear gloves when opening, moving and checking boxes/ packages. • Meetings with external professionals are strongly encouraged by virtual meeting platforms such as Microsoft Teams to reduce the number of visitors in school. • Where meetings do take place in school, numbers will be limited to the size of the meeting room to ensure social distancing rules can be exercised. 					
Preparing for return of all students	People who have underlying health conditions and those who experience adverse reactions to coronavirus	Raised anxiety levels Acute health complications and potential death as a result of contracting COVID-19	<ul style="list-style-type: none"> • Ensure learning bubbles are created at each site Coronavirus (COVID-19): implementing protective measures in education and childcare settings • Identify extremely clinically vulnerable pupils and ensure Health & wellbeing Lead has contact and plan in place for return or home learning • Identify extremely clinically vulnerable staff, individuals who require a risk assessment for the return to work should contact line manager, be open and honest and ensure any additional control measures are in place. 				Action: All staff Monitoring: Executive Headteacher / Premises Manager / SLT	All actions in place for Sept Regular staff briefing emails

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Operational Planning for full opening – Effective from 1 September 2020

What is the hazard?	Who might be harmed?	How might people be harmed?	Existing risk control measures	Risk Rating			Action / monitored by whom?	Action/ monitored by when?
				L	M	H		
			<p>Guidance on shielding and protecting people who are clinically extremely vulnerable from COVID-19</p> <ul style="list-style-type: none"> • Parents and other agencies involved in the decision making process based on a clear rationale from school about the measures in place • Risk assess individual pupils based on their needs as identified in EHCPs if they are not able to attend school for extended period of time Conducting a SEND risk assessment during the coronavirus outbreak • Arrangement in place to ensure parents/carers/schools transport dropping off and collecting children can do so whilst adhering to the 2-meter separation guidelines • Trained First Aider and Paediatric First Aider (where required) on site whilst students are in attendance, where a Paediatric First Aider is not available, a Qualified First Aider will be based on site and a risk assessment completed. • Implement strategies to support social distancing, where possible – classroom layouts will enable space between students. Learning bubbles will remain together and not mix with other bubbles. • Minimal staff movement between bubbles • Agree with parents/carers, how medicines will be 					

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				L	M	H		
			<p>administered to students who need this. Medicines to be stored within class spaces in a locked cupboard.</p> <ul style="list-style-type: none"> Communal areas such as dining hall, hall, soft play, sensory rooms are timetabled to allocated bubbles on any particular day Ensure the cleaning of well used surfaces is increased e.g. door handles, light switches etc. <p>COVID-19: cleaning of non-healthcare settings</p> <ul style="list-style-type: none"> Ensure there are enough staff to manage the number of students that are in school. Where staff have underlying health conditions but not 'clinically vulnerable' and are advised to shield due to national or local lockdown a Personnel Risk Assessment will be carried out with a member of SLT and the staff member. This will inform how we can support a member of staff to return to school where possible and safe to do so. Staff wellbeing is treated as priority and support via Mental Health first aiders, Care First and Supervision is available where needed. Ensure the school is up-to-date with government guidelines in relation to Covid-19 Guidance: Coronavirus (COVID-19): implementing protective measures in education and childcare settings Provide Personal Protective Equipment (PPE) for staff who are involved in intimate care 					

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				L	M	H		
			<p>and to use where people are COVID-19 symptomatic and awaiting collection from the school site e.g. gloves/apron/mask.</p> <ul style="list-style-type: none"> • Face masks/ coverings to be used by staff whenever they are moving out of their bubble around the wider school environment. • Regularly assess the situation to identify any infection control measures that need to be put in place. • Ensure that the area is cleaned thoroughly following First Aid treatment, including the disposal of PPE and any other materials that have been contaminated with blood or bodily fluids. These should be double-bagged. • Maintain support systems for staff mental health and wellbeing • Clear signage in all areas to support guidance 					
Learning Bubbles	All attending school by close contact with pupils/ staff and being unable to keep a minimum of 2 meters distance apart	Through contracting COVID	<ul style="list-style-type: none"> • Learning bubbles will continue to be in place and students will remain within these bubbles • Work bases and offices will have set number of staff allowed in each space. • Social distance where possible, where not possible ensure enhanced hygiene and handwashing • Lunches provided in learning bubbles • Communal areas such as dining hall, hall, soft play, sensory rooms are timetabled to allocated bubbles on any particular day • Class doors and windows to be open where possible 				<p>Action: All staff</p> <p>Monitoring: Executive Headteacher / SLT/ Premises Manager (Elmwood BAM)</p>	<p>All actions in place for Sept</p> <p>Regular staff briefing emails</p>

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				L	M	H		
			<ul style="list-style-type: none"> Reduce movement around the school as much as possible – exceptions as part of behaviour plans Increased handwashing throughout the day Vulnerable staff working arrangements to support appropriate risk management – based on updated and enhanced guidance Staff and pupils to wear clean clothes daily where possible Maximum numbers in rooms established (see Environmental planning) Each bubble to have allocated resources – not shared. 					
Transport	Drivers, staff, parents or students	Through being exposed in a confined space	<ul style="list-style-type: none"> All pupils will arrive by vehicle or on foot All adults to remain in the vehicle upon arrival Staff to collect pupils from the vehicle and return to the vehicle at the end of the day Pupils enter into school through different entrances and/or exits No bus groups – clear system to load 'bubbles' at the end of the day Drop offs and pick-ups staggered where required to support reduced traffic flow 				Monitor: Executive Headteacher / SLT/ Premises Manager	weekly
Off-site visits	All staff and students	Through exposure to the virus in the community	<ul style="list-style-type: none"> Community visits will be limited to open-air environments or controlled indoor environments where there is minimal contact with members of the public (parks, swimming (private session), outdoor café's) Wherever possible, students will be asked to wear a lanyard (where available) to show they are exempt from wearing face coverings. Staff when going into shops, community 				Action: All staff Monitoring: Executive Headteacher / SLT/ Premises Manager (Elmwood BAM)	All actions in place for Sept Regular staff briefing emails

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				L	M	H		
			facilities will be expected to wear face covering (masks or visor) <ul style="list-style-type: none"> • Staff will role model social distancing wherever possible • Staff will role model good hand hygiene when out in the community • Staff will take personal bottle anti-bacterial gel to use when out in the community • All visits will be signed off and approved by Heads of School or Executive headteacher prior to the visit • A clear risk assessment will be in place for any visit which will contain control measures around COVID-19 					
Storage of Anti-bacterial gel/ spray etc	Students and staff	Flammable liquid – risk of fire / risk of injury to eyes through misuse	<ul style="list-style-type: none"> • All staff will have personal mini-bottle of anti-bacterial hand gel • Other hand gel bottles will be limited to signing in areas, main office and receptions • Staff and students will be required to wash hands regularly with soap and water • Anti-bacterial spray/ wipes will be kept in cupboards and not left out on work surfaces in student areas • All bottles/ spares/ refills of both spray and gel will be kept in metal cabinet locked away. • COSHH forms will be completed and kept by Premises Manager for reference • COSHH information will be shared with staff members 				Action: All staff Monitoring: Executive Headteacher / SLT/ Premises Manager (Elmwood BAM)	All actions in place for Sept Regular staff briefing emails

Risk assessments will be updated when new guidance or updated guidance is available and in response to both National and Local intelligence and information regarding the infection rate.

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