



# Operating Procedures

(Ver 19 Feb 28<sup>th</sup> 2022)

## Introduction

On 21<sup>st</sup> February, the Prime Minister set out the next phase of the Government's COVID-19 response. COVID-19 continues to be a virus that we learn to live with and the imperative to reduce the disruption to children and young people's education remains.

The Government's priority is to support schools to deliver face-to-face, high-quality education to all pupils. The evidence is clear that being out of education causes significant harm to educational attainment, life chances and mental and physical health. Government has worked closely with the Department of Health and Social Care (DHSC) and the United Kingdom Health Security Agency (UKHSA) to revise the guidance for schools.

These operating procedures are based on the guidance that schools have received to be able to achieve this aim as safely as possible in order to protect you, the children, your families and the wider community too.

The key guidance documents include:

- **Schools COVID-19 operational guidance (updated 24<sup>th</sup> February 2022)**  
<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/schools-covid-19-operational-guidance>
- **Health and safety: responsibilities and duties for schools (updated 19<sup>th</sup> July 2021)**  
<https://www.gov.uk/government/publications/health-and-safety-advice-for-schools/responsibilities-and-duties-for-schools>
- **Contingency framework: education and childcare settings (updated 24<sup>th</sup> February 2022)**  
<https://www.gov.uk/government/publications/coronavirus-covid-19-local-restrictions-in-education-and-childcare-settings>
- **Use of PPE in education, childcare and children's social care (updated 20<sup>th</sup> July 2021)**  
<https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care>
- **Coronavirus (COVID-19): advice for pregnant employees (Updated 20<sup>th</sup> January 2022)**  
<https://www.gov.uk/government/publications/coronavirus-covid-19-advice-for-pregnant-employees/coronavirus-covid-19-advice-for-pregnant-employees>
- **Coronavirus (COVID-19) local restrictions in education and childcare settings (updated 24<sup>th</sup> February 2022)** <https://www.gov.uk/government/publications/coronavirus-covid-19-local-restrictions-in-education-and-childcare-settings>
- **COVID-19: people with COVID-19 and their contacts (published 24<sup>th</sup> February 2022)**  
<https://www.gov.uk/government/publications/covid-19-people-with-covid-19-and-their-contacts/covid-19-people-with-covid-19-and-their-contacts>
- **Suffolk Principles and Planning Support for Schools** <https://suffolklearning.com/safety-health-wellbeing/coronavirus-covid-19/>

Schools must regularly review and update their COVID-19 risk assessments, treating them as 'living documents', as the circumstances in school and the public health advice changes, so these operating procedures must be read in conjunction with our revised risk assessment.

The guidance describes the system of controls which provide a set of principles for infection control and if our schools follow this advice and maximise the use of these control measures, they are designed to effectively minimise risks of viral transmission.

## **Control Measures**

We should:

1. Ensure good hygiene for everyone.
2. Maintain appropriate cleaning regimes.
3. Keep occupied spaces well ventilated.
4. Follow public health advice on testing, self-isolation and managing confirmed cases of COVID-19.

### **1. Ensure good hygiene for everyone**

Hand hygiene - Frequent and thorough hand cleaning should now be regular practice. We should continue to ensure that pupils clean their hands regularly. This can be done with soap and water or hand sanitiser.

Respiratory hygiene - The 'catch it, bin it, kill it' approach continues to be very important. Tissues and pedal bins are available in all classrooms and office spaces to support children and staff to follow this routine. As with hand cleaning, younger children and those with complex needs should be helped to get this right, and all pupils taught to understand that this is now part of how school operates.

Use of personal protective equipment (PPE) - Most staff in school will not require PPE in response to COVID-19 beyond what they would normally need for their work. If a child has routine intimate care needs that involve the use of PPE, the same PPE should continue to be used. Additional PPE for COVID-19 is only required if a child becomes ill with COVID-19 symptoms and only then if close contact is necessary. A fluid-resistant surgical face mask should be worn by the supervising adult if a distance of 2 metres cannot be maintained. If contact with the child or young person is necessary, then disposable gloves, a disposable apron and a fluid-resistant surgical face mask should be worn by the supervising adult. If a risk assessment determines that there is a risk of splashing to the eyes, for example from coughing, spitting, or vomiting, then eye protection should also be worn. Both schools have been supplied with a limited stock of PPE should this unlikely event occur and this will be available from outside the school offices. Additional PPE would also be required when performing aerosol generating procedures (AGPs). Should any child join our schools with this requirement then school, health providers and local teams would work together to build on existing processes in place when implementing COVID-19 adjustments.

### **2. Maintain appropriate cleaning regimes**

'Clean where you've been' - cleaning resources will be provided and regular cleaning should take place throughout the day, particularly of hard surfaces that adults and children have touched. Eg. the contact points (buttons etc) on the photocopiers should be regularly cleaned. Replacement cleaning supplies will be available in the school office.

### **3. Keep occupied spaces well ventilated**

It is important to ensure school is well ventilated and that a comfortable teaching environment is maintained. Any poorly ventilated spaces should be considered as part of our risk assessment and steps to improve fresh air flow in these areas, giving particular consideration when holding events where visitors such as parents are on site.

Opening external windows can improve natural ventilation, and in addition, opening internal doors can also assist with creating a throughput of air. If necessary, external opening doors may also be used (if they are not fire doors and where safe to do so).

We should balance the need for increased ventilation while maintaining a comfortable temperature.

CO2 monitors have been provided for all classrooms, so staff can quickly identify where ventilation needs to be improved.

#### **4. Follow public health advice on testing, self-isolation and managing confirmed cases of COVID-19**

When an individual develops COVID-19 symptoms or has a positive test, pupils, staff and other adults should follow public health advice on when to self-isolate and what to do. They should not come into school if they have symptoms, have had a positive test result or other reasons requiring them to stay at home due to the risk of them passing on COVID-19 (for example, they are required to quarantine). If anyone in school develops COVID-19 symptoms they will be sent home and they should follow public health advice. For everyone with symptoms, they should avoid using public transport and, wherever possible, be collected by a member of their family or household. If a child is awaiting collection, they should be left in a room on their own if possible and safe to do so. A window should be opened for fresh air ventilation if possible. Appropriate PPE should also be used if close contact is necessary. Any rooms they use should be cleaned after they have left. The household (including any siblings) should follow the PHE stay at home guidance for households with possible or confirmed coronavirus (COVID-19) infection.

##### **Asymptomatic testing**

From 21<sup>st</sup> February, staff will not be expected to continue taking part in regular asymptomatic testing and should follow asymptomatic testing advice for the general population. In the event of an outbreak, a school may be advised by their local health team or director of public health to undertake testing for staff and pupils for a period of time.

##### **Mixing and 'Bubbles'**

It is no longer recommended that it is necessary to keep children in consistent groups ('bubbles'). As well as enabling flexibility in curriculum delivery, this means that other events may resume, and it is no longer necessary to avoid mixing at lunch and other times. Current timings for lunches and breaks will remain for logistical reasons and these will be reviewed for the Summer Term.

##### **Tracing close contacts and isolation**

Public health advice for [People with COVID-19 and their contacts](#) changed from 24<sup>th</sup> February. Contacts are no longer required to self-isolate or advised to take daily tests, and contact tracing has ended.

##### **Face Coverings**

Face coverings are no longer advised for staff and visitors in classrooms or communal areas, though we support the continued use of face masks if staff, parents or visitors wish to. A director of public health might advise that face coverings should temporarily be worn in communal areas or classrooms by staff and visitors in the event of a local outbreak.

##### **Stepping measures up and down**

Schools should have contingency plans for how they would operate if they need to take extra measures in exceptional circumstances. For example, we may need to reintroduce some of the previous restrictions and control measures (eg use of face coverings, reintroduction of 'bubbles', staggered start and finish times etc). Given the detrimental impact that restrictions on education can have on children, any measures would only ever be considered as a last resort, kept to the minimum number of children or groups possible, and for the shortest amount of time possible.

The Contingency Framework recommends thresholds, detailed below, that can be used by schools as an indication for when to seek public health advice if they are concerned. These include:

- A higher than previously experienced and/or rapidly increasing number of staff or pupil absences due to COVID-19 infection
- Evidence of severe disease due to COVID-19, for example if a pupil or staff member is admitted to hospital due to COVID-19
- A cluster of cases where there are concerns about the health needs of vulnerable staff or pupils within the affected group

Identifying a group that is likely to have mixed closely will be different for each setting, though a group will rarely mean a whole setting or year group. Schools can seek public health and operational advice by phoning the DfE helpline (0800 046 8687, option 1), or in line with other local arrangements. If and when outbreaks occur that require public health support, schools should work with their local HPTs to identify any additional measures to put in place.

## **To support these key principals, the following operational guidance should be followed:**

### **Admitting children into school**

In most cases, parents and carers will agree that a pupil with the key symptoms of COVID-19 should not attend the school, given the potential risk to others. If a parent or carer insists on a pupil attending school where they have a confirmed or suspected case of COVID-19, we can take the decision to refuse the pupil if, in our reasonable judgement, it is necessary to protect other pupils and staff from possible infection with COVID-19.

### **Assemblies**

Whilst we would like to return to whole school assemblies at some point, due to the high risks of transmission we will continue to prohibit these in our risk assessment until the Summer Term when this will be reviewed. We will hold 2 virtual assemblies via Zoom each week:

Tuesday @ 9.10am for Y1-Y6 focussing on our school values. A team of Year 6 children lead these assemblies, supported by Mrs Rowlandson.

Friday celebration assembly @ 1.30pm for Fairfield and 3pm for Colneis. Headteacher and gold certificates will be celebrated, along with birthdays. Class teachers will distribute the birthday stickers in class and all certificates will be given back to class teachers for distribution after the assembly. To be included for that week any certificates must be with SLT by the end of the school day on the preceding Thursday.

Once weekly year group assemblies should continue in the large shared space of the school hall. A single year group at a time may use the hall and the timings of these will be negotiated between year group leaders based on their own timetable considerations, and these will be visited by SLT on a rolling basis.

### **Attendance**

School attendance is mandatory for all pupils of compulsory school age. This means that the usual rules on school attendance apply, including:

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

### **Behaviour**

Behaviour management will reflect our normal positive behaviour policy, whilst acknowledging that some pupils may be experiencing a variety of emotions in response to the COVID-19 pandemic, such as anxiety, stress or low mood. In class provision should work in conjunction with targeted Thrive intervention and safeguarding referrals to support positive behaviour and school attendance.

Bronze and silver positive behaviours should continue to be rewarded in the class/year group. Headteacher and gold certificates should be completed by the class teacher and given to SLT and these will be celebrated in the remote assemblies on Fridays. Similarly, remind or remember time-out should be taken in the classroom/year group. For those children attending who currently have a behaviour plan, a revised version will be agreed with parents to reflect any changes necessary due to these operating

procedures or the reintroduction of any additional restrictions in the event of outbreaks. In the event of a very serious/dangerous behaviour incident, SLT may have to follow the exclusion protocol.

### **Break and lunch arrangements**

Break and lunch times will continue to be staggered as these arrangements have been successful in supporting positive playtimes for children and, should there be a local outbreak, maintaining these timings allows the reintroduction of restrictions with minimal additional disruption. This will be reviewed for the Summer Term. Classes and year groups will no longer be required to maintain separation from each other. Adult supervision of break times may be provided by adults working outside of those year groups. Adults should rotate this supervision to ensure that all adults can have their breaks. MDSA's will provide supervision at lunchtime.

**Morning break times at Fairfield are:** Y1 and Y2 – between 10.30am and 11am

**Morning break times at Colneis are:** Y3 and Y5 – between 10.15am-10.45am Y4 and Y6 – between 10.45am-11.15am

**Afternoon break times at Fairfield are:** Y1 and Y2 – between 2pm and 2.20pm

**Afternoon break times at Colneis are:** Y3 and Y4 – between 2pm and 2.20pm Y5 and Y6 – between 2.20pm and 2.40pm

Mixing between year groups will be allowed at break times. The timings give some flexibility when they can be taken, eg a half hour window for 2 year groups in the morning, though the time outside should be no more than 15 mins in the morning and 10 mins in the afternoon to maintain curriculum time. EYFS have not been allocated breaks due to the inside/outside nature of their curriculum.

The school kitchens are fully open normal legal requirements will apply about provision of food to all pupils who want it, including for those eligible for benefits-related free school meals or universal infant free school meals. Both hot and cold options will be served and the menus will be posted on the school website in the 'Office' section. Lunch will be eaten in the school hall at both schools in year group sittings with tables cleaned between each sitting.

### **Lunch arrangements at Fairfield are as follows:**

Nursery – normal arrangements apply 11.40-12.20

Reception – 11.30-12.30. Eating time in hall between 11.30am-12.15pm with a short play before returning to class at 12.30

Year 1 – 12.15-1.15. Eating time in hall 12.15-12.45, playtime 12.45-1.15

Year 2 – 12.15-1.15. Playtime 12.15-12.45. Eating time in hall 12.45-1.15

### **Lunch arrangements at Colneis are as follows:**

Year 3 – 11.30-12.30 Playtime 11.30-12, eating in hall 12-12.30

Year 4 – 12.30-1.30 Eating in hall 12.30-1.00, playtime 1.00-1.30

Year 5 – 11.30-12.30 Eating in hall 11.30-12, playtime 12-12.30

Year 6 – 12.30-1.30 Playtime 12.30-1.00, eating in hall 1.00-1.30

*(Year 3 and Y4 to alternate on their ppa days (Tuesdays and Thursdays) with the year group on ppa to take the earlier sitting)*

There will be no need for year groups to be separated outside and the movements of children between eating and play can be more fluid over the hour to allow increased socialisation, support slower eaters etc.

The adventure playground and back green gym trail equipment at Fairfield and gym trail equipment at Colneis may be used. Regular contact points (eg hand holds) should be regularly cleaned and the following rota adhered to:

Fairfield – Y1 Monday, Y2 Wednesday, EYFS Thursday and Friday

Colneis – Y3 Monday, Y4 Tuesday, Y5 Wednesday, Y6 Thursday

### **Curriculum and Remote Education**

We will continue to follow the Government's key principles on curriculum planning:

**-Education is not optional.** All pupils should receive a high-quality education that promotes their development and equips them with the knowledge and cultural capital they need to succeed in life.

**-The curriculum remains broad and ambitious.** All pupils continue to be taught a wide range of subjects, maintaining their choices for further study and employment.

We will deliver our full curriculum to all children, whilst making full use of the available programmes and activities to support pupils to make up education missed as a result of the pandemic.

Children will continue to come to school on their designated PE days wearing their PE kit.

At Colneis, swimming lessons both in school curriculum time and for community swimming lessons will continue to take place. Swimsure will operate in line with Government guidance and a risk assessment to reflect their operating procedures has been produced by Swimsure and shared with the school.

Educational visits may take place and should be subject to risk assessments as normal and reflect any public health advice. General guidance on educational visits is available and is supported by specialist advice from the Outdoor Education Advisory Panel (OEAP).

Remote education – Schools are required to maintain their capacity to deliver high-quality remote education for the next academic year. We should support those who need to self-isolate because they have tested positive to work or learn from home if they are well enough to do so. Schools affected by the Remote Education Temporary Continuity Direction are also still required to provide remote education to pupils covered by the direction where their attendance would be contrary to government guidance or legislation around coronavirus (COVID-19).

Every week a menu of online resources, along with a weekly learning summary, will be made available through the school website when all children are in school for any individual pupil to access who may be self-isolating. Should either classes, year groups or the whole school be affected by the Remote Education Temporary Continuity Direction, the wider home learning offer delivered through the previous period of National Lockdown in 2021 will be reinstated for the children. In this circumstance, our remote education offer is summarised as follows:

Curriculum - We teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we have needed to make some adaptations in some subjects. For example, for some computing objectives these will be modified so that they can be achieved at home without accessing the specialist software that can be provided in school.

Study time – The work set for home (including instructional videos and independent work) will broadly take 3 hours per day for EYFS and KS1 and 4 hours per day for KS2. However, each family circumstance and each day is different so please do not put yourselves under any pressure.

Accessing remote learning - The school website is the 'hub' from which we deliver our remote learning and it links directly to our G-Suite drive. This means that it is accessible with any internet connected device that has a web browser, including desktop PC's, laptops, tablets, smart phones and games consoles. To access the home learning in year group pages, you will need to input the password that has been supplied to you and ensure that the device you are using is logged in to a Google account.

For those families that do not have digital or online access we provide the option of printed work packs delivered to the home each week. We may also have a limited number of devices that can be lent to homes; we will communicate directly with those parents who are eligible.

Teaching remotely – We aim to replicate our school curriculum as much as possible in our remote learning offer. Each week an overview of the learning objectives for each curriculum area is shared, along with the supporting resources. Teachers will record a range of video and audio teaching each week, and these are available on an 'on-demand' basis to be as flexible as possible for parents. In addition, the learning overviews will direct parents to a range of other resources as appropriate.

We provide subscriptions to the following sites:

- Oxford Reading Buddy (<https://www.oxfordreadingbuddy.com/uk>) for all children at Fairfield to develop both decoding and comprehension skills, and MyON (<https://www.myon.co.uk/login/>) at Colneis as part of the Accelerated Reader programme.
- Children in KS1 and KS2 also have access to MyMaths (<https://www.mymaths.co.uk/>) to support mathematical development.

- Year group access has been made available to Education City (<https://www.educationcity.com/>) which provides engaging, educational resources and games for all children across the curriculum. Please see your child's class teacher if you have not received your log in information to these sites. In addition to these subscription sites, we use a number of additional resources including:



WhiteRose Maths hub (<https://whiterosemaths.com/homelearning/>) Influenced, inspired and informed by the work of leading maths researchers and practitioners across the world, White Rose Maths brings together a team of highly experienced and passionate maths teaching experts to train, guide, help and support teachers in delivery maths teaching.



BBC Bitesize (<https://www.bbc.co.uk/bitesize>) is an excellent resource that has undergone a huge programme of development due to the pandemic and now provides access to thousands of online lessons and learning resources across the curriculum. In addition, during the current National Lockdown, 3 hours of primary school programming will available every day on CBBC.



The Oak National Academy (<https://www.thenational.academy/#>) is a Government backed initiative to provide high-quality video lessons and learning resources. These cover a range of subjects including maths, English, art and languages. Every lesson is completely free to use.

To support early literacy parents may also find our KS1 Parent Guidance and Phonics Information Leaflet useful. A range of support materials for well-being and other activities are also posted in our [Thrive](#) section of the website.

Engagement, feedback and assessment – In the weekly home learning, direction is provided to parents around routines and timetabling. Email accounts are monitored daily and parents are encouraged to communicate with teachers to answer any queries. Year groups will give direction to the work they would like to be shared with them on a weekly basis, and this can be done either through email or via the button provided on the year group page. Feedback will be provided for each piece of work submitted. Teachers are also able to monitor the children's progress on Oxford Reading Buddy and MyON and through tasks set on MyMaths.

Additional support – we will work in partnership with any parents whose child needs additional support to access remote education, including with SEND. This may include specific resources and curriculum adaptations and enhanced access to teachers and professionals.

### **Extra-curricular provision (including breakfast club and after-school provision)**

Breakfast club and after-school childcare provision are available and will follow the wider control measures detailed herein. Parents are able to access this provision for their children, without any restrictions on the reasons for which they may attend. Attendance registers will be available for any contact tracing if required.

Premier Sport will provide after-school childcare provision, employing appropriate control measures. See *COVID-19: Actions for out-of-school settings* <https://www.gov.uk/government/publications/protective-measures-for-holiday-or-after-school-clubs-and-other-out-of-school-settings-for-children-during-the-coronavirus-covid-19-outbreak/covid-19-actions-for-out-of-school-settings>

After-school sports clubs are also available with Premier, and specific year groups will again be invited. Further details have been provided to parents via ParentMail and also posted on the school website.

### **First aid**

First aid should be administered in the normal way though were ever possible by adults in the child's year group. Additional first aid supplies will be made available to the year groups and the accident book available from outside the school offices. See also '*People with COVID-19 and their contacts*' and the flow chart below for further guidance.

## Action to be taken by staff if concerns about a child showing potential COVID-19 symptoms

Main symptoms:

- A high temperature (over 38 degrees Celsius)
- **A new, continuous cough** – this means coughing a lot for more than an hour, or 3 or more coughing episodes in 24 hours (if you usually have a cough, it may be worse than usual)
- A loss or change to your sense of smell or taste

The following action should be taken first of all by a member of staff in the child's class:

- If a high temperature is suspected, the child's temperature should be taken using the digital thermometer that is based with the year group leader. The temperature check should be carried out away from the other children. If it is 38°C or over, parents to be contacted and a PCT test advised. Repeat checks should not take place unless there is a clear change in the child's condition.
- Staff should be careful not to over diagnose any case of coughing in children. If there are concerns in line with the symptoms identified above, a member of the SLT or a year group leader should be consulted to gather a second opinion.
- It is acknowledged that it will be very difficult for staff to assess any loss or change in children's sense of smell or taste.

**If symptoms are confirmed, school to follow the suspected case in child or staff member guidance from Public Health England.**

### Safeguarding

A DSL will be available every day. Any safeguarding issues must be reported in the normal way.

### School workforce

Following expert clinical advice and the successful rollout of the COVID-19 vaccine programme, people previously considered to be particularly vulnerable, clinically extremely vulnerable (CEV), and high or higher-risk are not being advised to shield again. If staff were previously identified as being in one of these groups, they are advised to continue to follow [Guidance for people previously considered clinically extremely vulnerable from COVID-19](#). Staff with a weakened immune system should follow [Guidance for people whose immune system means they are at higher risk from COVID19](#). In some circumstances, staff may have received personal advice from their specialist or clinician on additional precautions to take and they should continue to follow that advice. We encourage staff to take up the vaccine when offered and will support those eligible for a vaccination to attend booked vaccine appointments.

### Staff who are pregnant

*The following recommendations apply for women less than 26 weeks pregnant with no underlying health conditions that place them at a greater risk of severe illness from coronavirus (COVID-19)*

The staff member must first have a workplace risk assessment with school and the occupational health team. The staff member can continue working if the risk assessment advises that it is safe to do so, including adhering to any active national guidance. If identified risks cannot be removed or managed, suitable alternative working arrangements (including working from home) will be considered.

*The following recommendations apply for pregnant women who are 26 weeks pregnant and beyond or with underlying health conditions that place them at a greater risk of severe illness from coronavirus*

If a staff member is 26 weeks pregnant and beyond, or if they are pregnant and have an underlying health condition that puts them at a greater risk of severe illness from COVID-19 at any gestation, we should take a more precautionary approach. This is because although there is no more risk of contracting the virus than any other non-pregnant person who is in similar health, there is an increased risk of becoming severely ill and of pre-term birth if the staff member contracts COVID-19. In this case, suitable alternative working arrangements (including working from home) will be considered.

### **SLT and Office Team contact**

Whilst there is no legal requirement to maintain social distancing, physical contact with the school offices, SLT and staff outside of the immediate teaching group should still be kept to a minimum wherever possible.

The school offices will aim to operate on a 'no-entry' basis as much as possible for anyone other than admin staff/SLT to minimise additional contacts. To support this, staff members may use their mobile phones in school to make contact where necessary to relay school messages only. A nominated contact number for each year group should be provided to the school offices on a daily basis. At all other times mobile phones should be safely stored away. This is a temporary measure and does not represent a permanent change to our Code of Conduct or Online Safety policies. Class registers are to be left outside the office door. Any mobile phones that come into school with the older children should be kept securely in the classrooms.

### **Staff Absence**

Please let SLT, year group leader/senior TA know if you are unable to come in following normal procedures. If you become unwell with COVID symptoms, please report this to a member of SLT immediately so that a test can be arranged as soon as possible.

We are able to engage supply staff to work in school. These will come from our own pool of contracted supply staff wherever possible to minimise the amount of different people in school.

### **Start and end of the school day**

Staggered starts and ends of the school day are no longer required. Whilst the one-way system for parents will no longer apply, the existing vehicle gates at Fairfield and the swimming pool gate at Colneis will remain open to give parents flexibility to choose their route on and off site at these busier times.

**During these times, no vehicles will be allowed to enter/exit the school car parks on safety grounds.**

### **Fairfield**

Nursery – morning session 8.40am – 11.40am, lunch 11.40am-12.20pm, afternoon session 12.20pm-3.20pm

Fairfield Reception, Y1 and Y2 – doors open 8.40am-8.50am, pick up time 3.15pm

Nursery –	enter/exit via usual Nursery gate
Reception -	RB – enter/exit via usual Reception door near the toilets
	RSB – enter/exit via usual Reception door near the toilets
	RS – enter/exit via usual door at the side of RS classroom
Year 1	1A – enter/exit via the Y1 door near the Headteacher's office
	1BA – enter/exit via Y1 door near the bike shed
	1D – enter/exit via the Y1 door near the Headteacher's office
Year 2	2F – enter/exit via main front entrance
	2S – enter/exit via main front entrance
	2T – enter/exit via class 2T door on front playground

## Colneis

For all year groups, doors open 8.50am-9am, pick up time 3.30pm

Year 3	3C – enter/exit via Y3 classroom door facing the field 3A – enter/exit via the door near the library 3RA – enter/exit via the door near the library
Year 4	4L – enter/exit via the Y4 door facing the 'quad' seating 4CG – enter/exit via the Y4 door facing the 'quad' seating 4C – enter/exit via the Y4 door facing the 'quad' seating
Year 5	5S – enter/exit via the door opposite the swimming pool 5T – enter/exit via the door opposite the swimming pool 5R – enter/exit via the door opposite the swimming pool
Year 6	6RW – enter/exit via the Y6 door facing the 'quad' seating 6J – enter/exit via the Y6 door facing the 'quad' seating 6S – enter/exit via the Y6 door facing the 'quad' seating

As a staff body, we will support each other to be reasonably flexible when staff need to drop their children off at times slightly outside of the above schedule in order to fulfil their class roles.

## **Visitors**

Specialists, therapists, clinicians and other support staff for pupils can provide interventions for statutory provision. For other visitors site guidance on hygiene and our risk assessment will be explained on or before arrival. Where visits can happen outside of school hours, they should. A record will be kept of all visitors, along with phone numbers to assist with contact tracing if required.

## **What to do if there is a suspected or confirmed case of COVID-19**

There is no longer a legal requirement for people with coronavirus (COVID-19) infection to self-isolate, however if you have any of the main symptoms of COVID-19 or a positive test result, the public health advice is to stay at home and avoid contact with other people.

The main symptoms of COVID-19 are a recent onset of any of the following:

- a new continuous cough
- a high temperature
- a loss of, or change in, your normal sense of taste or smell (anosmia)

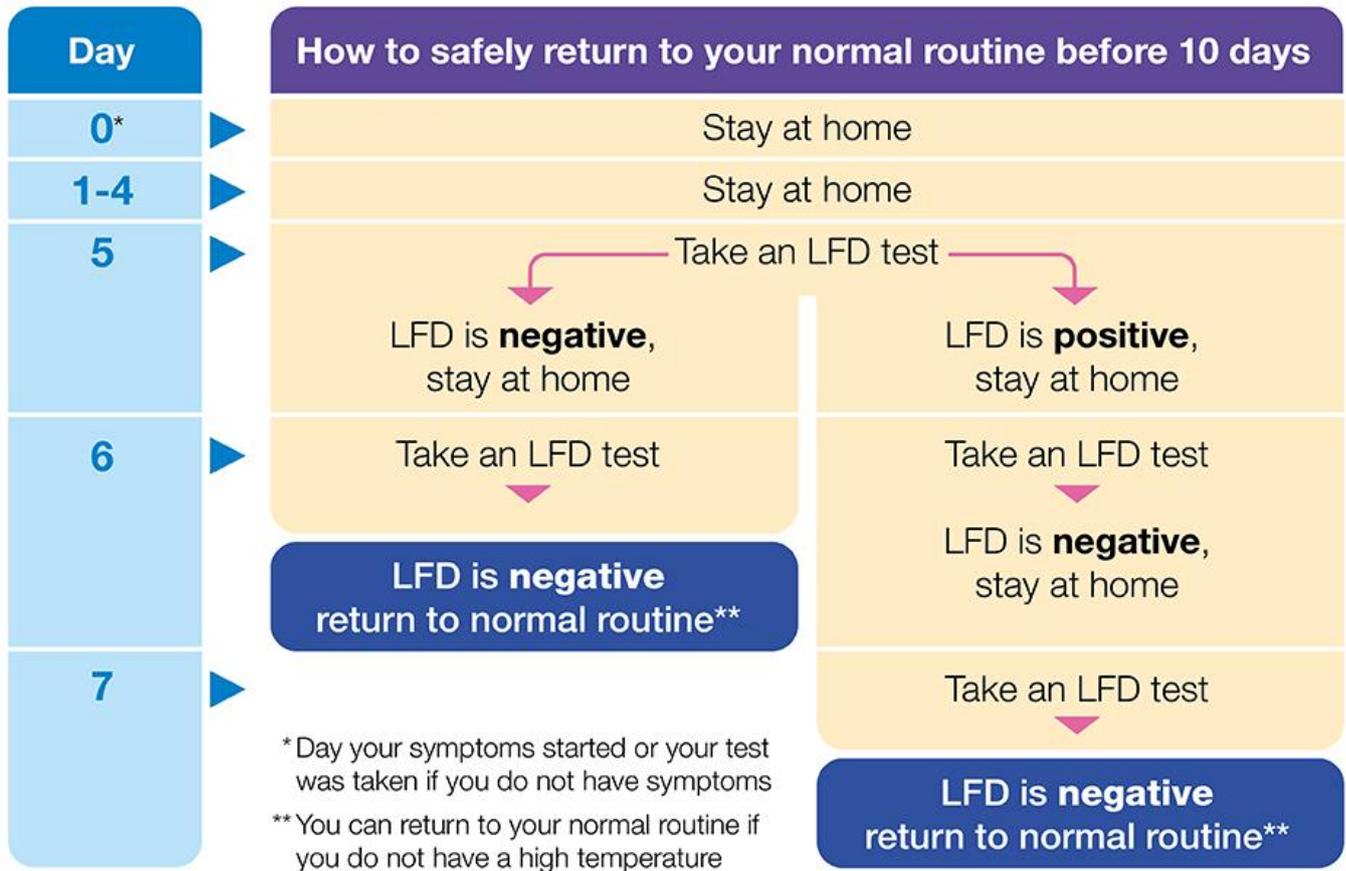
If a pupil, staff member or other adults has any of these symptoms they are you should order a PCR test. They are advised to stay at home and avoid contact with other people while waiting for the test result. Parents and staff should inform school immediately of the results of a test.

If someone tests negative, if they feel well and no longer have symptoms similar to coronavirus (COVID-19), they can stop self-isolating and return to school.

If someone tests positive, they should follow the *'People with COVID-19 and their contacts'* guidance and continue to self-isolate for at least 10 days from the onset of their symptoms and then return to school only if they do not have symptoms other than cough or loss of sense of smell/taste. This is because a cough or anosmia can last for several weeks once the infection has gone. The 10-day period starts from the day when they first became ill. If they still have a high temperature, they should keep self-isolating until their temperature returns to normal.

Many people will no longer be infectious to others after 5 days. Pupils, staff or other adults may choose to take an LFD test from 5 days after the symptoms started (or the day the test was taken in the absence of symptoms) followed by another LFD test the next day. If both these test results are negative, and there is

no high temperature, the risk that the person is still infectious is much lower and they can safely return to their normal routine, including returning to school.



All test results should be reported to NHS Test and Trace.

Whilst we must ask parents and staff to inform us of the results of any testing, we cannot request evidence of negative test results or other medical evidence before admitting children or welcoming them back after a period of self-isolation.