

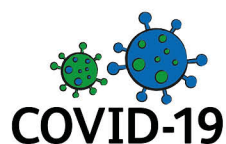


COVID-19 information

The Children's Trust School

Operational guidance

Version 5 March 2021 – live working document



Contents

Our key principles	2
Risk assessments.....	3
Grouping and group sizes	3
Maps and layouts.....	4
Parent information drop off and pick up	4
The Children's Trust recovery curriculum.....	4
Using specialist rooms	6
Shared equipment and outdoor spaces.....	6
Meaningful enrichment	7
Pupil lunchtimes/nutrition/hydration.....	8
Pupil toilets and bathrooms.....	8
Personal protective equipment	9
Social distancing and hand hygiene	9
First aid and health care support	10
Medical emergency plan.....	11
Suspected and confirmed Covid	11
Test and trace	11
Moving and handling and therapeutic equipment....	12
Hydrotherapy	13
Communication.....	14
Safeguarding	14
Positive behaviour support	15
Parental responsibilities.....	15
Visitors	16
Education Health Care Plans	16
Home learning.....	17
Staff lunches/PPA.....	17
Staff toilets and hygiene	18
Staff support and wellbeing	18

Our key principles

Our work at The Children's Trust School is always underpinned by our aim to empower staff and pupils.

We have worked together to create a set of four key principles that will guide our whole school community through the Covid-19 pandemic.

Principle one: we provide great safe environments, for learning and for working – we will:

- Ensure school is, looks, and feels safe, friendly and welcoming
- Ensure the school celebrates key events in a safe and fun manner
- Optimise the number of rooms in use and deep clean each day
- Reduce footfall around school and use alternative entrances and exits
- Rooms to contain no more people than 2m² will permit
- Plan for lunchbreaks that are safe and give time for staff wellbeing
- Risk assessments are completed and reviewed with parents, staff and partners
- Liaise with Facilities and other providers to ensure buildings are safe
- Provide emotional support to all
- Have cleaners accessible to working throughout the school day
- To remain open – judging the level of risk with Senior Leadership Team (SLT) Major Incident Team (MIT) and Clinical Medical Team (CMT)

Principle two: our pupils are as safe as possible – we will:

- Support all of our most vulnerable pupils to have their statutory entitlements
- Observe, 'listen' and respond to our pupils
- Promote good hygiene measures, social distancing and PPE use
- Continue with the recovery approach to our curriculum – to provide a personalised approach
- Liaise with transport providers and parents who are undertaking this role until the end of term where possible
- Ensure that safe and risk assessed visits may resume if agreed by the Head of School in conjunction with CMT. This is dependent on national lockdown and tier regulations.
- Ensure that we have adequate staffing. This is reviewed on a daily basis with joint input from residential & school staff
- Staff stay in 'within the house bubble or class pod' across the day
- Any staff crossing 'pods' will aim to be within the same 'bubble'

- Any staff crossing pods to meet essential need to use correct PPE
- Emotional health and wellbeing sessions for pupil
- The Clinical Team have been involved in ensure all vulnerable young people (over 12 years), who fit the Government Green book criteria have been offered a vaccine. The medical team have undertaken discussions with families

Young people that have been well enough have been able to have their vaccine, and this programme will continue at The Children's Trust until this has been completed.

Principle three: our staff are as safe as possible – we will:

- Introduce new ways of working for all staff
- Risk assess and protect the most vulnerable staff
- Ensure correct level of PPE is provided
- Promote and model good hygiene measures and social distancing
- Staff to take their own daily temperature on arrival
- Maintain a staff forum through weekly briefing (ensure staff have the opportunity to share concerns, needs on a one to one basis regularly and safely)
- Complete joint risk assessments with staff where they are required
- Ensure adequate staffing
- Use of NHS test and trace – includes visitors to scan QR code / staff self-logging COVID-19 LFD test results and PCR tracing
- Keep staff working within 'bubbles' or school 'pod'
- Essential move of staff to different bubble requires full change of PPE
- Support staff emotional health and wellbeing
- Follow reviewed HR risk assessment
- From January 2021 The Children's Trust has arranged opportunities to offer all staff a COVID-19 vaccination. March 2021 uptake of vaccine is at 90%
- From March 2021 staff are following organisational directive on completing weekly asymptomatic testing

Principle four: we will work together with pupils and their families – we will:

- Be open and transparent with our pupils and their families.
- Ask what they think, listen to what they tell us and take action. Their views are important
- Provide opportunities to be together in the virtual and real world! Using social media, events, new electronic communication platform -schoolzine, telephone calls and letters.

- Continue to provide emergency access to an on-call school leader out of school hours

Success is

We come of the other side of Covid-19, stronger and unified

Risk assessments

As a response to the COVID-19 Pandemic leaders of the school have worked closely with the Senior Leadership Team (SLT), Major Incident Team (MIT) Clinical Medical Team (CMT), and Surrey County Council (SCC) and taken advice from Public Health England (PHE), Department for Education (DFE) to respond and produce all COVID 19 School Risk Assessments.

DfE guidance that sets out checks that need to have taken place within special schools if they have been entirely closed since the start of the pandemic. This does not apply to us here at The Children's Trust.

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.

We have done this through parent communications.

We have shared individual pupil risk assessments with families and they have signed their agreement to them as and when necessary.

We have individual staff risk assessments for all staff – these are done in conjunction with HR and Occupational Health. Staff risk assessments are reviewed.

We have ensured that cleaning products are available in each classroom and around school to ensure the promotion of hand washing and wiping down of used equipment.

We have reduced capacity in classroom and shared spaces and have door literature that tells staff the room 'limit'.

Enhanced school cleaning, extra attention to hand contact points, surfaces and toilet spaces are cleaned throughout the school day.

Specific PPE requirements and associated risk assessments have been implemented and in place and staff have been made aware.

Success is

All staff work together, to identify, reduce, manage and review risks. Practical steps are followed to reduce risk.

Further reading

<https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe>

<https://www.gov.uk/government/collections/coronavirus-covid-19-guidance-for-schools-and-other-educational-setting>

NCC to update and circulate any further guidance relating to this matter. Risk Assessments on school website.

Grouping and group sizes

As a response to the COVID-19 Pandemic our groupings and group sizes have been temporarily changed to reflect our day and residential provision.

Since the COVID-19 outbreak, we have taught in different ways – in the school, on Houses and virtually. With the further national lockdown 2021 we have reviewed the continued delivery of education to meet EHCP outcomes with a personalised safe approach that supports learning and wellbeing.

For the third national lockdown 2021 a personalised approach to the shielding education offer was implemented – this was discussed and planned for with each family.

Through discussion families gave consent for the best option of shielding for their child/young person

On March 8th 2021 the school welcomed back children to their class bubble.

On March 8th a small number of residential children remained in shielding and continued to have education planned for by class teams with joint delivery of residential TCT staff.

On March 8th a small number of day pupils continued to be in receipt of shielding letters and continue to have the virtual educational offer.

Each day we will endeavour to keep staff in allocated spaces.

We will use Public Health guidance currently promotes a 'social distance' of 2 metres where ever possible.

We continue to call our temporary groups 'pods', the number of staff and pupils in each pod will not exceed the number that m2 would allow, unless in an emergency.

We will always have staff who know the pupils in the pod/bubble this is to promote stability and strengthen relationships.

Pods come into their allocated spaces in reduced numbers via an allocated entrance.

Pods remain in their allocated space during the day as far as possible.

Pods are part of the identified 'isolation space' for each residential bubble. If a house bubble is placed in isolation those children with no symptoms can attend the classroom pod.

Those residential children who are placed in quarantine will continue to have education needs met with a virtual delivery – if well. Only essential staff with full PPE will enter the room.

Any day pupil in quarantine will remain at home and can access virtual platform (if well) welfare calls will be placed to the family and support given.

Pods where aerosol generating procedures need to take place are being undertaken behind screens.

Pods/Bubbles will not mix unless there is an emergency.

Success is

Staff are able to provide teaching and learning with opportunities to socially distance and have reduced physical contact.

Further reading

You can find out more about social distance here:

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

Maps and layouts

We have continued to use all rooms in the school from September 2020.

We will continue to use the school hall temporarily as a classroom.

We will temporarily be altering our fire assembly points to maximise distance between pods. Please see 'Fire assembly' Appendix 1

Parent information drop off and pick up

We have identified drop off procedures to include temperature checks to day pupils.

We have, where possible to reduce the risk of transmission asked parent/carers to transport their own child into and from school and drop off locations identified.

Local authority transport providers bringing day pupils to school follow the same guidelines outlined for parents/carers.

Parents and Carers continue to be asked to drive to the school entrance and wait in the car.

There will be a temperature check in the car and if this is within normal ranges then staff will collect your child from the car.

We ask that all parents remain in the car during this transition.

When pupils have been collected they will enter the school through their designated entry and exit points.

Please be aware that you won't be able to enter the school unless they have a pre-arranged appointment (and any such meetings should be held with everyone at a safe distance).

Pickups will follow the same protocols in reverse.

Parents/carers/ LA transport will be directed onto site from 3.30pm and will depart by 4.00pm.

Parental feedback on the process of drop off & pick up can be addressed at the virtual 'staying connected family' coffee meeting

Success is

Staff are able to provide teaching and learning with opportunities to socially distance and have reduced physical contact.

The Children's Trust recovery curriculum

As a response to the COVID-19 Pandemic our curriculum delivery has been reshaped to ensure the safety and recovery of our whole school community.

It is vital that we continue to focus on individuals' wellbeing and mental health in light of real or perceived trauma caused by the recent events.

Routines are essential to make returning to school feel familiar and predictable to help restore a feeling of safety.

March 2020 when Lockdown was initially called we immediately planned to teach in a more flexible way but always to 'best endeavours' – aiming to continue to support pupils to work toward targets.

We did not close but took our staff across to School residential houses and kept others in the building for our day pupils.

We set up a virtual learning platform for those directed to shield at home. Resource packs are also available to support the learning offer – these can be dropped to the family home by TCT transport.

Work has continued to build on and develop this framework in to a temporary curriculum. It uses the underpinning principles of Barry and Matthew

Carpenter's approach, 'The Recovery Curriculum' as well as guidance from Lynn McCann at Reach out ASC.

All staff at school agree and accept that the COVID-19 pandemic will impact all our lives. We all have a first-hand 'lived' experiences that will impact our thoughts, feelings and behaviours.

We have been continually thinking about what it will be like for each and every one of our pupils, at whatever age, stage or ability level as they begin to re-enter classroom doors.

We recognise that pupils will not simply pick up where they have left off despite the outstanding efforts of everyone to maintain their learning and development – Too much has happened.

All staff will listen and observe what the children and young people are communicating.

Planning is personalised using individual paths which account for learning developed at home, the outcomes from the EHC Plan and pertinent information for each child or young person.

The class 'pod' timetable enables all leaders of learners to arrange learning as well as providing time for children to restore the 5 losses: routine, structure, opportunity, freedom and friendship.

The recovery timetable builds in structure and routine while also allowing learners the flexibility to support settling. This co-creation of curriculum is adapted from the 4 levers of the recovery curriculum.

Staff continue to shape curriculum experience accordingly and record impact through the 'earwig' assessment platform & within the 'happiness profiles'. School management team complete internal monitoring through the tracking system of targets on earwig platform / joining & observing staff meetings / leading educational reflection and analysing data from the wellbeing profile.

In March 2021 lesson observation / peer visits have been reinstated with allocated leaders completing observations within a bubble/ pod and following all safe procedures.

Our recovery curriculum has been adapted to follow the four levers, as a systematic, relationships-based approach to reigniting the flame of learning in each child. It will support staff to maintain the continuity of learning and promote reintegration, routine and nurture change.

Lever 1: Relationships – we can't just expect our pupils to return ready to learn, joyfully with thriving relationships as they were pre-pandemic.

We will need to see, plan, invest and restore for this to happen and not simply assume that it will.

We will need to reach out to greet them and use the relationships we build to cushion any discomfort of returning.

Lever 2: Bridging the gap – we recognise that the curriculum has been supported by all of our staff and wider during this time – We need to listen to what has been learnt during this time and engage them in the transitioning of learning back into school.

All of us feel like we have lost time in learning and we must plan how to assess where pupils are 'now' and 'how' we are to address the gaps.

We must consult each other and agree this with our parents and carers as well and support any sense of loss.

In different places, pupils have been learning in different ways. We will make the skills for learning in our school environment explicit to our pupils to reskill and rebuild their confidence as learners.

Lever 3: Communication – many children will not have used communication systems formally during the time the school was separated – CSAs and families intrinsically know what their children want or need.

Social communication pressures many have been eased or removed however, we need to seek to encourage our children's voices and recognise the necessity to provide times to talk, share and make sense of it all.

Lever 4: Safety and 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.

We have made use of research on Quality of Life and Positive Psychology to introduce 'Well-being and Happiness profiles that form the core of where we re build Positive emotion, Engagement, Relationships, Meaning and belonging, and Achievement. Teachers, families and carers are involved and engaged in this dynamic process

Date and information from these profiles is being used to enhance daily routines and ensure that we begin to re-engage our learners and motivate them by listening and noticing what they enjoy and can achieve. In turn, staff teams further develop an in depth understanding of how a young person has changed or feels at this current time, which also informs planning, target setting and re building a positive connection with learning.

Equally this is guided through the school development plan – it ensures that we consider mental health and well-being – not as a 'bolt on' but as the key strategy to positive outcomes for our learners and all those who live and work with them.

None of this can happen without the invaluable communication between the school and our families and carers.

Success is

Staff & family keep working together plan and deliver learning experiences that enable pupils to recovery and re-engage in life

Further reading

You can find out more about the recovery curriculum on our common drive and this SSAT network blog:

<https://www.ssatuk.co.uk/blog/a-recovery-curriculum-loss-and-life-for-our-children-and-schools-post-pandemic/>

"Use your school aims and values to guide your judgements and apply your own expertise to help children recover"

Barry Carpenter CBE

"The Recovery Curriculum is an essential construct for our thinking and our planning"

Barry Carpenter CBE

For further information parents/carers can join our half termly virtual 'recovery & reconnection' workshops.

Located on TCT schoolzine - article 'restoring balance and emotional wellbeing: July-December 2020

Using specialist rooms

As a response to the 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 individuals' wellbeing and mental health in light of real or perceived trauma caused by recent events while ensuring environments are safe for all members of the school community.

Access to our specialist rooms will enhance the recovery curriculum and the experience of our learner.

It is paramount that they are utilised in a safe manner for the consideration of all school.

Alongside the changes to our curriculum the manner in which the school operates has been altered as a response to COVID-19.

Some areas in school, such as the music hub, are technically 'shared spaces' and guidance suggests that we risk assess these and follow the guidelines for cleaning.

As such MSI rooms – located in each classroom can be used by the children in the space in their 'pod'.

Equipment (including toys) in the rooms will be regularly cleaned across the school day.

Classrooms being used by named pods will have access to an outdoor area.

Pods will know how to enter and exit the school to and from their pods, ensuring each pod uses a separate entrance and phased home times to ensure groups don't inadvertently cross.

With changing weather conditions how all children enter and exit school will be risk assessed. Focus kept to maintaining the reduced footfall and minimising social contact.

Rooms that are not in use will have clear signage to indicate that they are out of action.

Yoga will take place within the school 'pod'.

Music will take place in a specified area identified on the pod timetable.

Universal and targeted therapy sessions will take place within the house 'bubble' or school 'pod'.

Success is

Children will have their curriculum enhanced through the use of specialist rooms in a planned for manner to reduce risk and ensure the safety and wellbeing of students.

Further reading

Joanna Grace also has a lot of information and resources on her website:

www.thesensoryprojects.co.uk

"When thinking about specialist rooms, "The facilitator has long been recognised as the most important resource within a room"

Joanna Grace

Richard Hirstwood – free training 'an introduction to multisensory learning'

Shared equipment and outdoor spaces

The Children's Trust School provides learning opportunities through our teaching experiences, our engaging equipment and local community and outdoor spaces.

Our response to COVID-19 will mean the way we deliver our curriculum, including how we use equipment and outdoor spaces will need to change.

Access to outdoor spaces will enhance the recovery curriculum and the experience of our learner. It is paramount that they are utilised in a safe manner for the consideration of all school.

All staff will continue with increased hygiene procedures.

Learning environments are organised to reduce contact points through appropriate storing of specialised equipment.

Resources are stored away from children and once used are disinfected before being stored to reduce risk.

Children's individualised equipment e.g. switches/ipads will be used only by them and cleaned after each use.

Shared specialist spaces including outdoor areas will be timetabled to enable appropriate cleaning between sessions and to continue to enhance our curriculum offer.

Classrooms being used by named pods will have access to an outdoor area. Pods will know how to enter and exit the school to and from their pods.

We will be restricting visitors to our site/school and we will be risk assessing any proposed external educational visits with extreme caution

Learning resources

Staff will use clean age appropriate resources for children to engage with.

Once finished with, they will be disinfected before being accessed again.

Within EYFS resources will be disinfected and safely stored after am & pm session to reduce risk.

Interactive Touch screens

Screens must be wiped down between uses.

Bikes

Seating and handles will continue to be regularly wiped down and disinfected – before and after use

General Learning Equipment

Additional or multiple items will be used by staff to reduce the sharing of equipment. These could include books, activities and sensory stories.

Outdoor nursery playground

At the end of each outdoor play all handles, seating and climbing points will be wiped down and disinfected.

Sensory trails

Access to the trail will be timetabled to reduce children's contact with other pods.

On planning any educational visit within the TCT grounds an on-site risk assessment has to be signed by a member of school SMT.

Before leaving school in pods – staff will need to ensure that they have Clinell wipes to wipe all handled areas such as beaters, drums and seating before and after use.

Sensory circuits will be timetabled outdoors.

Multi-sensory rooms

Access will be timetabled to reduce children's contact with each other.

At the end of each session all used equipment and seating will be wiped down and disinfected.

When an MSI room has been used for an aerosol generating procedure then the room must be cleaned and aired

Success is

Children will have their curriculum enhanced through the use of shared equipment and outdoor areas in a planned for manner to reduce risk and ensure the safety and wellbeing of students.

Further reading

School staff can find the timetable for specialist rooms on our common drive. The children's timetables are located in section 10 of their care plan.

"Children have the right to relax, play and join in with a large range of activities."

United Nations Convention on the Rights of a Child

Richard Hirstwood – free training an introduction to Resourceful Teaching and learning

Meaningful enrichment

We value and recognise the need for all our children to participate and be actively engaged in activities personally enjoyed and with people they like to spend time with. PMLD Core & Essential Service Standards 2017: Standard 5 Meaningful Time

Enrichment opportunities will continue to be a time to promote new and purposeful meaningful experiences within safe environments, we have adapted our current practice. This will ensure we continue to improve quality of life for all our learners.

Staff will continue to use age respectful lunchtime 'enrichment clubs' as an opportunity for children to

self-regulate, engage in social interactions and be supported in play & leisure.

The children will remain in their 'pod' for lunchtime clubs or return to their residential house 'bubble'.

An individualised approach will ensure that a range of social opportunities are offered, aimed at creating and fostering positive & trusting relationships.

Play & leisure will promote lifelong learning and enhance the recovery curriculum.

The school and residential house are aware of the interests of the children. Opportunities for the child to share their interests and connect with others who have similar interests outside of their 'pod' or 'bubble' will be addressed through a virtual platform.

Enrichment programs will continue to support the 24 hour curriculum over 52 weeks.

A range of safe cultural events will be carefully planned in order for the young people to experience forthcoming celebrations. School will host virtual assemblies and celebrations shared on schoolzine.

Success is

Children continue to develop their skills in independence and social interaction while reducing risk and remaining as safe as possible.

Further reading

For further advice about social distancing please see:

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

For Further reading on meaningful engagement refer to Supporting people with profound and multiple learning disabilities Core & Essential Service Standards 2017: Standard 5 Meaningful Time

“Children learn as they play. Most importantly in play children learn how to learn.”

Fred Donaldson

Pupil lunchtimes/nutrition/hydration

As a response to the current pandemic our arrangements for those eating a prepared lunch has been altered to reduce levels of risk in a variety of ways.

A designated staff member sends a food order to the kitchens a week in advance.

A designated member of the porter staff will deliver and collect lunches. Any food sent in from home can be stored in classroom fridges/food prep kitchen

Equipment- including cutlery, cups and crockery for oral eaters will be prepared by a designated member of staff in our food prep kitchen in the school.

The children in school over the lunchtime period will remain in their pods to eat their lunches and undertake lunchtime clubs/enrichment. Some of our young people will return to their house bubble. All children and young people continue to follow their meal mat.

Tables and specialised equipment will be disinfected before and after eating by the allocated pod team.

All children will undertake supervised handwashing hygiene before eating.

All equipment, will be returned to the food prep kitchen by one member of pod staff using a trolley or tray, to be washed in preparation for the next day.

Snacks will be given within house 'bubbles' or class 'pods'.

Success is

Children continue to develop their skills in independence and social interaction while reducing risk and remaining as safe as possible. All nutrition and hydration needs will be met safely throughout the day.

Further reading

For further advice about social distancing please see:

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

Pupil toilets and bathrooms

Good toilet hygiene and handwashing is paramount to limiting the spread of Covid 19.

We will continue to encourage good hygiene for all pupils who are using either toilets or the specialist bathrooms.

We will continue to use PPE for all personal care routines.

Classrooms have access to their own bathroom.

These have been identified as within their class pod.

Pupils generally all require 2:1 support for intimate care however – any child who is able to use the toilet semi independently will be supervised.

When a pupil has finished in the toilet their hands must be washed.

All surfaces must be cleaned prior to and after use

As usual, the changing bed and door handles should be wiped down (inside and outside the room) following each use.

Hoists and other pieces of specialist equipment will need wiping down after each use and separate slings must be used for each individual pupil.

In the event of a bathroom accident the bathroom should be closed and the facilities team informed.

If a bathroom should become 'out of action' the school senior leads must be informed so that alternative arrangements can be made.

Success is

Pupils and staff are safe because good hygiene measures continue.

Further reading

You can find a useful handwashing video here:

<https://www.nhs.uk/live-well/healthy-body/best-way-to-wash-your-hands/>

You can find good resources here too:

<https://www.e-bug.eu/>

"Clean Care is Safer Care."

World Health Organisation

Personal protective equipment

Personal protective equipment; PPE, is not unfamiliar at The Children's Trust School.

Pupils in receipt of personal and intimate care will have always been supported by adults wearing gloves and aprons.

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

During the pandemic the organisation has used PPE in accordance with recommendations.

Wearing a face mask or face covering is not recommended within education settings, unless undertaking certain activities, such as 'aerosol generating procedures'. However, all of our staff will be wearing PPE as per guidance from Clinical Management Team, this is following the guidance by Public Health England.

Staff will ensure that the PPE they wear is appropriate and adequate for the procedure they are attending. The SLT interventions and for some EYFS sessions within school clear face masks are being used by staff.

Clean environments and personal hygiene are the most effective measures in controlling the spread of the virus.

Face masks will not be worn by the children.

Staff have access to visors, masks, aprons, gowns and gloves which can be work across the working day to

reduce anxiety and improve wellbeing at work. Training in donning and doffing PPE has been provided and we will refresh as required.

Up to date guidance including video instructions and posters will be provided to staff on the wearing of facemasks, by NHS professionals.

School will also be providing staff with Fluid Resistant Surgical Face masks to wear at all times when in the trust. The school will also provide FFP3 masks where deemed clinically necessary. It will provide screens when children are unable to socially distance

We will monitor the use of face coverings of transport providers – if we have any concerns about providers not following guidance correctly we will report the issue to their responsible company.

Success is

Staff have access to PPE so that pupils and adults are as safe as possible at school.

Further reading

For guidance about PPE please see: PPE at work during the corona virus.

Additionally please see: Implementing protective measures in education and childcare settings.

"There are important actions that children and young people, their parents and those who work with them can take during the coronavirus (COVID-19) outbreak, to help prevent the spread of the virus"

Gov.uk

Social distancing and hand hygiene

All students attending The Children's Trust School have an Education, Health and Care Plan.

Generally their learning disability can be described as profound and multiple.

The all have physical needs with most being in wheelchairs and a minority ambulant.

These learning differences will have an impact on Children's understanding of social distancing.

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

Staff will wear face masks in school and social walkways/communal areas of the wider organisation.

Staff will wear a facemask in any shared office area

We will have 2metre distanced markers in communal areas.

We will move on the left hand side of a communal space in which we are walking.

Children will work in smaller groups known as “pods” to decrease the number of people and areas that they come into contact with during their school day. This will reduce risks.

Shared areas such as specialist rooms and outdoor areas will be timetabled. Oral eaters will eat in class pods to reduce points of contact across the school.

Hygiene and handwashing will be prioritised – the importance of this routine will be facilitated across the school day.

Equipment that cannot be thoroughly cleaned will be removed from pods.

High levels of hygiene will continue to be in place in every class and bathroom.

Success is

Children are supported to engage in social distancing where possible and all children will engage in rigorous hand washing routines across the day.

Further reading

For more information about hand washing please see: NHS Guide to handwashing.

“Washing your hands is one of the easiest ways to protect yourself and others from illnesses”

NHS UK

First aid and health care support

As a response to the Covid-19 Pandemic the majority of pupils who have complex health needs were prior to the autumn term being shielded.

Never-the-less, we are proud that we continued to offer education, health, therapy and care to meet pupils' holistic needs.

It is critical to life that we are able to maintain this provision ongoing throughout Covid.

All staff need to see themselves as a ‘first responder’.

In staff knowing our pupils well they are likely to be the first to notice health changes.

All staff will report where there is any concerns to health to the School Nursing Team.

Signs of symptoms of COVID-19 will be displayed and any concerns will be taken seriously.

A letter has been sent to day parents to alert them to signs and symptoms. March 2021 new information posters will be shared with staff and families.

Any child though to be displaying a health change which has the potential to be COVID-19 will be immediately isolated – (day to medical room and residential to House)

Children displaying symptoms will require a test and proof they are negative before returning to school. If unsure how to do this the School Nursing Team will give you advice.

If a staff member should display signs or symptoms they must also return home, test and isolate until a negative result.

We will continue to monitor the physical health of all our children and young people and take the necessary precautions to ensure that every reasonable step is taken to keep all pupils and staff safe when at School.

Staff are aware of the symptoms of Covid and if a pupil develops any of these symptoms (temperature, cough, runny nose, diarrhoea, 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 one isolation room in school (school meeting room) The rooms would contain full PPE equipment. One person should stay with the child for the duration of the time it takes pupils to be collected with the Lead Nurse or senior leadership consulted and parents called to collect their child. Following collection, the room should be locked and a sign placed on the door to indicate that a deep clean is needed.

Administration of medication and Gastrostomy feeding

The way we administer medication and feeds via gastrostomy and orally will not change.

Staff will continue to wear aprons and gloves. They will also wear a face covering when they are very close to a pupil.

Face visors and water resistant masks will also be worn, in addition aprons and gloves, if a pupil has a lot of body fluid or who is known to spit out medication.

Taking of temperatures

Gloves, aprons and face coverings should be worn when taking a pupil's temperature in the classroom.

Feeding pupils

Staff should wear a face mask and apron when feeding pupils in close proximity. Where feeding can be problematic (pupils coughing and there is potential for food and saliva spray) staff can wear face shields and gowns.

Oral Suctioning

It is highly unlikely that a pupil who requires suctioning support at the minute, however, full PPE should be worn as per the latest guidance on AGP (This is reviewed by the CMT on a regular basis). Training is required for donning and doffing PPE in this circumstance.

Medical emergency plan

In the event of a medical emergency please follow the First Aid Information Factsheet.

All medical emergencies require a common sense approach as each medical emergency cannot not have a pre-planned approach. Staff should dynamically risk assess the situation.

In the event of a medical emergency, follow your training which includes contacting the School Nursing Team on their bleeps. Also contact the Medical Emergency Team via the emergency bleep system. PPE is required if the situation requires immediate attention full PPE can be put on retrospectively as soon as possible.

Inside a Class Pod, corridor or specialist room:

If extra help is required to support the casualty or the remaining pod members then call the Lead nurse or use the Bleep system.

Staff hearing this call should also respond but movement into the pod should only occur if required or if staff have put on PPE. There are FFP3 masks placed on the Resus trolley to ensure staff can don the correct PPE.

Where possible, move the casualty to the isolation room.

Where this is not possible the other pupils in the pod or specialist room should be removed.

Emergency services:

If emergency services are required, SLT must be informed as per usual requirements.

Emergency services will be wearing PPE. If parents are called and need to be taken to the casualty, they will be given PPE if they are taken into a class pod to be with their child.

Suspected and confirmed Covid

By staying alert we will be able to control the virus.

We will follow Public Health and Education Guidance.

Our major Incident Team will meet at least weekly.

We have access to an Infection prevention Control Nurse.

Our Clinical Medical Team will meet three times a week.

We will work with pupils, parents and staff to manage any suspected case of Covid effectively.

When a child, young person or staff member develops symptoms compatible with Covid, they should be isolated immediately as per directions above and then sent home/residential house and advised arrange a test.

They can do this by visiting GOV.UK COVID test to arrange or contact NHS 119 via telephone if they do not have internet access.

Their fellow household members should self-isolate for 14 days. All staff and students who are attending an education or childcare setting will have access to a test if they display symptoms of Covid and are encouraged to get tested in this scenario.

Where the child, young person or staff member tests negative, they can return to their setting and the fellow household members can end their self-isolation.

Where the child, young person or staff member tests positive, the rest of their class or group within their childcare or education setting should be sent home and advised to self-isolate for 14 days.

The other household members of that wider class or group do not need to self-isolate unless the child, young person or staff member they live with in that group subsequently develops symptoms.

As part of the national test and trace programme, if other cases are detected within the cohort or in the wider setting, Public Health England's local health protection teams will conduct a rapid investigation and will advise school on the most appropriate action to take.

This will be reviewed and discussed by the CMT to make sure the latest guidelines are being followed by the School

Test and trace

The Children's Trust is adhering to all test and trace

The school has set up rapid coronavirus test site using the Lateral Flow Devices. (LFT) This enables staff and day pupils to have regular testing.

Day pupils attending the school will have had to have parental consent to enable them to be on the testing programme. The pupils will have the LFT nasal testing performed in the classroom as they arrived in school by trained staff and the results will be placed on the Gov.uk COVID 19 result service to ensure we comply with the Test and Trace requirement.

Staff completing the tests on themselves or the children will be trained on how to record and interpret the results ensuring they follow the required actions.

Staff have been requested by The Children's Trust Infection Prevention Control (IPC) Team to have at least 3 tests a week. This will be reviewed regularly by The Children's Trust as we continue the Roadmap out of Lockdown. Staff will be informed of changes to this guidance through weekly updates, written information and in person by the Nursing Team.

Testing is undertaken at the beginning and midway through the week. Part time staff have a bespoke testing timetable depending on their working pattern but will need to undertake at least one LFD and one PCR a week. This will be discussed with them so they are aware of the days they will need to test.

Staff have been trained to undertake a PCR (polymerase chain reaction) test once a week at home as it is an aerosol generating procedure. This is deemed the most reliable test in the current climate.

LFD (Lateral Flow Device) tests are undertaken twice a week. Once on the first day back at work to ensure staff and day pupils coming back from the weekend are checked before school starts to maximise the chance of detecting non-symptomatic carriers. The second LFD is taken mid-week as requested by IPC Team.

Another LFD test can be performed throughout the week if there are concerns about changing bubbles or contact tracing. This is usually done on consultation with the IPC Nurse. All results are logged as per the Test and Trace requirement.

Following recent changes to the DfE school testing guidance, the registration and reporting of the LFD test result is done by the staff on the NHS Test and Trace site. The School Nurses will audit that these are continuing to be completed and reported correctly.

The registration of the PCR test is completed by the staff on the NHS Test and Trace site. On completing the test, staff have been informed on the correct process to send the result. Staff MUST immediately inform of a positive test and self-isolate.

Following DfE guidance change (Feb 2021), the daily contact testing for staff and learners returning to school following a positive contact has ceased. The TCT organisation does continue to discuss each positive contact case on an individual basis with the

IPC Nurse. While waiting for this advice, staff will be asked to self-isolate at home as per the government guidance.

Important for ALL readers:

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

Success is

Pupil's health care needs are met and staff are safe as possible when providing medical and health support.

Further reading

First aid guidance:

<https://www.sja.org.uk/get-advice/first-aid-advice/covid-19-advice-for-first-aiders/>

<https://www.gov.uk/government/publications/guidance-to-educational-settings-about-covid-19/guidance-to-educational-settings-about-covid-19>

<https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested>

<https://www.sja.org.uk/get-advice/first-aid-advice/unresponsive-casualty/how-to-do-cpr-on-an-adult/>

You can find out more about the NHS Test and Trace here:

<https://www.gov.uk/guidance/nhs-test-and-trace-how-it-works>

Moving and handling and therapeutic equipment

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, the pool 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, gloves and aprons would be worn.

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, staff should only be in close contact for as long as is required then move out of that space.

Staff will work within their pods to minimise the amount of staff partners.

Ceiling Track Hoists; 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 are allocated to each individual child or young person. These should be laundered weekly following the washing instructions that are on the sling.

Children and young people should not share slings and should be for individual pupil use and stored appropriately.

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.

Acheevas; Wipe contact points after each use. Inserts to be washed weekly according to manufacturer's instructions. These are for individual use within the school.

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.

Pool

Once this area is deemed safe to use a thorough risk assessment will be put in place for individual and whole pool use.

Staff and pupils should be encouraged to follow the good handwashing guidance in all toilets and changing areas.

Staff should continue to disinfect the door handles inside and outside the door following each use. Disinfectant wipes and toilet seat sanitisers will be available for use by the supporting staff member.

Plinths, handset controls and cot side levers should be should be wiped after use with a pupil.

Hoist spreader bar and handset to be wiped after use with a pupil.

Locker touch contact areas should be wiped after use.

Pool slings should be for individual use only and should be washed/ treated at the end of each swim session.

Hydrotherapy

Hydrotherapy can have an enormously positive impact on the physical wellbeing and mental wellbeing of our young people.

To minimise risk related to COVID-19 when providing care in a hydrotherapy pool, changes to our current practice must be implemented. We are planning to re-open the hydrotherapy pool at the end of April, with COVID-19 secure measures in place. This will include thorough risk assessment of the pool environment, stringent cleaning and use of PPE. Children and young people will be individually assessed for hydrotherapy sessions and they will swim within their designated house/school bubble. Time gaps will be left and cleaning will take place between each swim. Swimming sessions will only be offered with internal physiotherapists and we will not currently bring in external swimming instructors to run sessions. We are still unable to offer swimming to children and young people who require AGP's due to the pool environment. We will continue to review national guidelines to ensure a safe swimming offer.

Success is

Pupils who can safely access the pool will be offered at least one swim session during the summer term.

Further reading

You can find out more about the hydrotherapy from the Aquatic Therapy Association:

<https://atacp.csp.org.uk/news/2020-03-13-novel-coronavirus-covid-19-latest-information-pwt-ag-pool-water-treatment-advisory>

“Hydrotherapy offers tangible benefits to the health and wellbeing of children and young people with a range of disabilities and health conditions”

Nicky Pither, Physiotherapist.

Communication

During this term of global uncertainty we recognise more than ever the importance of transparent, supportive communication: for all stakeholders including our colleagues, our families and our children.

Information will continue to be communicated as clearly as possible using the available systems that we have:

Email, letter, parent mail, home school diary, website email, post and telephone.

For those at home keeping in touch calls will happen for families on a weekly basis unless otherwise agreed with the family.

For staff we will use The Loop, Staying Connected email, weekly briefing, Microsoft Teams and Zoom.

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

Children's communication is supported through a total communication approach.

School staff are trained in the methods of communication that best match the needs and abilities of the children with whom they communicate. All staff form an active part of the process of enhancing joint communication with the child.

Communication is at the pace the child can engage with – we seek to encourage our children's voices.

Our recovery curriculum ensures that all the children are given maximum opportunities to express their views.

Success is

All members of our community can be heard and have a voice.

Further reading

For Further reading on organisation & individual communication refer to Supporting people with profound and multiple learning disabilities Core & Essential Service Standards 2017: Organisation Standard 5 Communication/Individual Standard 1

“A person's ability to communicate does not depend on the mastery of certain skills, but on our ability to listen”

Joanna Grace

Safeguarding

At The Children's Trust School, the health, safety and well-being of every child and young person is our first priority. Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with the children and their families has a role to play.

It is important that our children feel heard and understood. We observe and know our pupils well so that we can take seriously what they are communicating to us.

All staff have completed safeguarding KCSIE 2020 training. All staff are aware of the systems and policies within The Children's Trust which support safeguarding. Copies of statutory safeguarding guidance are located throughout the school in 'green safeguarding folders' and on the safeguarding display board.

It is the responsibility of the governing body to ensure that all safeguard procedures are effective and comply with law at all times.

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 IRAR, which can be done remotely.

Notifications will always be picked up by a member of the DSL team. There is always a member of the DSL team in school at all times.

In the unlikely event that a member of staff cannot access the IRAR from home, they should email the Designated Safeguarding Lead, Head of School and social work team on site to ensure that the concern is picked up.

Staff will be allocated time for ongoing safeguarding training on a weekly 'bitesize basis' and will be responsible for catching up any that they may miss due to non-attendance.

Staff will continue to undertake safeguarding supervision.

Where staff are concerned about an adult working with children in the school, they should report the concern to the Head of School or directly to the Local Authority Designated Officer (LADO).

If there is a requirement to make a notification to the Head of School whilst away from school, this should be done verbally and followed up with an email to the Head of School or directly to the LADO.

Concerns around the Director of Education or the Head of School should be directed to the CEO, Director of People or Chair of Governors.

Safer recruitment procedures are paramount and we continue to follow the comprehensive and compliance process to ensure safe recruitment that also helps deter, reject or identify people who may harm children.

Safer recruitment for school ensures that a face-to-face interview is conducted for all shortlisted candidates. Since March 2020 the school has used video interviewing to reduce risk of transmission. The school continues with the 6 month probation period.

Success is

Recognising that our approaches need to be child centred and working in the best interests and safety of the child.

Further reading

School Child Protection Policy and Covid 19 Addendum

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

Keeping Children safe in Education 2020

Safeguarding Handbook Andrew Hall page 72

Positive behaviour support

The Children's Trust School adopts the approach of Positive Behaviour Support to promote Quality of Life, well-being, inclusion and participation.

We aim to maintain a safe, caring and respectful environment where behaviour is seen as communication and indication of unmet need.

We accept that behaviours are likely to have changed as a response to the pandemic.

This may present 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.

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

Some may present with frustration as a result of being isolated from friends – 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
- Anger; shouting, crying

- Behaviours of concern
- Disengagement

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.

Where necessary we will continue to undertake a functional assessment to produce a positive support plan. Risk assessments will be monitored and reviewed.

If necessary school will seek external support from other on site services and agencies such as Educational Psychologist, CAMHS, or Early Help. The school works in partnership with Surrey Effective Family Resilience.

Equally – we have now clarified our ‘Early Support’ intervention strategy and are working with all those involved in the lives of our young people to carefully note how students are coping and how we can construct positive support plans, to ensure that we don't allow a worry or a concern to continue without help.

Success is

Recognising a communication so that behaviours that challenge are addressed and managed safely and swiftly.

Further reading

School Behaviour Policy and Covid-19 Addendum on Common Drive

Parental responsibilities

The success of any school is reliant upon the partnerships we have in place with our pupils and their families.

Parents and carers are the experts in their children's care.

It is vital that we continue to work in the best interests of our pupils.

Parents have been consulted and communicated with throughout this process in order to maintain the positive relationships between school and home.

We will be asking parents of day pupils to agree to a set of responsibilities during the response to COVID-19. These will include:

Keeping a day pupil absent from school at the first sign of any illness or an unusual/different presenting symptom. Inform school as soon as possible if your child has developed any additional symptoms.

Agreeing to a child's temperature being taken before school and if during the day if necessary.

Asking families to follow current PHE guidelines for self-isolation if your child or any family member falls ill with Covid19 symptoms.

Agreeing to collect a child immediately from school if he/she falls ill during school hours – or have emergency plans in place for an agreed contact to collect your child.

Getting their child/young person tested when they show any new signs or symptoms and sharing the results with the School Nursing Team.

Give school a usual temperature reading (sometimes normal body temperatures can be outside usual readings).

Keep pupil belongings to essential items.

Success is

Parent and school partnerships ensure a safe environment for the whole school community.

Further reading

You can find more about COVID-19 symptoms here:

<https://www.nhs.uk/conditions/coronavirus-covid-19/check-if-you-have-coronavirus-symptoms/>

“When parents and teachers work together, the beneficiary is the child with special needs. And the first step towards co-production is understanding”

Nancy Gedge.

Visitors

All pupils attending, or looking to attend The Children's Trust School 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, The Children's Trust School may have professionals visiting school. This is continually being risk assessed reviewed.

Meetings held at school are organised to accommodate social distancing. Meetings will also continue to be held virtually utilising TEAMS, Skype and Zoom to keep in contact with external support whilst maintaining appropriate social distancing.

When visiting professionals are able to visit the school they will need to call the school prior to arrival, have temperature taken and will be asked to undertake a LFD test. If health professionals are testing via their workplace, they must provide proof of the last test. If the test was carried out over 24 hours ago please ask for them to repeat a test. Once this is completed they will be signposted to school. They will be directed to

wash basins or use anti-bacterial gel dispensers on arrival and when exiting the building. Masks will be worn throughout the visit.

Visitors must be taken via the most direct route to the area they need to attend within school to reduce social contact. We will continue to operate a common sense approach to ensure the safety of all people in school.

Parents of children who wish to join The Children's Trust School may need to visit school, this is welcomed. However, we are offering virtual tours of the school. All visits must be arranged in advanced and all appropriate measures must be taken.

Professionals must wear PPE while on site in with guidance from their own service recommendations and will be asked to wear a face mask whilst on site.

Clinics may also take place, in set rooms with prior agreement, where it is safe to do so.

Success is

Children receive the support they need in the safest manner possible. Visiting professionals are accommodated safely within Covid 19 guidance.

Further reading

For guidance about PPE please see: PPE at work during the corona virus.

For more information about hand washing please see: NHS Guide to handwashing

“Health and safety law says that employers must...take reasonable steps to protect workers and others”

Health and Safety Executive

Education Health Care Plans

All students attending our School have an Education, Health and Care plan.

This sets out the outcomes children and young people are working towards across the four areas of need.

Where we were asked to work to best endeavours we now must implement the provision within EHCPs.

In the initial lockdown, the provision for children in receipt of an EHCP had to change. The Government has changed Section 42 of the Children and Families Act for providers to make 'reasonable endeavours' to meet the needs laid out in an EHCP.

Speech and language therapists, physiotherapists, occupational therapists and music therapists were needed to support care in residential houses, meaning that specified provision could not always be met. At this time, therapeutic interventions provided deemed as essential were provided. This included Dysphagia

management, respiratory physiotherapy, postural care and maintenance/ monitoring of specialist equipment.

With the January 2021 national lockdown the essential and most beneficial interventions will continue for the child or young person. The identification of personal interventions for each child and young person were decided within an emergency INSET called for the 8th January 2021.

All staff at school agree and accept that the COVID-19 pandemic will impact all our lives. We all have a first-hand 'lived' experiences that will impact our thoughts, feelings and behaviours.

In September 2020 we did recognise that pupils would not simply pick up the curriculum or learning towards their outcomes at exactly the same point at which they left it on their last day at school. Too much happened.

Our recovery curriculum is being used as a vehicle to continue working towards Education Outcomes. All educational targets were reviewed in the summer term 2020 and subsequently written to reflect individual need during this current time.

The Engagement model and wellbeing profile will inform the next steps of learning.

EHCPs will continue to be reviewed in partnership with families and other professionals led by Head of School.

Ongoing meaningful effectively coordinated transitions.

Success is

Children make progress towards their Education Outcomes through adapted or amended provision while developing their wellbeing and mental health.

Further reading

You can find more about the change to legislation here:

<https://www.gov.uk/government/publications/modification-notice>

"A good EHC Plan should be clear, concise and understandable"

The Good School's guide

Home learning

As a response to the 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 continue to focus on individuals' wellbeing and mental health in light of real or perceived trauma caused by recent events.

We must also recognise the needs of the members of our school community that remain at home.

Before the lock down some of our pupils were directed to shield at home.

The Children's Trust school created a learning and welfare lead to facilitate this meaningful, personalised, virtual educational offer.

The school is re-opening, however there may be times when a child will need to remain at home or on their house 'bubble'. The home education will be supported by the allocated pod teacher. The delivery of this offer will be dependent on the learning style, needs & interests of the child.

The teacher will best endeavour to work towards the outcomes of EHCP.

Sessions may include live virtual or recorded activities with a familiar leader of learning/specialist teacher assistant.

Further virtual learning resources are available on the school website.

Resource packs are available that can be dropped to and collected from the home/ residential house

Success is

Pupils receive a variety of learning opportunities that are personalised to each pathway and that account for the breadth and ambition of our curriculum while focusing on wellbeing and positive mental health. Parents are able to deliver and support learning.

Further reading

"Education is the passport to the future, for tomorrow belongs to those who prepare for it today."

Malcolm X

Staff lunches/PPA

As a response to the COVID-19 Pandemic staff lunches and routines have been temporarily reshaped to ensure the safety and recovery of our whole school community.

We are requesting staff use a common sense approach during lunch time period.

The SLT have allocated the use of a second temporary staff room to enable promotion of good social distancing and time out.

Spaces have facilities to use microwaves, toasters etc.

We would ask that all staff are responsible for cleaning work surfaces and any equipment used and keep all areas hygienic and tidy.

A designated staff member will allocate staff lunches accordingly ensuring sufficient staffing is available both to support feeding and lunchtime clubs.

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

During this time for school staff wellbeing they will receive 1 hour for their lunch break.

Success is

Working together to ensure and maintain social distancing and a safe working environment.

Further reading

<https://www.gov.uk/government/collections/coronavirus-covid-19-guidance-for-schools-and-other-educational-settings>

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

“The most important thing we can all do in fighting coronavirus is to stay alert. We must control the spread of the virus, in order to protect the NHS and save lives”.

UK Government

Staff toilets and hygiene

Good toilet and handwashing hygiene is paramount to limiting the spread of Covid 19.

We will continue to encourage good hygiene for all staff using all staff toilets.

Alongside the changes to our curriculum the manner in which the school operates has been altered as a response to COVID-19.

There is new signage to support hygiene and social distancing and procedures are now in place to ensure regular cleaning can take place across the school day.

As usual, staff will have access to all adult toilets. All toilet are gender neutral toilet and are regularly cleaned.

All staff are allocated a personal refillable hygienic hand gel. Located through the school is wall mounted hand sanitiser stations. We will continue to follow good handwashing procedures as required to minimise the spread of Covid 19 within our school community.

Infection control walks are undertaken by the IPC lead nurse with a member of school management.

Further reading

You can find a useful handwashing video here:

<https://www.nhs.uk/live-well/healthy-body/best-way-to-wash-your-hands/>

You can find good resources on the e-bug website.

<https://www.e-bug.eu/>

A link for a poster reinforcing a good hygiene model can be found at this link:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/886276/COVID19_guidance_education_poster.pdf

“Clean Care is Safer Care.”

World Health Organisation

Staff support and wellbeing

Working during coronavirus presents new pressures to all staff within our school. We have taken steps to review workload by looking at our priorities during this time. Staff wellbeing is more important than ever before.

We need to ensure wellbeing contact continues to happen regularly and systems create support all staff are effective.

Joanna Grace addressed all school staff in September 2019 on the essential need of supporting the emotional wellbeing and mental health of all people – including staff and children.

Cascading the message was driven through the SDP action plan on mental health/quality of life.

Steps taken in March to support staff to feel connected, safe and promote individual health and wellbeing evolved from a different perspective.

Steps include:

Ensuring all staff are supported through opportunities for ‘a well-being catch up’ either virtually or safely in person, to support a continuing sense of ‘belonging’. This is a vital element for all our mental health and wellbeing.

Ensuring that communication is regular, transparent and uses a range of different strategies (e.g. online, phone, in person, on boards where everyone has access).

Allocating a key person for members of staff to go to – for support.

The weekly briefing overviews the school week with allocated agenda item to strategies to promote staff wellbeing.

Daily contact to SMT through M/Teams educational & therapy huddle and through the walk of the school.

Reflective supervision with a focus on wellbeing (in groups and individually).

Supporting staff to receive ongoing CPD – specifically related to improving mental health and well-being.

Through home/school curriculum project day staff are connected through subject specialist groups.

Supporting CPD through virtual tasks and carefully structured & connecting staff for INSET.

Identify Mental Health and wellbeing leads, provide training on Mental Health first Aid.

Recognising and sharing quality experiences from COVID – through school council, thank you video, loop & social media.

The loop 'staying connected' offers connection to the wider community of The Children's Trust.

Work with the organisational Wellbeing and engagement Officer to identify ongoing strategies that can be built into the overarching strategy.

The Children's Trust offers services to support wellbeing through Zest (centralised wellbeing hub).

A Well-being Action Plan (WAP) is developing to promote staff well-being and provide information and practical guidance on how to stay well at work – but also to give staff a voice to identify what makes them feel most valued – sometimes this can be small but meaningful gestures – 'Thank you days' 'wellbeing Wednesday'

In addition, we have access to a range of help available from a number of different sources to support staff during this period including a professional, confidential telephone counselling service that employees can access directly 24 hours a day, seven days a week.

Success is

All staff feel supported and stay connected to our school community. All staff access a considerable amount of high quality CDP.

Further reading

Google Wellbeing Classroom (code uushdn6)

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

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

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

<https://www.legislation.gov.uk/ukpga/1996/18/section/44>

<http://www.legislation.gov.uk/ukpga/1996/18/section/100>

"Technology now allows people to connect anytime, anywhere, to anyone in the world, from almost any device. This is dramatically changing the way people work"

Appendix 1

Fire evacuation COVID 2020 – school

Zone	Evacuation Point	Class	Exit via	Other staff
A	Woodland House entrance walkway via car park pathway	R A I N B O W	Please exit via hall fire exit	CF SN TC Coordinator MV
B	Woodland House walkway via footpath in front of school	Blue Yellow	Yellow to join Blue class and exit via Blue fire exit.	CF LR CB Coordinator CR
C	Walkway outside Jasmine/Chestnut	Green Nursery	Green to exit via school back door and nursery via class fire exit	KH MB AT Coordinator HM Mon & Thur 9.30 – 14.30 Tue & 30-16.30 Wed 8.00-12.30
D	Walkway near tree house	Purple Pink	Both class to exit via respective class fire exits but must wait on footpath until green class vacated.	SH MH EL SW JM Coordinator (will have therapy sign in sheets & visitors book.)