

Implementing Protective measures in education and childcare settings for the full opening of schools from September 2020



This Risk Assessment and Planning document was carried out with reference to Government guidance and existing Health and Safety Guidance.

The aim of the document is to minimise the potential risks of Covid – 19 and ensure that the health, safety, social and educational needs of children, families and staff are met as far as possible during this next recovery phase.

The following principles underpin all planning and actions:

- Children’s needs are paramount
- Staff physical and emotional well-being must be considered at all stages of planning and implementation

System of controls

This is the set of actions schools must take. They are grouped into ‘prevention’ and ‘response to any infection’ and are outlined in more detail in the sections below.

Prevention:

- 1) minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school
- 2) clean hands thoroughly more often than usual
- 3) ensure good respiratory hygiene by promoting the ‘catch it, bin it, kill it’ approach
- 4) introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach
- 5) minimise contact between individuals and maintain social distancing wherever possible
- 6) where necessary, wear appropriate personal protective equipment (PPE)

Numbers 1 to 4 must be in place in all schools, all the time.

Number 5 must be properly considered and schools must put in place measures that suit their particular circumstances.

Number 6 applies in specific circumstances.

Response to any infection:

7) engage with the NHS Test and Trace process

8) manage confirmed cases of coronavirus (COVID-19) amongst the school community

9) contain any outbreak by following local health protection team advice

Numbers 7 to 9 must be followed in every case where they are relevant.

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| <p>The Koinonia Federation St Mary Magdalene Woolwich Campus St Mary Magdalene Peninsula Campus (primary) Christ Church St Mary Magdalene Peninsula Campus (Secondary) See separate RA for more detail</p> | <p>Assessment Date This is built on the success of the wider opening from June-July 2020 Written: July 2020 Updated: August 2020 Reviewed: 4th September 2020 11th September 25th September 5th October</p> | <p>Assessed by Victoria Wainwright Claire Harrison All staff have had the opportunity to contribute and share their ideas or concerns.</p> | <p>Persons affected Pupils, Employees, Contractors and Visitors</p> |
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| 1. Planning and Organising | | | |
| <p>Existing Health and Safety compliance and building considerations</p> | <ul style="list-style-type: none"> Review your current Health and Safety Plans and undertake any existing actions. Ensure health and safety compliance checks have been undertaken in required timescales. This is particularly important if the school premises have | <p>Any current H & S actions have been undertaken. Each school building has a routine maintenance schedule and these have been followed. Any outstanding scheduled maintenance works that should have taken place ion April/May have now been actioned and the maintenance schedule is now up to date. Summer works have been booked in. There were no outstanding issues from the last H&S audit.</p> | <p>FM/Ex Co HT/premises to continue to ensure all that all routine H&S checks continue</p> |

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| | <p>been closed to pupils and staff for any periods of time since 23 March 2020</p> <ul style="list-style-type: none"> • Test all water systems, fire alarms, gas supply, kitchen equipment • Consider Deep Cleaning by professional cleaners • Conduct health and safety inspection with the union health and safety representatives | <p>Premises staff continue to run their normal tests and safety checks.</p> <p>These have all been completed as usual.</p> <p>Each school building will be deep cleaned weeks beg 17/8 and 24/8. Cleaning companies have been given clear instructions. All carpet and rugs will be steam cleaned.</p> <p>Fire evacuation – share with staff on the INSET day 2nd September and then reminders throughout the first weeks of term. Fire drills to take place week beg 7/9/20. Staff to share with all students procedures and how they may have changed due to being in a different classroom/area of the school or COVID changes.</p> <p>If the fire alarm sounds, then everyone exits the building as quickly and calmly as normal through the nearest stairs or external doors. The fire alarm overrides one way systems etc. Classes line up on the MUGA/CAGE/4G pitch with their class/subject teacher. Social distancing in their lines as much as possible is expected. Staff to count the number of pupils present and raise hands when completed and all pupils are present. Admin staff to give out registers as normal. Campus Leaders/Ex Co-HTs and FM to evaluate and give feedback and review as needed.</p> | <p>to take place as usual.</p> <p>Premises team to continue to run checks for all these areas.</p> <p>FM/Cleaning companies/VW</p> <p>Ex CO Tt</p> <p>Teachers</p> <p>FM/EX Co HT CL to check that this has been done and chn know what to do if the fire alarm goes off.</p> |
| Staff Wellbeing | <ul style="list-style-type: none"> • Assess availability and well-being of all staff including staff who are self-isolating, underlying health conditions, family considerations, staff who are subject to shielding or are in a household where someone is shielding • Assess transport arrangements for all staff and parking arrangements as required • Availability of supply staff to cover any vacancies or long-term absences • Assess impact on individuals from the lockdown and any residual effects | <p>Nearly all staff were back at school by the end of term. Those staff who were not back had been risk assessed and it was deemed best for them to continue to work from home OR they were in the shielding category. These staff members were all spoken with several times by HR, CL or Ex-Co HTs. They have been sent detailed information via email about how procedures were successfully working in school before the summer holidays and an outline of how their campus will work in September. All 7 members of staff have responded positively to this information</p> <p>The HR Manager, has been in contact with staff members throughout the summer term. The Federation had adopted a texting system to report staff attendance/absence. This will be used again in the event of any type of</p> | <p>HR/Ex Co HT/ Campus leaders (CLs) will continue to monitor these staff and keep the list up to date.</p> |

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| | <ul style="list-style-type: none"> Assess staff expectations and any anxiety and perceived inequalities | <p>lockdown/closure of bubbles. Telephone calls are made to staff to follow up any issues if required.</p> <p>When deploying staff, we have considered any disabilities or needs or any other concern that staff may have e.g. belonging to a BAME group. These staff have been risk assessed individually and spoken to on a 1:1 basis if they have any concerns. We will continue this good practice. Staff will continue to have this opportunity and be able to share their concerns with Ex HTs or CLs. Ensure they understand all the measures that have been put into place to minimise risk as much as possible using DfE guidance and the system of controls.</p> <p>Signpost staff to EA programme, school counsellor, Rev Dominic and other sources of support. Ensure that line managers check in with their staff regularly. INSET days to include staff wellbeing information/opportunities to get support if needed. Information about food parcels available for staff to continue to be shared in a sensitive way.</p> <p>Transport/Parking:</p> <p>Peninsula- we have ensured there is more onsite parking/parking in the local area so that staff who wish to drive (who do not normally) to school may do so if they do not wish to use public transport.</p> <p>Woolwich - As above. Will purchase more permits if needed.</p> <p>CC – there is enough parking for staff to drive</p> <p>There will still be some flexibility with staff start/finish times and directed time has been adjusted accordingly. Staff will not be expected to stay late or arrive at school early in the morning so those who need to travel on public transport have flexibility to travel out of peak times.</p> <p>No long-term supply staff needed – we have some capacity within our own staff body to cover some staff absence if needed.</p> | <p>Leadership/individual staff members as soon as possible and on INSET days 2 - 4/9/20</p> |
| <p>Review Pupil well-being and Risk assessments</p> | <ul style="list-style-type: none"> Review the circumstances of pupils who are likely to be returning – are there any new circumstances that may pose a risk Risk assess individual pupils who need specific care which cannot be delivered whilst ensuring social distancing | <p>SENCOs and HSLWs have already made contact with families who had children who were in a high-risk category. Parents have agreed to send their children back to school and felt happy about this.</p> <p>SENCOs to write individual RAs/care plans for any students that have any particular issues that need specific care.</p> | <p>Teachers and teaching support staff</p> <p>SENCOs</p> <p>Leadership</p> |

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| | <ul style="list-style-type: none"> Risk assess pupils with behaviour issues or who may be potentially violent especially those with a known risk of spitting and or requiring physical restraint Assess pupils who may be worried about returning to school or who have been in challenging home circumstances or experienced bereavement during the pandemic (covid19 related or not) | <p>Once students have returned, produce RAs/plans needed for students regarding behaviour/mental health concerns or any other issues. Ensure CPOMs is updated regularly by staff for these students.</p> <p>Work closely with families where children are struggling. Offer appropriate support to families and children. Monitor attendance closely but in a supportive way. HSLW to work closely with families if they have not returned to school.</p> | <p>SENCOs teachers leadership SAH/Class teacher/Chaplain/ HSLWs</p> |
| <p>Class group and size configuration</p> <p>How to group children – DfE guidance</p> | <p>- Consistent groups reduce the risk of transmission by limiting the number of pupils and staff in contact with each other to only those within the group. They have been used in schools in the summer term in recognition that children, and especially the youngest children, cannot socially distance from staff or from each other and this provides an additional protective measure.</p> <p>Maintaining distinct groups or ‘bubbles’ that do not mix makes it quicker and easier in the event of a positive case to identify those who may need to self-isolate, and keep that number as small as possible. However, the use of small groups restricts the normal operation of schools and presents both educational and logistical challenges, including the cleaning and use of shared spaces, such as playgrounds, boarding houses, dining halls, and toilets, and the provision of specialist teaching. This is the case in both primary and secondary schools, but is particularly difficult in secondary schools.</p> <p>In this guidance for the autumn term, maintaining consistent groups remains important, but given the decrease in the prevalence of coronavirus (COVID-19) and the resumption of the full range of curriculum subjects, schools may need to change the emphasis on bubbles within their system of controls and increase the size of these groups. - In secondary schools, and certainly in the older age groups at key stage 4 and key stage 5, the groups are likely to need to be the size of a year group to enable schools to deliver the</p> | <p>CC – there will be 4 groups, each group will be made up of no more than 2 classes/bubbles. There will be no more than 60 students in a group and no more than 30 in a bubble.</p> <p>Group A - 1 Reception class Group B – 1 Year 1 class and 1 Year 2 class Group C – 1 Year 3 class and 1 Year 4 class Group D – 1 Year 5 class and 1 Year 6 class</p> <p>St MM W Campus – there will be 8 groups with no more than 2 classes/bubbles. There will be no more than 60 students in a group and no more than 30 in a bubble.</p> <p>Group A - 1 Nursery class Group B – 2 Reception classes Group C – 2 Year 1 classes Group D – 2 Year 2 classes Group E – 2 Year 3 classes Group F - 2 Year 4 classes Group G – 2 Year 5 classes Group H – 2 Year 6 classes</p> <p>St MM Pen Pri Campus – there will be 4 groups with no more than 3 classes/bubbles. There will be no more than 90 students in a group and no more than 30 in a bubble.</p> <p>Group 1 - Nursery</p> | <p>leadership in consultation with Ex Co HTs</p> |

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| | <p>full range of curriculum subjects and students to receive specialist teaching. If this can be achieved with small groups, they are recommended. At primary school, and in the younger years at secondary (key stage 3), schools may be able to implement smaller groups the size of a full class. If that can be achieved, it is recommended, as this will help to reduce the number of people who could be asked to isolate should someone in a group become ill with coronavirus (COVID-19).</p> <p>Schools should assess their circumstances and if class-sized groups are not compatible with offering a full range of subjects or managing the practical logistics within and around school, they can look to implement year group sized 'bubbles'. Whatever the size of the group, they should be kept apart from other groups where possible and older children should be encouraged to keep their distance within groups. Schools with the capability to do it should take steps to limit interaction, sharing of rooms and social spaces between groups as much as possible. When using larger groups the other measures from the system of controls become even more important, to minimise transmission risks and to minimise the numbers of pupils and staff who may need to self-isolate. We recognise that younger children will not be able to maintain social distancing, and it is acceptable for them not to distance within their group.</p> <p>Both the approaches of separating groups and maintaining distance are not 'all-or-nothing' options, and will still bring benefits even if implemented partially. Some schools may keep children in their class groups for the majority of the classroom time, but also allow mixing into wider groups for specialist teaching, wraparound care and transport, or for boarding pupils in one group residentially and another during the school day. Siblings may also be in different groups. Endeavouring to keep these groups at least partially separate and minimising contacts between children will still offer public health benefits as it reduces the network of possible direct transmission.</p> | <p>Group 2 - 2 Year 1 classes and 1 Year 2 class Group 3 – 1 Year 2 class 1 Year 3 class 1 Year 4 class Group 4 – 2 Year 5 classes and 1 Year 6 class Group 5 – 2 Reception classes St MM Pen Sec Campus – there will be 5 groups with no more than 6 classes/bubbles. There will be no more than 180 students in a group and no more than 30 in a bubble. Group A - Year 7 6 classes Group B – Year 8 6 classes Group C – Year 9 6 classes Group D – Year 10 6 classes Group E - Year 11 6 classes</p> <p>At each campus, leaders have formally considered how best to practically organise and run the operational side of the school while keeping groups apart from each other as much as possible. Groups are different sizes and this is due to careful planning in order for students to be kept apart as much as possible in shared spaces at break and lunch time.</p> <p>Older students will be encouraged to socially distance and in KS3/4 where the groups are larger, this preventive measure will be used as much as possible.</p> | |

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| | <p>All teachers and other staff can operate across different classes and year groups in order to facilitate the delivery of the school timetable. This will be particularly important for secondary schools. Where staff need to move between classes and year groups, they should try and keep their distance from pupils and other staff as much as they can, ideally 2 metres from other adults. Again, we recognise this is not likely to be possible with younger children and teachers in primary schools can still work across groups if that is needed to enable a full educational offer.</p> | | |
| Timetable | <p>Refresh the timetable</p> <ul style="list-style-type: none"> • consider which lessons or classroom activities could take place outdoors • use the timetable and selection of classroom or other learning environment to reduce movement around the school or building • stagger assembly groups • stagger break times (including lunch), so that all children are not moving around the school at the same time | <p>Leadership and teachers have worked together to plan a special 3-week curriculum plan called New Beginnings at Primary. At secondary, Year 7 will be focusing on Identity. PSHE daily sessions and well-being sessions are a focus.</p> <p>PE timetable has been adapted so that most PE lessons can take place outdoors but in coordination with the extra time needed for break and lunch time.</p> <p>At all campuses, the timetable has been adapted for staggered breaks, CWs and lunches. Start and finish times have been adapted slightly.</p> <p>Break/lunch times for each year group will be staggered (see operational plans for each campus) and each 'group' will have a dedicated area for their break/lunch.</p> <p>Lunch times will run for longer periods time although the students will not have a longer lunch nor miss any learning time. At primary lunch will be from just before 12 – 1.30pm and at secondary lunch will be from 12.30-2.30pm.</p> | <p>leadership in consultation with class teachers</p> <p>leadership to organise and plan – completed but to be reviewed regularly</p> <p>Ex Co HTs/GS plus</p> |
| Curriculum & Transition | <ul style="list-style-type: none"> • Balancing the need for remedial work and “catch up” with the social/emotional needs of the children & young people • Addressing gaps in learning in a structured and appropriately paced way to maximise impact of teaching without overwhelming the pupils | <p>Leaders and teachers have spent a considerable amount of time in the summer term planning a recovery curriculum/how to recover the curriculum. This includes a special PSHE focused unit at primary and new schemes of work in Year 7 and 8. Subjects leaders have reduced some areas of their schemes of work where the contact or skills is taught again in a different year group.</p> <p>Basic skills in English and Maths as well as PSHE/well-being are the main focus for the first half term.</p> | <p>leadership in consultation with class teachers</p> <p>AP for Curriculum DH at primary with responsibility for Curriculum</p> |

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| DfE guidance | <ul style="list-style-type: none"> Maximising impact of additional adults matched to those identified pupils who need the support most Managing transition (at all stages) to best support the next stage of learning <p>This section sets out some key principles and expectations for curriculum planning in school-based nursery, mainstream and special schools, and alternative provision (AP), so that all pupils – particularly disadvantaged, SEND and vulnerable pupils – are given the catch-up support needed to make substantial progress by the end of the academic year. The key principles that underpin our advice on curriculum planning are:</p> <ul style="list-style-type: none"> education is not optional: all pupils receive a high-quality education that promotes their development and prepares them for the opportunities, responsibilities and experiences of later 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. remote education, where needed, is high quality and aligns as closely as possible with in-school provision: schools and other settings continue to build their capability to educate pupils remotely, where this is needed. <p>Informed by these principles, DfE asks that schools and other settings meet the following key expectations if considering revisions to their school curriculum for academic year 2020 to 2021:</p> <ul style="list-style-type: none"> Teach an ambitious and broad curriculum in all subjects from the start of the autumn term, but make use of existing flexibilities to create time to | <p>Phonics teaching will take place in the AM and PM for all EYFS and KS1 classes. Informal assessments will take place but no formal testing will take place in September.</p> <p>KS4 will be focused on their GCSE subjects and catching up with any missed learning.</p> <p>KS3 will have an adapted new curriculum due to the changes to the curriculum that were already taking place.</p> <p>Primary children or Year 7 students will not be set until October half term if that is decided the best course of action. See secondary phase RA for more information.</p> <p>Support staff will work with students as directed by teachers.</p> <p>Teachers to identify children who need more support and catch up. Interventions to be planned and taught as and when needed. This will need to be reviewed constantly.</p> <p>Teachers to work closely with SENCOs if they identify a need other than general catch up.</p> <p>For more information see separate curriculum documents.</p> <p>Remote learning plans have been made and are in place for September with primary phase issuing paper-based packs as well as using other platforms such as Purple Mash. Secondary will continue to use Satchel platform.</p> | |

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| | <p>cover the most important missed content: Up to and including key stage 3, prioritisation within subjects of the most important components for progression is likely to be more effective than removing subjects, which pupils may struggle to pick up again later. In particular, schools may consider how all subjects can contribute to the filling of gaps in core knowledge, for example through an emphasis on reading</p> <ul style="list-style-type: none"> • Aim to return to the school's normal curriculum in all subjects by summer term 2021: Substantial modification to the curriculum may be needed at the start of the year, so teaching time should be prioritised to address significant gaps in pupils' knowledge with the aim of returning to the school's normal curriculum content by no later than summer term 2021. • Plan on the basis of the educational needs of pupils: Curriculum planning should be informed by an assessment of pupils' starting points and addressing the gaps in their knowledge and skills, in particular making effective use of regular formative assessment (for example, quizzes, observing pupils in class, talking to pupils to assess understanding, scrutiny of pupils' work) while avoiding the introduction of unnecessary tracking systems. • Develop remote education so that it is integrated into school curriculum planning: Remote education may need to be an essential component in the delivery of the school curriculum for some pupils, alongside classroom teaching, or in the case of a local lockdown. All schools are therefore expected to plan to ensure any pupils educated at home for some of the time are given the support they need to master the curriculum and so make good progress. | | |

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| <p>Classroom and learning environment layout</p> <p>Measures within the classroom – DfE Guidance</p> | <p>Maintaining a distance between people whilst inside and reducing the amount of time they are in face to face to contact lowers the risk of transmission. It is strong public health advice that staff in secondary schools maintain distance from their pupils, staying at the front of the class, and away from their colleagues where possible. Ideally, adults should maintain 2 metre distance from each other, and from children. We know that this is not always possible, particularly when working with younger children, but if adults can do this when circumstances allow that will help. In particular, they should avoid close face to face contact and minimise time spent within 1 metre of anyone. Similarly, it will not be possible when working with many pupils who have complex needs or who need close contact care. These pupils' educational and care support should be provided as normal.</p> <p>For children old enough, they should also be supported to maintain distance and not touch staff and their peers where possible. This will not be possible for the youngest children and some children with complex needs and it is not feasible in some schools where space does not allow. Schools doing this where they can, and even doing this some of the time, will help.</p> <p>When staff or children cannot maintain distancing, particularly with younger children in primary schools, the risk can also be reduced by keeping pupils in the smaller, class-sized groups described above.</p> <p>Schools should make small adaptations to the classroom to support distancing where possible. That</p> | <p>At all campuses, the premises staff over the summer break are re-arranging the furniture in classrooms. Desks and tables are laid out so that students are facing the front. Students are not facing each other.</p> <p>Any excess furniture has been removed from the classrooms and teachers have been asked not to bring in extra furniture items from home.</p> <p>Classrooms have been re-arranged so that there is the most amount of space to move around the room and have some distant from other students as is feasibly possible while having up to 30 students and 2 adults in a room.</p> <p>At secondary, teachers have a clear area at the front of the room by the board where they can be at least 1-2 m away from the nearest student. Secondary teachers to be at the front of the class and not getting in close proximity to students as they will be mixing with more bubbles/groups.</p> <p>Primary teachers and support staff to try to maintain, where possible some distancing although as they will be primarily with their own class/bubble their risk will be reduced in this way.</p> <p>Support staff who work with 1:1 students will continue as usual but taking more care with hand washing and hygiene as well as wearing PPE if normally worn.</p> | <p>Premises staff</p> <p>Leadership organised rooming and layout</p> <p>Teachers and support staff</p> <p>Leaders have planned and organised this.</p> |

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| | should include seating pupils side by side and facing forwards, rather than face to face or side on, and might include moving unnecessary furniture out of classrooms to make more space. | | Premises staff |
| <p>Shared Space</p> <p>Measures elsewhere – DfE guidance</p> | <ul style="list-style-type: none"> • use of halls, dining areas and internal and external sports facilities for lunch and exercise at half capacity. • If class groups take staggered breaks between lessons, these areas can be shared as long as different groups do not mix (and especially do not play sports or games together) and adequate cleaning between groups between groups is in place, following the COVID-19: cleaning of non-healthcare settings guidance • stagger the use of staff rooms and offices to limit occupancy • lift use <p>Groups should be kept apart, meaning that schools should avoid large gatherings such as assemblies or collective worship with more than one group.</p> <p>When timetabling, groups should be kept apart and movement around the school site kept to a minimum. While passing briefly in the corridor or playground is low risk, schools should avoid creating busy corridors, entrances and exits. Schools should also consider staggered break times and lunch times (and time for cleaning surfaces in the dining hall between groups).</p> <p>Schools should also plan how shared staff spaces are set up and used to help staff to distance from each other. Use of staff rooms should be minimised, although staff must still have a break of a reasonable length during the day.</p> | <p>Halls:</p> <p>CC – top hall to be used for indoor PE, if equipment is used it will be put on the premises cleaning table before another group uses it. Hall to also be used for CW for groups – there is enough room for two groups to be in the hall at once with at least two metres between groups with good ventilation (external doors need to be open) and all students facing the front with space in between rows. No CW to last for longer than 15 minutes. No singing at first – this will be reviewed.</p> <p>Lower hall – to be used as normal for dining. Not be used for any other activities or large groups. Only be used for small group interventions.</p> <p>St MM W – main hall multiuse - to be used for indoor PE, if equipment is used it will be put on the premises cleaning table before another group uses it. Hall to also be used for CW for groups – there is enough room for two groups to be in the hall at once with at least two metres between groups with good ventilation (external doors need to be open) and all students facing the front with space in between rows. No CW to last for longer than 15 minutes. No singing at first – this will be reviewed.</p> <p>St MM Pen Pri – main hall multiuse - to be used for indoor PE, if equipment is used it will be put on the premises cleaning table before another group uses it. Hall to also be used for CW for groups – there is only enough room for one group (3 classes) only to be in the hall at once with good ventilation (external doors need to be open) and all students facing the front with space in between rows. No CW to last for longer than 15 minutes. No singing at first – this will be reviewed.</p> <p>St MM Pen Sec – CW hall and Sports hall – no more than one year group in each hall at one time. Ensure doors are open and there is as much ventilation as possible. All students facing the front with space in between rows. No CW to last for longer than 15 minutes.</p> <p>Singing review: EYFS are permitted to sing as a whole class outside, inside in groups of no more than 15, or as a whole class inside the main hall with pupils</p> | <p>Premises/ Co HT/CL Leaders and</p> <p>Share with teachers and all staff on INSET days 2-4/9/20</p> <p>Facilities to be put in appropriate areas</p> <p>Staff to inform leaders/premises if they need anything added to these areas.</p> <p>Premises staff to display signs displaying max numbers in lift.</p> |

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| | | <p>spread out, ventilation and the teacher 3-5 m away from the pupils. This space would then be ventilated for 40 minutes before being used again.</p> <p>Dining areas: number of tables reduced to ensure that there is adequate space to walk around. Less children on a one table as usual. Tables cleaned thoroughly after use. Students only in hall in their groups – at W there is space for 2 groups at one time. This is not the case at Pen pri or CC.</p> <p>PE timetable devised so that external spaces including roof terraces can be used at different times throughout the day by different groups.</p> <p>Lift - W and Pen – only two adults allowed in the lift or 1 adult and 1 child. Essential use only. Communicate this to staff on INSET days and ensure there is appropriate signage. No lift at CC.</p> <p>Staff shared spaces: CC – KS2 staff teams to use staff room. Admin and leadership to use either area at times when teachers are not on a break/lunch. Other areas such as the board room, PPA area and soft seating area by boardroom can also be used and windows opened for ventilation. KS1 staff teams to use Breakfast Club room. However there is flexibility as there will be a staggered lunch time and this can be reviewed after the first few days. W – Staff encouraged to use classroom group rooms for making drinks etc Staff room is large and has an outside area and staff are able to use the roof terrace. Staggered lunchtimes will also mean less staff in the staffroom at the same time. Use of microwave is available in most grp rooms as well as fridges etc. Furniture has been re-arranged so that staff can be better socially distanced. Pen – very large staffroom with good ventilation. Staggered times for use as well as canteen area and several outdoor spaces to eat. Furniture has been re-arranged so that staff can be better socially distanced. Group room areas to make drinks etc. Secondary staff have own workrooms with kitchen facilities as well. Adults able to sit outside as well as in dining area at certain times. Corridors: Secondary students will only be mixing groups twice a day for no more than 5 minutes- this is very low risk. There will be a high number of staff on duty encouraging students to move quickly and sensibly. This will be slightly</p> | <p>Leaders tell staff on INSET days.</p> |

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| | | <p>staggered by minutes and students will have specific staircases to use. Students and staff are permitted to wear masks at change over points and in communal areas. See secondary RA for more details.</p> <p>Pen – Corridor use will be minimal. N and Rec will access classrooms from external doors. Only use the corridor one way going to the hall for lunch. KS1 and KS2 classes – each have a corridor and will be assigned staircases to use so no cross over in the corridor between groups.</p> <p>W – Apart from the two Reception classes – Group 5 – no other whole classes will use the ground floor corridor. The corridor going into the hall for CW or dining will be supervised at all times and only allowed groups will mix.</p> | |
| Outdoor space | <ul style="list-style-type: none"> Ensure that if used outdoor equipment is appropriately cleaned between groups of children and young people using it, and that multiple groups do not use it simultaneously. Read COVID-19: cleaning of non-healthcare settings | <p>Timetable to be prepared for outdoor play equipment. Premises staff to clean in between.</p> <p>Groups will play in different areas at different times.</p> <p>Each campus has a <i>dedicated cleaning area</i> where staff will leave equipment for Premises team to clean after it has been used by a class of students.</p> <p>N/Rec will be in their own groups and be able to share outdoor equipment in their groups. It will still be cleaned regularly.</p> | <p>Staff to devise on the INSET day/prep days for other Yr groups</p> <p>All staff – each day</p> |
| Start and end of day | <ul style="list-style-type: none"> stagger drop-off and collection times plan parents' drop-off and pick-up protocols that minimise adult to adult contact | <p>At each campus there will be a natural staggered start. All primary campuses gates will be open from 8.40am -9am. Students will come in through an assigned gate and then go straight up to their classroom/or designated space.</p> <p>Secondary students will enter from 8.25am – 8.45am – each Year group through a different gate.</p> <p>Separate arrangement for the new children starting in Reception classes – they will come to school 10-12 noon for the first 3 days and parents will be allowed to see their children to their classroom but NOT inside their classroom.</p> <p>No other parents will be allowed on site without an appointment.</p> | <p>Leadership</p> <p>Staff</p> <p>Families</p> |

| | Consider the following steps and recommendations | Existing control measures in place Any additional Controls and actions required | Action by who? Action by when? Date action completed |
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| | | Collection: Primary students will gather in family groups or year groups (see appendix 'End of the Day arrangements) at the end of the day and parents will be told which gate to meet all their children at. This will take place between 2.45-3.15pm. Families will then be dismissed once staff can see an adult. Where older siblings take home younger siblings these will be directed out of a certain gate as well. This will prevent overcrowding. At secondary, there will be a staggered finish using a couple of different gates from 2.45-3.15pm. | |
| Travel arrangements | <ul style="list-style-type: none"> Assess the availability of transport and the arrangements being made by transport providers Consider how children and young people arrive at the education or childcare setting, and reduce any unnecessary travel on coaches, buses or public transport where possible. Read the Coronavirus (COVID-19): safer travel guidance for passengers | <p>Any pupil that requires specialist transport will have an appropriate risk assessment.</p> <p>Most primary families walk to school. There are some families who use the buses. Information has gone out to parents and children to give guidance about travelling safely on public transport.</p> <p>Secondary students – see the secondary RA for more info</p> | <p>Parents/SENCO liaise</p> <p>Speak to any parents who are concerned and HSLW to liaise with families to work out other options if viable.</p> |
| 2. Communicating your plans and supporting individuals | | | |
| Children, parents and carers | <p>1. Minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school</p> <p>Ensuring that pupils, staff and other adults do not come into the school if they have coronavirus (COVID-19) symptoms, or have tested positive in the last 7 days, and ensuring anyone developing those symptoms during the school day is sent home, are essential actions to reduce the risk in schools and further drive down transmission of coronavirus (COVID-19). All schools must follow this process and ensure all staff are aware of it.</p> <p>If anyone in the school becomes unwell with a new, continuous cough or a high temperature, or has a loss of, or change in, their normal sense of taste or smell (anosmia), they must be sent home and advised to follow 'stay at home: guidance for households with possible or confirmed</p> | <p>Information on letters and other communications sent in July and to be sent home again before the children return on 4th/7th September. Information on the Federation website. Posters displayed at entrances and gates.</p> <p>Information on communications to parents so that they are clear about the procedures.</p> <p>Parents will be informed in late July and confirmed in early September which gates to drop off their children at and where to collect them from.</p> <p>Information and procedures and processes to be shared with all staff on the INSET days in September and PP to be sent to all staff for reference. First aiders and admin staff to have information close to them at all times.</p> | <p>Signs are on display</p> <p>Ex Co-HTs to ensure we have posters and lead on communications to parents and visitors</p> <p>Ex Co-HTs/CLs This has been sent. Will be reminded in</p> |
| DfE guidance - Prevention | | | |

| | Consider the following steps and recommendations | Existing control measures in place Any additional Controls and actions required | Action by who? Action by when? Date action completed |
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| | <p>coronavirus (COVID-19) infection, which sets out that they must self-isolate for at least 7 days and should arrange to have a test to see if they have coronavirus (COVID-19). Other members of their household (including any siblings) should self-isolate for 14 days from when the symptomatic person first had symptoms.</p> <p>If a child is awaiting collection, they should be moved, if possible, to a room where they can be isolated behind a closed door, depending on the age and needs of the child, with appropriate adult supervision if required. Ideally, a window should be opened for ventilation. If it is not possible to isolate them, move them to an area which is at least 2 metres away from other people.</p> <p>As is usual practice, in an emergency, call 999 if someone is seriously ill or injured or their life is at risk. Anyone with coronavirus (COVID-19) symptoms should not visit the GP, pharmacy, urgent care centre or a hospital.</p> <p>Any members of staff who have helped someone with symptoms and any pupils who have been in close contact with them do not need to go home to self-isolate unless they develop symptoms themselves (in which case, they should arrange a test) or if the symptomatic person subsequently tests positive (see below) or they have been requested to do so by NHS Test and Trace. Public Health England is clear that routinely taking the temperature of pupils is not recommended as this is an unreliable method for identifying coronavirus (COVID-19).</p> <ul style="list-style-type: none"> • tell children, young people, parents, carers or any visitors, such as suppliers, not to enter the education or childcare setting if they are displaying any symptoms of coronavirus (following the COVID-19: guidance for households with possible coronavirus infection) • Parents to inform the school if anyone in the house is displaying symptoms • tell parents that if their child needs to be accompanied to the education or childcare setting, only one parent should attend | <p>PPE is available from all medical rooms, premises offices and leadership offices.</p> <p>Each campus to have two named spaces in case there are more than one student who requires isolating.</p> <p>Medical rooms and small meeting rooms to be used with windows and doors open.</p> <p>PPE must be worn by staff caring for the child while they await collection if a distance of 2 metres cannot be maintained (such as for a very young child or a child with complex needs). More information on PPE use can be found in the safe working in education, childcare and children’s social care settings, including the use of personal protective equipment (PPE) guidance</p> <p>If they need to go to the bathroom while waiting to be collected, they should use a separate bathroom if possible. The bathroom must be cleaned and disinfected using standard cleaning products before being used by anyone else.</p> <p>Everyone must wash their hands thoroughly for 20 seconds with soap and running water or use hand sanitiser after any contact with someone who is unwell. The area around the person with symptoms must be cleaned with normal household bleach after they have left to reduce the risk of passing the infection on to other people. See the COVID-19: cleaning of non-healthcare settings guidance.</p> <p>Office Admin staff to inform CL or senior member of staff and Ex Co HTs immediately.</p> | <p>further communications.</p> <p>leaders planned and shared with parents several times.</p> <p>Leaders to communicate this with parents – regularly. Office staff NOT to let parents in.</p> <p>teachers</p> <p>leaders/staff – share with families especially Year 6 pupils as they travel independently to school.</p> |

| | Consider the following steps and recommendations | Existing control measures in place Any additional Controls and actions required | Action by who? Action by when? Date action completed |
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| | <ul style="list-style-type: none"> tell parents and young people their allocated drop off and collection times and the process for doing so, including protocols for minimising adult to adult contact (for example, which entrance to use) make clear to parents that they cannot gather at entrance gates or doors, or enter the site (unless they have a pre-arranged appointment, which should be conducted safely) | | |
| Children | <ul style="list-style-type: none"> use age appropriate materials to explain and maintain social distancing Support pupils who are worried about returning to school or who have been in challenging home circumstances or experienced bereavement during the pandemic (covid19 related or not) Promote understanding of the different experiences for our children and young people during lockdown Consider how pupils with specific needs are reintegrated | <p>A range of posters and other signage has been ordered to go up internally and externally throughout the school.</p> <p>Staff to discuss using visual prompts for younger children.</p> <p>Use a variety of resources, esp ones provided by the Diocese to support children. Teachers to plan sessions/PSHE time/circle time daily. CW</p> | <p>Ex Co-HTs/Premises staff Teachers</p> <p>teachers on INSET day/prep days/SDBE resources</p> <p>Leaders</p> |
| Staff | <ul style="list-style-type: none"> communicate frequently talk to staff about the plans (for example, safety measures, timetable changes and staggered arrival and departure times), including discussing whether training would be helpful Consider the support needs of staff and put in place interventions to support everybody's mental health | <p>Communications from EX CO-HTs/CLs to staff regularly to continue.</p> <p>INSET days and planning and preparation days included for all staff at the start of September form 2-4/9/20.</p> <p>Staff have been informed that they can contact the Ex Co HT or HR or their CL if they have any questions or concerns.</p> | <p>EX CO-HTs/CLs – on-going</p> |
| Contractors and suppliers | <ul style="list-style-type: none"> communicate early with contractors and suppliers that will need to prepare to support your plans for opening for example, cleaning, catering, food supplies, hygiene suppliers discuss with cleaning contractors or staff the additional cleaning requirements and agree additional hours to allow for this if needed | <p>Ex Co-HTs have communicated with GS plus and cleaning companies.</p> <p>Expectations have been shared and process and procedures for reporting any cases have been shared.</p> | <p>FM/Ex /Premises staff/cleaning staff/GS plus</p> |

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| | | Facilities Manager and EX Co-HT have met all premises staff to put in a schedule of extra cleaning as well as employing an extra cleaner at W and Pen in the afternoons. | |
| 3. Daily Arrangements when open | | | |
| Daily Arrangements - Keeping Cohorts Together | <p>Groups should be kept apart from other groups where possible and children and young people that are able should be encouraged to keep their distance within groups. Settings with the capability to do it should take steps to limit interaction, sharing of rooms and social spaces between groups as much as possible.</p> <p>It is still recommended that children and young people limit the amount of equipment they bring into the setting each day, to essentials such as lunch boxes, hats, coats, books, stationery and mobile phones.</p> <p>Bags are allowed.</p> <p>Pupils and teachers can take books and other shared resources home, although unnecessary sharing should be avoided, especially where this does not contribute to pupil education and development. Similar rules on hand cleaning, cleaning of the resources and rotation should apply to these resources.</p> | <ul style="list-style-type: none"> All adults and students are clear that they should remain in the same class/group for the entire period of the arrangements. Reminders of expectations at the start of each day and on display in classrooms Designated tables assigned for students to use each day Laptops used to be cleaned by the students/IT staff using appropriate wipes Primary students to have own stationery packs and to ensure all pencils and pens are put back into their packs at the end of each day. Secondary students to bring in their own stationery. Primary students are NOT allowed to bring in their own pencil case etc. Year 5 and Year 6 students to keep their mobile phones in their bags and NOT hand them in to the phone tin. Primary students to change into PE kits as and when they have PE but kits MUST go home to be washed at the end of each week. Secondary students will wear their PE all day as they have PE once a week for 2 hours and the changing facilities have no ventilation. <p>Moving around the school</p> <ul style="list-style-type: none"> Students to remain in groups when moving around the school. Teachers to ensure students understand the importance of maintaining distance when moving around the class. Classes to maintain timetables to ensure there are no unnecessary interactions with other groups | leaders/teachers |
| Cleaning and Hygiene | <ul style="list-style-type: none"> review the arrangements for routine maintenance of the premises - follow the COVID-19: cleaning of non-healthcare settings guidance ensure that sufficient handwashing facilities are available. Where a sink is not nearby, provide hand sanitiser in classrooms and other learning environments | Cleaning - Premises staff/cleaners will do additional cleaning throughout the day. This includes toilet flushes, taps, door handles, light switches, children's desks etc. Extra cleaner from Westgate is coming in from 11am to clean in the afternoon at St MM W and Pen. Premises staff will continue to clean in the PM at CC. | <p>Premises staff</p> <p>Premises staff</p> |

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| | <ul style="list-style-type: none"> • clean surfaces that children and young people are touching, such as toys, books, desks, chairs, doors, sinks, toilets, light switches, bannisters, more regularly than normal • ensure that all adults and children: <ul style="list-style-type: none"> ➤ frequently wash their hands with soap and water for 20 seconds and dry thoroughly. Review the guidance on hand cleaning ➤ clean their hands on arrival at the setting, before and after eating, and after sneezing or coughing ➤ are encouraged not to touch their mouth, eyes and nose ➤ use a tissue or elbow to cough or sneeze and use bins for tissue waste ('catch it, bin it, kill it') • ensure that help is available for children and young people who have trouble cleaning their hands independently • consider how to encourage young children to learn and practise these habits through games, songs and repetition • ensure that bins for tissues are emptied throughout the day • get in touch with public sector buying organisation partners (for example ESPO, YPO, NEPO) about proportionate supplies of soap, anti-bacterial gel and cleaning products if needed • there is no need for anything other than normal personal hygiene and washing of clothes following a day in an educational or childcare setting | <p>All classrooms at Pen and W have sinks. At CC – there are sinks in the YR5/6 and the YR 3 4 grp areas. Soap, paper towels, pedal bins are all available and will be regularly stocked throughout the day.</p> <p>Hand sanitizer is provided in all classrooms and on the gates as students enter the premises.</p> <p>See above</p> <p>Posters to remind staff. Hand sanitizer by staff sign in screen.</p> <p>Timetables for students to include hand washing times.</p> <p>Tissues and pedal bins to be provided in all classroom and other areas.</p> <p>Office staff to ask any prearranged visitors to wash their hands/use hand sanitizer</p> <p>Students' Hygiene Routines</p> <ul style="list-style-type: none"> • Hygiene posters on display on all areas accessible to students • Hygiene routines to be undertaken when students arrive at school in the morning and before lunch • Each student to sanitise in the playground before going into class • Each student to wash hand in their designated sink • Daily reminders for children about the importance of ensuring good hygiene routines – use of videos and songs to emphasise the message • Ensure an adequate supply of tissues in each classroom. Ask parents to provide a packet of tissues for children who may suffer from allergies etc • Ensure children know the importance of washing their hands if they blow their noses and all used tissues go straight into a lidded pedal bin • Doors to be propped open to reduce the need for touching. • Children reminded of the importance of not touching surfaces unnecessarily • Children to bring own water bottles to school. • School to have bottles of water available for children who may forget their water bottle | <p>Everyone</p> <p>premises staff</p> |

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| | | <ul style="list-style-type: none"> • Coats on designated pegs for primary students. • EYFS parents to bring in spare clothes for children to change into in the event of accidents. Children’s own clothes will be bagged and given to parents at the end of the day. <p>Premises staff will do this as part of their daily checks</p> <p>Doors/windows open in all places where they can be without there being a safeguarding or H & S risk.</p> <p>Ensure that communal hand sanitizer stations are refilled as and when needed.</p> | <p>premises staff</p> <p>premises staff to do this as part of their opening procedure</p> |
| <p>Reduce Mixing of Groups</p> | <ul style="list-style-type: none"> • Settings should assess their circumstances and look to implement ‘bubbles’ of an appropriate size, to achieve the greatest reduction in contact and mixing, without unduly limiting the quality or breadth of teaching, or access for support and specialist staff and therapists • Groups should be kept apart from other groups where possible and children and young people that are able should be encouraged to keep their distance within groups. Settings with the capability to do it should take steps to limit interaction, sharing of rooms and social spaces between groups as much as possible. • When timetabling, groups should be kept apart and movement around the school site kept to a minimum. While passing briefly in the corridor or playground is low risk, settings should avoid creating busy corridors, entrances and exits. Settings should also consider staggered break times and lunch times (and time for cleaning surfaces in the dining hall between groups). • Children and young people should clean their hands beforehand and enter in the groups they are already in, groups should be kept apart as much as possible and tables should be cleaned | <p>Break/Lunchtime Arrangements</p> <ul style="list-style-type: none"> • Break/ Lunchtimes staggered at all campuses (See Appendix with details re: times and play spaces) • All staff and students to be aware of the new break/lunch procedures work and where they can and cannot go. Students to be shown this on their first day. Rotas to be clearly displayed in the classrooms. • Classes and groups to stay together and not mix with each other. • MMS to have a walkie-talkies to communicate which groups are moving to different location • Groups to be taken to the playground or lunch hall by class teacher or support member of staff and directed to the areas they can play. Teachers to collect children from designated areas in the playground • Adequate supply of 1st aid resources in first aid boxes <p>Toilets: Secondary – see separate RA W – Each class has at least 2 toilet cubicles each. These are directly off their classrooms. The communal toilets downstairs will only be used in emergencies and supervised by staff. Pen pri - Each class has at least 2 toilet cubicles each. These are directly off their classrooms. The communal toilets downstairs will only be used in emergencies and supervised by staff.</p> | <p>All</p> <p>premises staff</p> <p>Staff</p> |

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| | <p>between each group. If such measures are not possible, children should be brought their lunch in their classrooms</p> <ul style="list-style-type: none"> ensuring that toilets do not become crowded by limiting the number of children or young people who use the toilet facilities at one time All teachers and other staff can operate across different classes and year groups in order to facilitate the delivery of the timetable and specialist provision but should minimise the number of interactions or changes wherever possible accessing rooms directly from outside where possible staggering breaks/lunch breaks - children and young people should clean their hands beforehand and enter in the groups they are already in, groups should be kept apart as much as possible and tables should be cleaned between each group. If such measures are not possible, children should be brought their lunch in their classrooms | <p>CC – only 2 sets of toilets for Year 1- Year 6. Years 1 and 2 and 3 will use down stairs toilets ONLY. Cubicles to be labelled and students to use appropriate labelled toilets.</p> <p>Years 4, 5 and 6 will use the upstairs toilets ONLY. Cubicles to be labelled and students to use appropriate labelled toilets.</p> <ul style="list-style-type: none"> Clear signage to indicate which toilet should be used by which class Students to be reminded at the start of each day to use designated cubicles Toilets will be cleaned regularly throughout the day. <p>CC – Year 6 and 5 will access through the main staircase and through the side exit exterior door to the front playground. Year 3 and 4 will access through the indoor staircase and Year 4 will go into their room through the hall. Exits will be staggered with the exception of the end of the day. Year R, 1 and 2 will access through Year 1, 2, Rec external doors.</p> <p>Pen – See Appendix for gates and times.</p> <p>W – Year 6 x2, Year 2 x2 will access their classrooms from the Kingsman staircase to the 3rd floor and then outside onto the play deck and then through external doors.</p> <p>Year 1 x1 Year 3 x 1 Year 5 x1 will access their classrooms from John Wilson staircase and then use external doors x2 Year 4, 1 Year 3, 1 Year 5 will use the main staircase.</p> <p>Rec will access Rec classrooms, studio and N classroom from external doors.</p> <p>One corridor in W, on the ground floor. Signage to be put up to keep left.</p> <p>All pupils will wash their hands in the sinks in their classrooms/nearest their rooms before break and lunch. Handwashing will also take place after break/lunch. Hand sanitizer is also available in dining hall areas and classrooms.</p> <p>Those children who need additional support will have a class-based support staff member as well as 1:1 LSA if required. They will be supported by the SENCO as well to ensure they are able to adapt. Social stories/PECS to be shared with them. These will be used especially with the EHCP children at W who attended school for most of the lockdown period.</p> | <p>staff – on-going</p> <p>SENCO and support staff/leadership to support</p> <p>parents to help prepare these children with resources made by the school.</p> |

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| Use of Outdoor Space | <ul style="list-style-type: none"> • for exercise and breaks • for outdoor education, where possible, as this can limit transmission and more easily allow for distance between children and staff • although outdoor equipment should not be used unless the setting is able to ensure that it is appropriately cleaned between groups of children and young people using it, and that multiple groups do not use it simultaneously. Read COVID-19: cleaning of non-healthcare settings | <p>Timetables to be put into place for each group for outdoor time. See Appendix.</p> <p>W: play decks, roof garden, EYFS area, amphitheatre, MUGA, forest school area</p> <p>CC: EYFS area, KS1 area, front/back playground/Cage/Garden area/Outdoor classroom/forest school</p> <p>Pen: main play area inc ship, race track and hill, EYFS area, MUGA,</p> <p>Staff to are complete weekly timetables for extra outdoor slots and spaces.</p> <p>Any outdoor equipment that is used will be thoroughly cleaned after use e.g. ball</p> <p>Each campus has a cleaning station monitored throughout the day by Premises staff</p> <p>Children will stay in their groups and be in spaces at different times. Groups will not mix.</p> <ul style="list-style-type: none"> • Clear timetables outlining who will be using the outdoor space at any particular time • Teachers to be informed that there should be no adhoc use of outdoor spaces • All year groups will have some of their own equipment e.g. balls • Students NOT permitted to bring in own play equipment at primary | <p>Teachers and leadership to work together – INSET day</p> <p>Staff/Premises team</p> |
| Shared resources | <p>For individual and very frequently used equipment, such as pencils and pens, it is recommended that staff and pupils have their own items that are not shared.</p> <p>Classroom based resources, such as books and games, can be used and shared within the bubble; these should be cleaned regularly, along with all frequently touched surfaces.</p> <p>Resources that are shared between classes or bubbles, such as sports, art and science equipment should be cleaned meticulously between bubbles, or rotated to allow them to be left unused for a period of 48 hours (72 hours for plastics) between use by different bubbles.</p> <p>Outdoor playground equipment should be more frequently cleaned. This would also apply to</p> | <ul style="list-style-type: none"> • Primary students to be assigned own pencils/pens, sharpeners, rulers, white boards and white board pens in named packs. • Anti bac spray/wipes available in each classroom • Indoor and outdoor equipment can be left on the premises cleaning station to be thoroughly cleaned at the end of each day. Hard equipment that is used e.g. Lego will be cleaned daily. Desks/tables will be cleaned at least twice during the day. • PE leads to organise equipment so that groups are not sharing where possible. If resources have to be shared then they will be cleaned first. • Premises staff will clean outdoor play equipment after break and lunch each day. | <p>pupils/parents Ex Co-HT communication to parents – half term week letter</p> <p>Stationery packs to be handed out to pupils once they start at school.</p> |

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| | resources used inside and outside by wraparound care providers. | | |
| transport arrangements where necessary including: | <ul style="list-style-type: none"> encouraging parents and children and young people to walk or cycle to their education setting where possible making sure schools, parents and young people follow the Coronavirus (COVID-19): safer travel guidance for passengers when planning their travel ensuring that transport arrangements cater for any changes to start and finish times communicating revised travel plans clearly to contractors, local authorities and parents where appropriate (for instance, to agree pick-up and drop-off times) | <p>Communication to parents and pupils will encourage walking and cycling. There will also be a link to this information. For any children who travel on their own – educate them on how to travel safely.</p> <p>Any pupil requiring specialist transport will have an appropriate risk assessment written for them</p> <p>Parent letters inform them which gates to drop off at and which gates to collect from. They state times and that parents are not allowed on site without an appointment. See letters and previous points for more details.</p> | Ex Co-HT letters teachers parents |
| Clubs | <ul style="list-style-type: none"> Settings should consider resuming any breakfast and after-school provision, where possible, from the start of the autumn term. Settings should carefully consider how they can make such provision work alongside wider protective measures, including keeping children within their year groups or bubbles where possible. If it's not possible to maintain bubbles being used during the school day then schools should use small, consistent groups. Where parents use childcare providers or out of setting activities for their children, settings should encourage them to assure themselves that the providers are carefully considering their own protective measures, and only use those providers that can demonstrate this. As with physical activity during the school day, contact sports should not take place. | <ul style="list-style-type: none"> Primary ASC run by Simply Play to resume w/b 7th September SP ASC risk assessment to be made available to school staff and parents SP ASC to have a clear register of which children are in school on which days, group children according to class or family as advised by the school SP ASC to use usual rooms that will be cleaned at the start of the session by ASC staff and by the cleaners at the end. Other clubs: to consider in September maybe start in October. TBC <p>• BC – school staff – to operate as usual but with students washing their hands as soon as they enter and then sit down and wait for breakfast to be prepared. Limit toys and have other craft activities available rather than playing with toys. Students in smaller groups with other students linked to their class or family or group.</p> | <p>The leader of ASC SP meeting Ex Co HT week beg 24/8/20</p> <p>Leadership to consider running clubs at the end of September</p> <p>BC staff</p> |
| 4. Individual care if anyone becomes unwell | | | |

| | Consider the following steps and recommendations | Existing control measures in place Any additional Controls and actions required | Action by who? Action by when? Date action completed |
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| <p>Autumn Term: Cold and Flu season (Guidance from Health Protection Team Public Health RBG)</p> <p>Confirmed case of coronavirus in a setting</p> | <ul style="list-style-type: none"> Colds and flu have similar symptoms to coronavirus, particularly coughing (colds and flu) and a high temperature (flu). If anyone displays these symptoms they must not be allowed to attend school. It is advised that they stay at home and book a test appointment or order a testing pack for coronavirus. https://www.nhs.uk/ask-for-a-coronavirus-test If you get a negative test result, this means you are at low risk of having coronavirus. Other members of your household can stop self-isolating. If you feel well and no longer have symptoms similar to coronavirus, you can stop self-isolating. You could still have another virus, such as a cold or flu – in which case it is still best to avoid contact with other people until you are better. If anyone becomes unwell with a new, continuous cough or a high temperature in an education or childcare setting, they must be sent home and advised to follow the COVID-19: guidance for households with possible coronavirus infection guidance. If a child is awaiting collection, they should be moved, if possible, to a room where they can be isolated behind a closed door, depending on the age of the child and with appropriate adult supervision if required. Ideally, a window should be opened for ventilation. If it is not possible to isolate them, move them to an area which is at least 2 metres away from other people. If they need to go to the bathroom while waiting to be collected, they should use a separate bathroom if possible. The bathroom should be cleaned and disinfected using standard cleaning products before being used by anyone else. | <ul style="list-style-type: none"> Staff to inform CL if they develop a cough or temperature relating to colds and flu Parents to be instructed to inform school if their child develops a cough or temperature relating to colds and flu Staff/parent to book a Covid-19 test Self-isolate until results are returned If results are negative staff member/pupil can return to work if they feel better and no longer have symptoms If results are positive staff should self-isolate in line with government guidelines <p>Staff will be paid in accordance with sickness policy relating to self-isolation</p> <ul style="list-style-type: none"> Each campus has a medical room that will be used for this purpose only - to be used for anyone who becomes unwell and is awaiting collection The second location will be the meetings rooms. All other first aid will take place in the admin office (Pen) or foyer areas at CC and W. Ensure all staff have received up-to-date guidance on dealing with those who may be showing symptoms Thermometers available at the admin offices Supply of masks, gloves and aprons to be available in each classroom, medical room, admin office and leadership office for staff to use as and when required Parent/carers to be contacted immediately if a child displays symptoms Parent/carers of relevant group to be informed immediately if anyone within a group has displayed symptoms Parent/carers of relevant group to be informed of outcome if a child or adult is tested for COVID0-19 Parent/carers of other groups within the school to be informed if anyone tests positive for COVID-19 | <p>leadership/everyone</p> <p>first aiders/ leadership</p> <p>first aiders/ leadership/cleaners/ premises staff</p> <p>first aiders/ leadership</p> |

| | Consider the following steps and recommendations | Existing control measures in place Any additional Controls and actions required | Action by who? Action by when? Date action completed |
|--|--|---|---|
| | <ul style="list-style-type: none"> • PPE should be worn by staff caring for the child while they await collection if a distance of 2 metres cannot be maintained (such as for a very young child or a child with complex needs). • In an emergency, call 999 if they are seriously ill or injured or their life is at risk. Do not visit the GP, pharmacy, urgent care centre or a hospital. • If a member of staff has helped someone who was unwell with a new, continuous cough or a high temperature, they do not need to go home unless they develop symptoms themselves (and in which case, a test is available) or the child subsequently tests positive (see 'What happens if there is a confirmed case of coronavirus in a setting?' below). They should wash their hands thoroughly for 20 seconds after any contact with someone who is unwell. Cleaning the affected area with normal household disinfectant after someone with symptoms has left will reduce the risk of passing the infection on to other people. See the COVID-19: cleaning of non-healthcare settings guidance. • Based on the advice from the health protection team, settings must send home those people who have been in close contact with the person who has tested positive, advising them to self-isolate for 14 days since they were last in close contact with that person when they were infectious. Close contact means: <ul style="list-style-type: none"> ○ direct close contacts - face to face contact with a case for any length of time, within 1 metre, including being coughed on, a face to face conversation, or unprotected physical contact (skin to skin) | <ul style="list-style-type: none"> • Premises team to undertake a full clean of any areas used by anyone who has displayed symptoms • Premises team to ensure full PPE (mask, apron gloves) is worn when cleaning affected areas and is disposed of safely • Staff member dealing with affected child to ensure full PPE (mask, apron gloves) is worn • Staff member dealing with affected child to ensure they wash their hands thoroughly once they have finished supporting the child • Parent informed of the actions they should take – leaflet to be provided with information. Leaflet available in various languages to support EAL families. • Parent instructed to inform school as soon as results are known • If case of COVID-19 confirmed via positive test results, Local Authority to be informed. Ex Co-HTs & Co- Chairs of Governors in consultation with LA/Public Health London to decide whether classes/campuses should closed • Siblings of any children who display symptoms will also be sent home. • The class of the sibling will not be sent home unless they also display symptoms. • Class adults will be informed that a sibling of a child in their group has been sent home due to symptoms • Based on the advice given by the health protection team staff and pupils may be asked to self-isolate if they have had 'close contact' with the person displaying symptoms • School adults will be informed as soon as practicable to do so if there is a suspected case • If the child waiting to go home needs to use the toilet they will: At CC – use the disabled toilet in the downstairs hall and then lock off until cleaned. At W – use the disabled toilet in the foyer area and then lock off until it is cleaned. At Pen pri – use the disabled toilet opposite the medical room and then lock off until it is cleaned. At Pen sec – use the disabled toilet opposite the medical room and then lock off until it is cleaned. <p>First aiders and leadership will use their judgment and experience and call 999 if someone is seriously ill or injured or their life is at risk.</p> | <p>first aiders/ leadership</p> <p>first aiders/ leadership/ Premises</p> |

| | Consider the following steps and recommendations | Existing control measures in place Any additional Controls and actions required | Action by who? Action by when? Date action completed |
|---------|--|--|--|
| | <ul style="list-style-type: none"> ○ proximity contacts - extended close contact (within 1-2 metres for more than 15 minutes) with a case ○ travelling in a small vehicle, like a car, with an infected person ● If there is a confirmed case – either staff member or pupil then Ex Co HTs will call the DfE’s existing coronavirus helpline number on 0800 046 8687, and selecting option 1. This option will take you through to the dedicated team of advisors who will inform you what action is needed based on the latest public health advice. They will work through a risk assessment with you to identify close contacts. Advisors will be responsible for referring more complex cases, as necessary, following a triaging of your circumstances during the call. This new advice service has been introduced following a significant increase in calls to PHE’s Health Protection Teams since the start of the new school term. The new service, working together with Health Protection Teams, aims to ensure calls are handled promptly. The advice service will be open Monday to Friday from 8am to 6pm and 10am to 4pm on Saturdays and Sundays. The DfE helpline also remains available for all other queries about coronavirus on 0800 046 8687, including for advice on those displaying symptoms. Inform the LA and complete excel sheet. | | |
| Testing | <p>When settings open to the wider cohort of children and young people, all those children and young people eligible to attend, and members of their households, will have access to testing if they display symptoms of coronavirus. This will enable them to get back into childcare or education, and their parents or carers to get back to work, if the test proves to be negative.</p> | <p>This information will be shared with parents through various channels including letters and the Federation website.</p> <p>List of testing centres on display in main offices and staff rooms</p> | <p>leaders on communication – regularly</p> |

| | Consider the following steps and recommendations | Existing control measures in place Any additional Controls and actions required | Action by who? Action by when? Date action completed |
|-----|---|---|--|
| | <p>To access testing parents will be able to use the 111 online coronavirus service if their child is 5 or over. Parents will be able to call 111 if their child is aged under 5.</p> <ul style="list-style-type: none"> • Access to testing for teachers and other staff available to all essential workers. This includes anyone involved in education, childcare or social work – including both public and voluntary sector workers, as well as foster carers. See the full list of essential workers. Education settings as employers can book tests through an online digital portal. There is also an option for employees to book tests directly on the portal. | | <p>HR – to continue to share this information with staff weekly</p> |
| PPE | <ul style="list-style-type: none"> • Due to the change in Government guidance, staff and children from Year 7 and above may choose to wear a mask when in communal areas, these will include corridors, staff workrooms, staff room, dining area and in CW for secondary pupils • Check availability and supply of PPE. The majority of staff in education settings will not require PPE beyond what they would normally need for their work, even if they are not always able to maintain a distance of 2 metres from others. PPE is only needed in a very small number of cases including: • Children, young people and students whose care routinely already involves the use of PPE due to their intimate care needs should continue to receive their care in the same way • if a child, young person or other learner becomes unwell with symptoms of coronavirus while in their setting and needs direct personal care until they can return home. A face mask should be worn by the supervising adult if a distance of 2 | <p>Staff and students will be informed that it is their choice if they wish to wear a mask at certain times of the day in certain places. Mask hygiene and protocol will be taught to the students. It will be expected that they have a reusable mask that can be washed regularly.</p> <p>Facilities Manager has ensured that premises team and staff who may need to be in close contact with an unwell child have masks, gloves and aprons.</p> <ul style="list-style-type: none"> • Supply of masks, gloves and aprons to be available in each primary classroom, secondary staff workrooms, admin office, premises office and leadership offices for staff to use as and when required • All classrooms to have a telephone • SLT member to be contacted via telephone or walkie talkie if a child or adult displays symptoms. • SLT member to ensure PPE is worn and collect child and take to medical room • Medical room to have clear signage if it has been used by a child or adult showing symptoms to ensure it is not used. • Signage to indicate when the cleaning of an area has been complete and the time it was cleaned | <p>LA Premises team Leadership First aiders LSAs</p> |

| | Consider the following steps and recommendations | Existing control measures in place Any additional Controls and actions required | Action by who? Action by when? Date action completed |
|--|--|---|--|
| | <p>metres cannot be maintained. If contact with the child or young person is necessary, then gloves, an apron and a 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.</p> | <ul style="list-style-type: none"> • PPE to worn by all staff when administering first aid at which requires the adult to be in close contact to the child • Students will be asked to remove masks once they are on school premises. If they are disposable there will be a bin at each entrance. • CL/Ex Co-HT will have 1:1 discussions with any members of staff wishing to wear a mask on a day-to-day basis <p>If any of the younger children or SEN students need changing or any other intimate care, then PPE will be provided for staff.</p> | |

Appendices

CC Revised Plan for September 2020

Start of the day

| Group | Year Group | Start time | Gate |
|-------|------------|------------|-----------|
| A | Reception | 9.00am | Main Gate |
| B | Year 1-2 | 8.40-9.00 | Main Gate |
| C | Year 3-4 | 8.40-9.00 | Main Gate |
| D | Year 5-6 | 8.40-9.00 | Side Gate |

Break time

| Group | Year Group | Time | Play Space |
|-------|------------|-------------|--------------------------------|
| A | Reception | 15 minutes | In Reception playground |
| B | Year 1-2 | 10.20-10.35 | Back Playground |
| C | Year 3-4 | 10.45-11.00 | Stage area - front play ground |
| D | Year 5-6 | 11.10-11.25 | Front playground OR Muga |

Lunch

| Group | Year Group | Time | Play Space |
|-------|------------|--------------|-------------------------------|
| A | Reception | 12.00 – 1.00 | Back playground – green area |
| B | Year 1-2 | 12.00 -1.00 | Back Playground |
| C | Year 3-4 | 12.15-1.15 | Front Playground – stage Area |
| D | Year 5-6 | 12.30 -1.30 | Front Playground/MUGA |

| Group | Year Group | Lunch Break times | | | |
|-------|------------|-------------------|---|---|--|
| A | Reception | 12.00 – 1.00 | 12.00 – 12.15 Eat in hall – | 12.15-1.00 Play in Green Area – Back Playground | |
| B | Year 1 | 12.00 -1.00 | 12.00 – 12.15 Eat in Year 1 classroom | 12.15-1.00 Play in back playground | |
| B | Year 2 | 12.00-1.00 | 12.00 – 12.15 Eat in Year 2 classroom – Play back playground | 12.15-1.00 Play in back playground | |
| C | Year 3 | 12.15- 1.15 | 12.15-12.45 Play in front play-ground stage area | 12.45- 12.55 Eat in the hall | 12.55-1.25 Play in front playground |
| C | Year 4 | 12.15-1.15 | 12.15-12.55 play in front play-ground stage area | 12.55 – 1.05 Eat in hall | |
| D | Year 5 | 12.30 -1.30 | 12.30-1.05 Play in front playground / MUGA | 1.05 -1.15 Eat in the hall | 1.15-1.30 Play in front |

| | | | | | |
|---|--------|-------------|---|------------------------------|--|
| D | Year 6 | 12.30- 1.30 | 12.30-1.15 play in MUGA /front playground | 1.15-1.30 Eat in the hall | |
|---|--------|-------------|---|------------------------------|--|

End of the day

Classes line up to be dismissed

KS1: Younger siblings in YR, Y1 or Y2 will be collected first at 3.05 pm, then parents will wait at the relevant Y3, Y4, Y5 or Y6 gate to pick up older siblings at 3.15 pm

KS2: If a pupil in Y5 or Y6 has a younger sibling in Y3 or Y4 they will wait with their younger sibling and leave through the relevant Yr 3 or Y4 gate at 3.15 pm

Parents to be ready at either

3.00 pm – YR:

3.05 pm – Y1 and Y2;

3.15 pm -Y3, Y4, Y5 and Y6

| Group | Year Group | End of the day | Gate |
|-------|------------|----------------|----------------------------------|
| A | Reception | 3.00pm | Main Gate |
| B | Year 1-2 | 3.05pm | Y1: Main Gate Y2: MUGA Gate |
| C | Year 3-4 | 3.15pm | Y3 – Main Gate Y4 – MUGA Gate |
| D | Year 5-6 | 3.15pm | Side Gate |

PEN AUTUMN ROTAS/TIMETABLES AT A GLANCE

| PENINSULA | GATES OPEN | SCHOOL STARTS | ACCESS GATE | PLAY/BREAK TIMES | | LUNCH TIMES | | SCHOOL ENDS | DEPARTURE GATE |
|---|----------------|---------------|--------------|------------------|----------|-------------|----------|-------------|----------------|
| | | | | | | | | | |
| Group 1 Nursery | 8.45 - 8.55 am | 8.45 am | Nursery gate | N/A | N/A | N/A | N/A | 11.45 am | Nursery gate |
| Group 2 Year 1 and Chessun | 8.40 - 9 am | 9.00 am | Double gates | 10.40 am | 10.55 am | 11.40 am | 12.40 pm | 3.05 pm | Double gates |
| Group 3 Ipgrave, Year 3 and 4 | 8.40 - 9 am | 9.00 am | Double gates | 11.00 am | 11.15 am | 12.00 pm | 1.00 pm | 3.05 pm | Nursery |
| Group 4 Year 5 and 6 | 8.40 - 9 am | 9.00 am | Double gates | 11.00 am | 11.15 am | 12.40 pm | 1.40 pm | 3.05 pm | Double gates |
| Group 5 Reception | 9 – 9.10 am | 9.15 am | Double gates | 10.40 am | 10.55 am | 12.00 pm | 1.00 pm | 3.00 pm | Double gates |

Reception pupils leave at 3.00pm. Older siblings join reception pupils to line up in playground.
Classes line up to be dismissed in playground. Older siblings collect younger siblings from line.

PLAY/LUNCHTIME AREAS/ZONES

Classes/Groups to use the designated space at play and lunch time for the day each and every day.

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|---|-----------------|-----------------|-----------------|-----------------|-----------------|
| Group A Orchard Bellamy | Muga pitch | Ship/Track/Hill | Muga pitch | Ship/Track/Hill | Muga pitch |
| Group B Stephens Siderman Chessun | Ship/Track/Hill | Muga pitch | Ship/Track/Hill | Muga pitch | Ship/Track/Hill |
| Group C Sanders Elliott Gregory | Muga pitch | Ship/Track/Hill | Muga pitch | Ship/Track/Hill | Muga pitch |
| Group D Talbot Powell Ipgrave | Ship/Track/Hill | Muga pitch | Ship/Track/Hill | Muga pitch | Ship/Track/Hill |

Lunch Timings

| | | |
|---|--|---|
| Group A Orchard Bellamy 12 – 1 pm | Play 12.00 -12.20 pm | Eat 12.20 -12.50 pm 12.50 – 1 pm Pupils to use the EYFS outdoor area at lunchtime. |
| Group B Stephens Siderman Chessun 11.40 – 12.40 pm | Play 11.40 -12.00 pm | Eat 12.00 -12.20 pm 12.20 – 12.40 pm Pupils to go back to designated outdoor area. |
| Group C Gregory Sanders Elliott 12 – 1 pm | Play 12.00 – 12.20 pm 12.50 – 1pm | Eat 12.20 -12.40 pm 12.50 – 1 pm Pupils to go back to designated outdoor area. |
| Group D Ipgrave Talbot Powell 12.40 – 1.40 pm | Play 12.40 -1.00 pm | Eat 1.00 -1.20 pm 1.20 – 1.40 pm Pupils to go back to designated area. |

WOOLWICH AUTUMN ROTAS/TIMETABLES AT A GLANCE

| WOOLWICH | GATES OPEN | SCHOOL STARTS | ACCESS GATE | PLAY/BREAK TIMES | | LUNCH TIMES | | SCHOOL ENDS | DEPARTURE GATE |
|------------------------------|-------------|---------------|---------------------------|------------------|-----|-------------|-----|-------------|--|
| Group A Nursery | 8.40am | 8.45 am | Nursery Gate | N/A | N/A | N/A | N/A | 11.45 am | Nursery Gate |
| Group B Year 5 & 6 | 8.40 - 9 am | 9.00 am | Main School Entrance/Gate | 10:45-11 | | 12:30-1:30 | | 3.10 pm | Main School Entrance/Gate Year 6 – Nursery Gate |
| Group C Year 3 & 4 | 8.40 - 9 am | 9.00 am | Muga Gate | 10:30-10:45 | | 12:30-1:30 | | 3.10pm | Muga Gate |
| Group D Year 1 & 2 | 8.40 - 9 am | 9.00 am | Muga Gate | 10:15-10:30 | | 12-1 | | 3 pm | Muga Gate |
| Group E Reception | 8.40 - 9am | 9.00 am | EYFS Gate | 10:15-10:30 | | 12-1 | | 3 pm | EYFS Gate |
| ALL SIBLINGS OF YEAR 5 & 6 | 8:40-9am | 9.00 am | Main School Entrance/Gate | | | | | 3pm | Main School Entrance/Gate |

Oldest children in years 5 and 6 to bring youngest siblings in from 8:40am through the main school entrance. These children will collect their youngest siblings at 3:pm and take them straight to the main school gate for dismissal. Children in years 3 and 4 to go to their respective youngest siblings classes to be dismissed.

WET PLAY LUNCHTIME DUTY 2020

| Year Groups | Play Spaces | Adults Supervising | |
|--------------------------|-----------------------------------|---|-------------------------------------|
| | | SMS – Berni | First Aid – Vicky Lovell |
| Reception 12-1pm | Reception Playground | Matthew, Tania Turner, Hawkins Class | Jesmila, Eda Makeba Class |
| Year 1 /2 12-1pm | Year 1 / 2 Playdeck | Abi, Manny, (Nathalie M-Th , Tainia F), (Zabrina M-W , George Th-F) Stay on the Play deck | |
| Year 3/4 12.30-1.30pm | See Rota Below | Sasha, Sharmilla, Leyla, Martha, Princess, Katie | |
| Year 5/6 12.30-1.30pm | See Rota Below | Joanne, Salwa, Charlotte, (Zabrina Th-F , George M-W) | |
| Staff Lunch | Reception / Years 1/2 @ 1-1.30pm. | | Years 3/4/5/6 @ 12-12.30pm |

| Teachers collect classes from the MUGA | WET PLAY Years 3/4/5/6 LUNCHTIME ROTA – 12:30-1:30PM | | | | |
|--|---|--------------------------------------|--|-----------------------------------|------------------------------------|
| | X 30 chn | X 30 chn | X 30 chn | X 30 chn | X 30 chn |
| | MUGA PITCH | AMPHITHEATRE | ROOF GARDEN | 3/4 PLAY DECK | 5/6 PLAY DECK |
| MON | Year 6 George/Charlotte | Y4 Cooper Katie/Princess | Y4 Fonteyn Leyla/Martha | Year 3 Sharmilla/Sasha | Year 5 Joanne/ Salwa |
| TUES | Year 5 Joanne/ Salwa | Y3 Moore Leyla/Martha | Y3 Perry Sharmilla/Sasha | Year 4 Katie/Princess | Year 6 George/Charlotte |
| WED | Year 3 Sharmilla/Sasha | Y6 Walker George/Charlotte | Y6 Einstein Joanne/ Salwa | Year 4 Leyla/Martha | Year 5 Katie/Princess |
| THUR | Year 4 Leyla/Martha | Y5 Curie Joanne/ Salwa | Y5 Faraday Sharmilla/Sasha | Year 3 Katie/Princess | Year 6 Zabrina/Charlotte |
| FRI | Year 6 Zabrina/Charlotte | Y3 Perry Sharmilla/Sasha | Y3 Moore Katie/Princess | Year 4 Leyla/Martha | Year 5 Joanne/ Salwa |
| ADULTS | X2 | X2 | X2 | X2 | X2 |
| WET PLAY | Go to the class for that year group | Stay in the Amphitheatre | Go to the class for that year group | Stay on the Y3/4 Play deck | Stay on the Y5/6 Play deck |