

CAUSEWAY GREEN PRIMARY SCHOOL



POLICY ADDENDUM BOOKLET- COVID 19

MARCH 2021

Governor Approved:
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T&L Policy COVID-19 Addendum:

The staff at Causeway Green Primary School are committed to enabling children to achieve their true potential through effective teaching and learning. Due to COVID-19, these additions and changes have been made to support and prepare children's return to school, which is vital for children's education and well-being.

T&L in the classroom

Equipment:

- 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
- 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.
- Resources that are shared between classes or bubbles, such as sports, art and science equipment should be cleaned frequently and meticulously and always between bubbles, or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles.
- It is still recommended that pupils limit the amount of equipment they bring into school each day, to essentials such as lunch boxes, hats, coats, books, stationery and mobile phones. Bags are allowed.
- Pupils are allowed to take home reading books home but when returned to school they should remain in the cupboard for 3 days before being redistributed
- A water bottle must be provided (two is recommended)

Grouping Children and Classroom Structure:

- Children kept in their class groups unless a specialist is delivering something to a specific risk assessed group (e.g. WBA)
- Pupils seated 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.
- Teachers are to remain at a two metre distance from pupils at all times where possible.
- Groups should be kept apart, meaning that large gatherings such as assemblies should not take place (loom assemblies will take place in classrooms and merits will be delivered by Headteacher to classrooms)

Curriculum Expectations:

- 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.
- 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). The curriculum is planned to ensure that pupils have the essential knowledge and skills to move into the next curriculum year.

- Prioritise identifying gaps and re-establish good progress in the essentials (phonics and reading, increasing vocabulary, writing and mathematics).
- Identifying opportunities for reading across the curriculum so they read widely, and develop their knowledge and vocabulary.
- The curriculum should remain broad, so that the majority of pupils are taught a full range of subjects over the year, including sciences, humanities, the arts, PE/sport, RE and RHE.
- Daily Catch Up sessions will be delivered by LSPs so that children are ready for the next day's lessons. (English, phonics and Maths)

Reading

Priority will be given by LSPs to hearing the children read during the first few weeks of school. The pupils will continue to have reading books. They will have at least 2 books per child. These will be sent home with planners from Day 1 or 2 after the pupils' return to school.

- EYS/KS1: Phonics and Reading book (Levelled)
- KS2: Reading book (Levelled)
- They will also have a book from the school library.

Every classroom from Nursery to Year 6 has a well-stocked and an inviting Book Corner, where you can find everything from **newspapers to poetry, non-fiction to fairy tales and picture books to classic popular fiction**. The books from the classroom must be:

- Only be used by pupils from that class/bubble
- When returned from home, they must be placed in a box, and left for 48hrs (these will be collected on a Friday, ready to be added back to the shelves on Monday).

Mobile Library

An interim mobile library will be provided. This will ensure that the pupils have a selection of books to read. The box will include:

- Newspapers
- Non fiction
- Fiction
- Poetry
- Comics

On a bi-weekly basis, a request form will be sent to each class and the librarian will aim to provide books to meet the children's interests.

Reading corner

All classrooms have a designated area for reading books and reflection. This space is designed with the children in mind, it should capture the children's imagination and **promote a love of reading**. Our book corners also include facts about authors and books, book reviews and recommendations, prompts to help the children read as well as a quiet space to enable them to 'escape into a good book'.

Phonics

- Rec/Y1 and Y2 will carry out informal phonics assessments during week 2-3
- Phonics groups to be split within the class only between class teacher and LSP
- Teachers to begin teaching by reviewing what has been taught during lockdown initially before moving on

Marking and Assessment:

- Self-assessment for peers will continue to take place as normal during lessons along with PA with partners.
- On LO there will be 'R A G' for them to circle the relevant letter instead of colouring red, amber, green to avoid issue of sharing colouring pencils.
- Marking for teachers will be as usual- but where possible staff will try not to take books home to mark.

Displays:

- Plastic covering
- Laminated where possible
- Blu tac to be used
- Working walls are to be used as normal

PE and Forest School:

- PE to take place outdoors when possible (dependent upon weather and topic being taught)
- Children to wear PE kits from home and remain in these for the whole day
- Children to bring extra water bottles from home when taking part in physical activities
- Children to wear forest school kit with school shoes from home
- Forest school equipment to be cleaned after each use – Forest School Lead responsibility
- Wellies in school not to be shared

- Children to bring their own wellies or old trainers from home

Trips:

- Follow guidance from Evolve and LA (currently no educational visits until further notice)
- Ensure trips books are outdoor based where possible
- Ensure visits booked allow for a minimum of 2m distance from other schools and staff

Library

- Each class provided with a box of books to pick one rather than visiting library.
- Books that have been sent home to be kept away from the library for at least 48 hrs/ 3 days before they are returned

MFL

- Delivered as usual- MFL teacher to remain at the front of the class at 2m distance
- Class teachers to remain in the classroom while the lesson is being taught

EYFS

Marking and Feedback:

- Verbal feedback to be given during adult led activities
- Anecdotal observations to be completed to support baseline assessment
- All observations to be added directly to learning journey on completion
- Learning journeys to remain in school where possible

Classroom Layout:

Settings should make small adaptations to the classroom to support distancing where possible. That 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.

- Whole class teaching will be completed on the carpet with children facing teacher
- Whole class teaching will be kept to a minimum between 10 – 15 minutes
- Where possible whole class teaching will be delivered in family groups to allow for smaller groups of children to be together on the carpet
- Adult focus teaching will take place at horse shoe table to allow all children to be facing the teacher
- Soft furnishings will still be limited within the classroom
- Shared resources to be sprayed with a disinfectant spray at the end of each day and allowed to air dry over night

Induction Process:

- Home visits will be arranged as 1:1 appointment in school so that children can visit school and meet their teacher with a familiar person present
- 1:1 visit will replace stay and play session so children can explore the classroom with a familiar person present
- Other stay and play sessions will not be carried out in the Autumn term at least

Teaching Focus:

For children in nursery settings, the main teaching focus will be on the prime areas of learning, including:

- communication and language
- personal, social and emotional development
- physical development
- teaching will be delivered in small family groups

For pupils in reception, teachers should also assess and address gaps in language, early reading and mathematics, particularly ensuring phonics knowledge and extending their vocabulary.

- WELLCOMM assessments to be carried out on all children to identify gaps in language
- Phonics lessons will begin in family groups (15 children) to catch up
- Reading books will be sent home early with children – returned books to be stored for 72 hours before being resent home
- Observational assessment to be used for baseline period to identify other gaps in learning and plan for them accordingly

Academic	Welfare/social	Fine motor	Gross motor
Phonics and early reading	Speaking and listening	Use of knives and forks	Running and jumping
Number and counting	Engaging and eye contact	Pencil grip	Sitting up straight
Formulating coherent responses	Turn taking and sharing	Pincer grip	Hand eye co-ordination

Reacting appropriately to accurately modelled use of language and full sentences	Speaking to adults Speaking to peers		PE stamina and resilience
Eating together			

Little Sprouts Stay and Play:

Due to limiting visitors into the building Little Sprouts will not be taking place currently. This will be under constant review and once advised by the Government that it is safe to do so Little Sprouts will begin again. As this is also used to secure future Nursery and Reception places it is in the best interest to have the provision up and running as soon as it is safe to do so. Current registration details will be used to identify any possible nursery and reception places and these parents will be contacted by phone.

Staff and visitors

Staff:

- Class teachers will be working closely within their class bubble where possible.
- When staff are required to be out of the classroom suitable cover will be arranged ensuring that number of adults that will mix within the bubble are kept to a minimum.

Supply Teachers / Specialist Teachers:

- Settings can continue to engage supply teachers and other supply staff during this period if the risk assessment allows. Where possible the staff will be exclusive to CGPS.
- All supply teachers will be sourced from Hays
- Long term supply teachers will be sourced to prevent workers moving between settings
- Specialist teachers (music specialists, sports coach, reading volunteers) will continue to be used but will all follow the school's arrangements for managing and minimising risks

Students:

- Teaching students will be welcomed and supported within our school during the Spring/Summer term. They will be exclusive to CGPS and encouraged to participate in LFT testing
- Teaching students to remain in the classroom they are allocated

Visitors / Volunteers:

Volunteers may be used to support the work of the setting, as would usually be the case. It is important that they are properly supported and given appropriate roles. Mixing of volunteers across groups should be kept to a minimum, and they should remain 2 metres from pupils and staff where possible.

- Non-essential visitors are currently not being permitted into the building

Engaging parents and families / open classrooms:

- Parents will only be allowed into school if they are invited or have a pre booked appointment
- Open classrooms have been replaced with welcome video from new class teacher and welcome booklet included some photographs of learning environments
- Parents will be informed of stunning starts and fantastic finishes via curriculum newsletter

Special Educational Needs

Support to access the curriculum and interventions:

- Causeway Green will ensure that appropriate support is made available for pupils with SEND, in accordance with government guidance.
- SEND and vulnerable pupils will be given the catch-up support needed to make progress by the end of the academic year.
- Remote learning will be personalised to pupil's needs and EHCP outcomes.
- Some pupils with SEND (whether with education, health and care plans or on SEN support) will need specific help and preparation for the changes to learning routines, teachers and special educational needs coordinators will plan to meet these needs, for example through using social stories.

Social distancing:

- It is recognised that keeping a 1m+ distance between pupils and staff 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 will be provided as normal in accordance with government guidance.

Visitors and partnership with external agencies:

- Specialists, therapists, clinicians and other support staff for pupils with SEND will be provided interventions as usual in accordance with government guidance.

Additional Information:

- Some pupils with complex needs will struggle to maintain as good respiratory hygiene as their peers, for example those who spit uncontrollably or use saliva as a sensory stimulant. Routines and social stories will be put in place to support SEND pupils with hygiene measures. This should be considered in risk assessments in order to support these pupils and the staff working with them.

Changes to school routines

The school day:

- The school's start and finish times will be staggered to support social distancing.
- Social distancing will not be expected for pupils; however, this will be encouraged for pupils in upper Key Stage 2. Pupils will work within class or year group bubbles minimising contact where possible with other pupil and with other bubbles.
- **In the Spring and Summer terms (and until reviewed)** we will be unable to facilitate mass gatherings within school, as a result, assemblies will take place within the classroom. **Some assemblies will be on Zoom so that pupils can see each other as a whole school eg. Gem awards, Curriculum Champions**
- Pupils will have designated areas/ times for unstructured times such as play times and dinner times.
- Lunchtimes – lunch will be eaten in classrooms (where possible)

Hygiene procedures:

- Routines will be put in place to support children with hygiene measures such as hand washing and discarding soiled tissues using **the catch, bin it, kill it** approach.
- Regular cleaning of surfaces and contact points will be in place throughout the day.
- Where necessary school staff will wear PPE for treating pupils with Covid-19 symptoms and pupils who require close care.

- Isolation area is provided; this will be separate to pupils and staff. Any pupils will be appropriately supervised.

Travelling to and from school:

- In accordance with government guidelines Causeway Green Primary School would encourage children to walk or cycle to and from school.
- Children in KS2 may choose to drop the children at the bottom of the drive in order to reduce numbers on the school site.

Behaviour

We will continue to have high expectations for our pupils learning behaviour, including their movements around school.

Please see Behaviour Addendum.

Curriculum Policy Addendum

Causeway Green's rationale for changes to the curriculum- post school closure

This document is to read in conjunction with our curriculum rationale

- To support pupils after the coronavirus absence. We need to recognise what has happened and the potential attachment issues for our younger children. We cannot move straight into the curriculum, we need to find balance and accept what has happened.
- Mental health and well-being will be a priority for our children along with rebuilding their relationships with staff and peers.
- Basic transferable skills will be prioritised and our broad and balanced curriculum will continue.
- Mastery maths approach has been introduced- this always includes the re-visiting of the previous years work. This will support the pupils in catching up on missed learning.
- The last three weeks of Spring term will be focused on the following:
 - Week 1: Routines/ Nurture/Basic skills
 - Weeks 2 and 3: Basic skills/ informal quizzes to assess gaps in knowledge in order to amend planning for the Catch Up curriculum
- Phonics teaching for Reception and Year 1 will begin immediately with a focus on revision of the phase being taught during lockdown before moving on. These sessions will form part of English lessons/ guided reading sessions and will use our high quality phonics based texts during this period. Staff will also have the use of 'phonics friendly big books' to share with pupils, enabling them to model blending and segmenting. Teachers will plan for additional phonics activities to be incorporated into their English lessons. Support staff will prioritise reading and phonics catch up activities during the afternoons every day.
- As we teach a skills-based curriculum we are able to transfer skills from one year group to another. In order to cover the context of the subject which children have missed, for example 'London's Burning' Teachers will carry over the high quality texts based on these subjects as part of their daily reading to their classes. Some topics from the summer term 2020 and spring 2021 will not be taught explicitly, instead the skills will be transferred to Summer 2021 or Autumn 2021.
- We will be ensuring that the teaching that takes place is as powerful as it possibly can be.

- We recognise that Science will need to be caught up as some topics and skills will not be taught until potentially the next key stage. Where this has been the case we have moved those topics into the next year group.
- Aspects of SRHE will be taught in the Summer term as planned and will need to review the content from the previous year which may have been missed. Year 3 and Y4 teachers in particular will need to check back on the resources used in the previous year.
- Assessment processes have been altered in order to have a clear baseline of pupil's knowledge and understanding through the use of informal quizzes and assessments. This will take place during the last 3 weeks of Spring term in order for pupils to settle back into school whilst we focus on their well-being and mental health. Then formal assessments will take place around Summer half term.
- In EYFS Weeks 2 and 3 will be used to carry out observational assessments to identify gaps in learning.
- Christmas activities will be scaled down due to the increased risk of infection which will enable more teaching time for pupils.
- Singing will be taking place in Spring and Summer term with additional procedures in place (see risk assessment).
- Swimming sessions will not be able to follow our usual termly organisation due to pools not being open. Swimming is planned to recommence in September 2021 if restrictions allow. This will be for Y2, Y5 and Y6.
- We will have a reduced curriculum enrichment programme for the academic year 2021-22. In the first instance this will be reduced down to an additional focus on 'Happy, healthy me', Anti-bullying week, Online safety focus weeks, Science and STEM week, British Values week and World Book week.

We will continue with our monthly themed 'inspirational people of the month' assembly to highlight the work of important people in history and of the modern world as soon as the staggered day has finished and more time is made available. There will also be a continuation of the 'Growth mindset book of the month' to ensure that pupils remember that they have the possibility to be whomever they would like and to reach their dreams if they work hard enough.

- The Causeway Green retrieval booklet will be used from **Week 2 of the return to school in March** to ensure that pupils have adequate opportunities to retrieve key facts and knowledge but also to follow up and gaps in knowledge. This is a booklet which includes questions from Nursery- Year 6 in every subject that we teach.

This rationale has been written in conjunction with guidance from the most recent research and robust evidence from the following sources:

‘Build back better’, Professor John Hattie, June 2020

‘Balancing the curriculum’. Mary Myatt, June 2020

‘The recovery curriculum’, The National College, June 2020

‘A resilience and coping framework for supporting transitions back to school’ The British Psychological society, July 2020

Assessment policy addendum

Due to the school closure in the Summer term 2020 and Spring term 2021 (related to the COVID-19 pandemic) there is the need for amended testing to take place during the school academic year 2020/2021.

Pupils will return to school for the last 3 weeks of the Spring term. No formal testing will take place in the Spring term. Instead, formative assessment in the form of quizzes, Google Forms, quick spelling and reading tests and the use of retrieval booklets will be used. The first piece of extended writing during the first English unit will be used to assess next steps for pupils. Writing across each year group will be ranked (higher, middle, lower). These informal assessments will support teachers to identify gaps and to amend planning as required.

Staff will need to baseline any EAL 'new to the country' pupils.

In EYFS- In Weeks 2 and 3 observational assessments will be carried out in order to identify gaps in learning with a focus on the prime areas.

In Y1/Y2 informal assessment will identify specific gaps in phonics, number skills and number bonds.

In Reception gaps in GLD will be identified and planning amended.

The NTS reading test and a mathematic Puma test and GPS test be administered in the Summer term at the end of the first half term in order to obtain a baseline for each pupil.

Reception will carry out the EYFP and share this with Y1 and parents

Year 1 will carry out a past phonics paper for internal assessment purposes

This amendment will only apply to the academic year 2020/2021.

Transition Policy COVID-19 Addendum:

School wide changes to transition:

Due to the fact we cannot carry out some of our usual transition plans in school we are implementing the following to help support children's transition throughout the school. Because we cannot hold our usual transition day in summer term, where children find out who their new members of teacher staff are for September and spend time working with them and getting to know them we are carrying out:

- ✓ Teacher fact file sheets sent out to new classes
- ✓ A video link from new teachers sent out to their new classes to allow them to see and hear from their new teacher (the video will explain a bit about each teacher and will detail bits about what to expect in their new year group)
- ✓ A blank all about me pupil sheet for children to complete and to be given to their new teachers
- ✓ Autumn Curriculum Newsletter will go out before the end of Summer term to tell students what to expect from their new year groups in Autumn Term- whereas this is usually sent the first week back in September
- ✓ A welcome booklet for each year group which contains photographs of their new classrooms and teaching staff and details information such as the new doors they will use to enter and exit the classrooms and photographs of their playgrounds. This will also contain photos of their cloakrooms and pegs and showing them toilets etc

Nursery:

Due to the fact that home visits cannot take place in summer term if restrictions are still in place the meetings will take place via as a 1:1 session in school. Meetings will be arranged whilst nursery sessions continue to run in order to avoid further disruption to learning.

Following the two weeks of 1:1 meetings, students will be invited to attend nursery in small group slots, in order to support transition and settling in.

The following timeline will be followed:

Week beginning	14 th – 18 th June 2021	Parent 1:1 meetings
Week beginning	21 st – 25 th June 2021	Parent 1:1 meetings
Weeks 1 - 3	2 nd September – 17 th September 2021	Staggered induction for all pupils
Weeks 4 - 5	20 th September – 1 st October	Baselining to take place (completed by 8 th October)

Nursery to Reception:

When school starts: focus on developing emotional stability and foundation skills

The next cohort of children will likely have more attachment issues because they'll have spent much more time at home with their parents. Due to this, the focus for the first half term will be:

Focus on building team cohesion with class songs and shared experiences.

Setting routines quickly to support children feeling comfortable and build emotional stability. Reinforce routine with visual prompts, e.g. a visual timetable, now and next boards, and use objects of reference for particular activities.

Making teaching even more explicit to cover sharing and considering others. For example, have structured turn taking and sharing routines in small groups as you normally would. However, do it more often (i.e. several times a day) and with more explicit adult modelling of the expected behaviours.

Focus on empathy and positive regard when dealing with unwanted behaviour such as not wanting to follow the routine or not sharing. In practice this means you verbalise that you understand it's difficult to behave in certain ways in certain situations. This makes the child believe you understand their worries and why they behaved like that. This empathy response needs to come before the reminder and prompt for the behaviour that you want to see.

Be flexible to support the additional needs of **vulnerable children**.

Vulnerable children are likely to be more affected by school closure because they'll spend longer in an unstable home. Make sure you still carry out home visits at the beginning of term so that you can identify those vulnerable children that you otherwise wouldn't know about.

Manage your expectations when school starts and be mindful that these children will need additional support:

- ✓ They're less likely to accept instructions. So make your demands more positive and turn them into a game, like "I bet you can't do this..."
- ✓ Separate them from their behaviour so that even if you don't like how they behave you always like them
- ✓ Give them more frequent reassurance and praise for their efforts
- ✓ They might need help settling when they first come in - help them settle by giving them a preferred activity for 5 to 10 minutes with a trusted adult if possible
- ✓ Model expected behaviour with them more explicitly. For example, they may find it hard to share during turn-taking activities. Show them how to do this and recognise small steps of progress

Prior to starting	- Send out handout to parents 'School Readiness Leaflet'
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	<ul style="list-style-type: none"> - Reception staff –Loom story time (record themselves reading some stories and send out to parents, so children become familiar with their faces and voices) - Reception classes to be set up as individual classes
First full week back 2nd September – 10th September 2021	<ul style="list-style-type: none"> - Children to attend in small groups of 5 for a one hour slot across the three days to meet their teachers and see classroom - Children to attend half days
Second full week back 13th September – 17th September 2021	<ul style="list-style-type: none"> - Children to attend full time
Third full week back 20th September – 1st October 2021	<ul style="list-style-type: none"> - Baselining to commence (Completed by 8th October)

*See Nursery to Reception transition policy for further timetabling as usual

Reception to Year 1:

Due to children missing a significant part of their Reception year, schools will need to consider how teaching and learning in Year 1 can be adapted to ensure that it is developmentally appropriate and meets the needs of the children. This will be done by:

- ❖ reviewing the Year 1 planning and make changes so that it:
 - ✓ has a phonics, reading and vocabulary focus based on phonics phases that have not been fully covered in reception
 - ✓ provides opportunities for children to play and explore, apply knowledge and skills in self-initiated learning and to think, puzzle and work things out
 - ✓ is flexible enough to be adapted as children’s interests and needs change
 - ✓ provides lots of opportunity for circle time and discussions
- ❖ extending an EYFS approach into Year 1 and looking at how you can create an environment for play-based learning. This “familiar” environment will support children to be confident and comfortable as they face yet another significant change. An additional challenge here might be providing access to an outdoor learning space.
- ❖ providing additional time for EYFS and Year 1 staff to meet to look at the most recent assessments and discuss children’s development. More children may be performing below age-related expectations due to time out of school.
- ❖ to establish new routines and the understanding of new boundaries in Year 1

Prior to starting	<ul style="list-style-type: none"> - Year 1 staff –Loom story time (record themselves reading some stories and send out to staff so children become familiar with their faces and voices) - this will help support the fact the teachers were unable to deliver story time in reception during Summer Term - Prior to starting- if restrictions allow- classrooms to have a home corner and role play area/ small world basket/ construction area
First week back	<ul style="list-style-type: none"> - Loom assemblies delivered in the classroom- teachers to set expectations of sitting and listening during the assembly ready to attend whole school - Playtime to be separate to year 1 to begin with to get used to the new playground
First half term	<ul style="list-style-type: none"> - EYFS focus to continue for first half term (this usually is only a month)

Year 2 to Year 3:

Prior to starting	<ul style="list-style-type: none"> - Already familiar with playground from daily mile
First week back	<ul style="list-style-type: none"> - Year 3 and 6 to start playtimes early to get used to the playground (buddies?) - Year 3 to have afternoon break for first week back - Fruit offered to students during break (reception won't be in school and need it)

Year 6 to Year 7:

Transition protocols invoked –particular focus on SEND and vulnerable pupils,

Safeguarding Policy Addendum:

COVID-19 school closure arrangements for Safeguarding and Child Protection at Causeway Green Primary School

This Policy addendum is effective from 5th January 2021

Context

To support public health efforts to arrest the rising cases of Covid-19 (Coronavirus), on 4th January 2021, The Prime Minister announced a new national lockdown for England, with people instructed to "stay at home" as they did during March's first lockdown.

All primary schools, secondary schools and colleges were instructed to move to online learning.

This addendum of the Causeway Green Primary Safeguarding, and Child Protection policy contains details of our individual safeguarding arrangements in the following areas:

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Key contacts

Remain as per the School Safeguarding Policy.

Vulnerable children

Vulnerable children and young people include those who:

- are assessed as being in need under section 17 of the Children Act 1989, including children and young people who have a child in need plan, a child protection plan or who are a looked-after child;
- have an education, health and care (EHC) plan;
- have been identified as otherwise vulnerable by educational providers or local authorities (including children's social care services), and who could therefore benefit from continued full-time attendance, this might include:
 - children and young people on the edge of receiving support from children's social care services or in the process of being referred to children's services
 - adopted children or children on a special guardianship order
 - those at risk of becoming NEET ('not in employment, education or training')
 - those living in temporary accommodation
 - those who are young carers
 - those who may have difficulty engaging with remote education at home (for example due to a lack of devices or quiet space to study)
 - care leavers
 - others at the provider and local authority's discretion including pupils and students who need to attend to receive support or manage risks to their mental health.

Eligibility for free school meals in and of itself is not a determining factor in assessing vulnerability.

Senior leaders, especially the Designated Safeguarding Lead (and deputy) know who our most vulnerable children are. They have the flexibility to offer a place to those on the edge of receiving children's social care support.

Causeway Green Primary will continue to work with and support children's social workers to help protect vulnerable children. This includes working with and supporting children's social workers and the local authority virtual school head (VSH) for looked-after and previously looked-after children. The lead person for this will be: Tracy Tooth

There is an expectation that vulnerable children who have a social worker will attend an education setting, so long as they do not have underlying health conditions that put them at increased risk.

In circumstances where a parent does not want to bring their child to an education setting, and their child is considered vulnerable, the social worker and Causeway Green primary will explore the reasons for this directly with the parent.

Where parents are concerned about the risk of the child contracting COVID19, Causeway Green Primary or the social worker will talk through these anxieties with the parent/carer following the advice set out by Public Health England.

Causeway green Primary will encourage our vulnerable children and young people to attend a school, including remotely if needed.

Critical workers

Parents whose work is critical to the coronavirus (COVID-19) and EU transition response include those who work in health and social care and in other key sectors outlined in the following sections.

Attendance monitoring

In mainstream schools, all secondary-age pupils who are not expected to be in school, should be recorded as 'code X'.

Children for whom on-site provision is being provided should be recorded in line with the normal school attendance requirements.

Shielding advice is currently in place, all children deemed clinically extremely vulnerable are advised not to attend school.

Causeway Green Primary and social workers will agree with parents/carers whether children in need should be attending school – Causeway Green Primary will then follow up on any pupil that they were expecting to attend, who does not.

Causeway Green Primary will also follow up with any parent or carer who has arranged care for their child(ren) and the child(ren) subsequently do not attend.

Phone calls will be made to the parents/carers in these circumstances.

To support the above, Causeway Green Primary will, when communicating with parents/carers and carers, confirm emergency contact numbers are correct and ask for any additional emergency contact numbers where they are available.

In all circumstances where a vulnerable child does not take up their place at school, or discontinues, Causeway Green Primary will notify their social worker.

Designated Safeguarding Lead

Causeway Green Primary school has a Designated Safeguarding Lead (DSL) and a Deputy DSL.

The Designated Safeguarding Lead is: Tracy Tooth

The Deputy Designated Safeguarding Lead is: Deb Kendrick

The optimal scenario is to have a trained DSL (or deputy) available on site. Where this is not the case a trained DSL (or deputy) will be available to be contacted via phone or online video - for example when working from home.

Where a trained DSL (or deputy) is not on site, in addition to the above, a senior leader will assume responsibility for co-ordinating safeguarding on site.

This might include updating and managing access to child protection online management system, CPOMS and liaising with the offsite DSL (or deputy) and as required liaising with children's social workers where they require access to children in need and/or to carry out statutory assessments at the school or college.

Causeway Green Primary staff and volunteers will have access to a trained DSL (or deputy).

The DSL will continue to engage with social workers, and attend all multi-agency meetings, which can be done remotely.

Reporting a concern

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 CPOMS, which can be done remotely. This must be logged by 4pm on the day the concern is raised.

If a concern is raised out of hours, the staff member should report the concern on CPOMS and alert the Trust Safeguarding Manager using the contacts outlined in the school safeguarding policy. If a response is not received, you must continue to exhaust all contacts in the key contact section of the school child protection policy.

In the unlikely event that a member of staff cannot access their CPOMS from home, they should email the Designated Safeguarding Lead, Headteacher and the Trust Safeguarding Manager. This will ensure that the concern is received.

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

Where staff are concerned about an adult working with children in the school, they should use a yellow form to report the concern to the headteacher.

If there is a requirement to make a notification to the headteacher whilst away from school, this should be done verbally over the phone and followed up with an email to the head teacher to confirm the discussion. The Trust Safeguarding Manager must be included in this email.

Concerns around the Headteacher should be directed to the Chair of Governors via email.

Safeguarding Training and induction

All existing school staff have had safeguarding training and have read part 1 of Keeping Children Safe in Education (2020). The DSL should communicate with staff any new local arrangements, so they know what to do if they are worried about a child.

Where new staff are recruited, or new volunteers enter Causeway Green Primary, they will continue to be provided with a safeguarding induction.

If staff are deployed from another education or children's workforce setting to our school, we will consider the DfE supplementary guidance on safeguarding children during the COVID-19 pandemic and will accept portability as long as the current employer confirms in writing that: -

- the individual has been subject to an enhanced DBS and children's barred list check
- there are no known concerns about the individual's suitability to work with children
- there is no ongoing disciplinary investigation relating to that individual

For movement within the Trust, schools should seek assurance from the Multi-Academy Trust (MAT) HR Manager that the member of staff has received appropriate safeguarding training.

Upon arrival, they will be given a copy of the receiving setting's child protection policy, confirmation of local processes and confirmation of DSL arrangements.

Designated Safeguarding Lead training

DSL training is very unlikely to take place whilst there remains a threat of the COVID 19 virus.

For the period COVID-19 measures are in place, a DSL (or deputy) who has been trained will continue to be classed as a trained DSL (or deputy) even if they miss their refresher training.

Safer recruitment/volunteers and movement of staff

It remains essential that people who are unsuitable are not allowed to enter the children's workforce or gain access to children.

When recruiting new staff, Causeway Green Primary will continue to follow the relevant safer recruitment processes for their setting, including, as appropriate, relevant sections in part 3 of Keeping Children Safe in Education (2020) (KCSIE).

If staff are deployed from another education or children's workforce setting to our school, we will take into account the DfE supplementary guidance on safeguarding children during the COVID-19 pandemic and will accept portability as long as the current employer confirms in writing that: -

- the individual has been subject to an enhanced DBS and children's barred list check
- there are no known concerns about the individual's suitability to work with children
- there is no ongoing disciplinary investigation relating to that individual

Where Causeway Green Primary are utilising volunteers, we will continue to follow the checking and risk assessment process as set out in paragraphs 167 to 172 of KCSIE. Under no circumstances will a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity.

Causeway Green Primary will continue to follow the legal duty to refer to the DBS anyone who has harmed or poses a risk of harm to a child or vulnerable adult. Full details can be found at paragraph 163 of KCSIE.

Causeway Green Primary will continue to consider and make referrals to the Teaching Regulation Agency (TRA) as per paragraph 166 of KCSIE and the TRA's 'Teacher misconduct advice for making a referral.

Whilst acknowledging the challenge of the pandemic, it is essential from a safeguarding perspective that any school is aware, on any given day, which staff/volunteers will be in the school or college, and that appropriate checks have been carried out, especially for anyone engaging in regulated activity.

As such, Causeway Green Primary will continue to keep the single central record (SCR) up to date as outlined in paragraphs 148 to 156 in KCSIE.

Whilst acknowledging the challenge of the current National emergency, it is essential from a safeguarding perspective that any school is aware, on any given day, which staff/volunteers will be in the school or college, and that appropriate checks have been carried out,

especially for anyone engaging in regulated activity. As such, Causeway Green Primary will continue to keep the single central record (SCR) up to date as outlined in paragraphs in KCSIE (2020).

Volunteers

Causeway Green Primary will use volunteers to assist in handing out and securing COVID-19 test kits to students and staff members. Other duties may be required such as building test kits, cleaning down areas and directing people.

Under no circumstances will a volunteer in respect of whom no checks have been obtained be left unsupervised or allowed to work in regulated activity.

Volunteers who, on an unsupervised basis provide personal care on a one-off basis in Causeway Green primary, will be in regulated activity. This means that if a volunteer is administering a COVID-19 test whilst un-supervised, they will be in regulated activity and therefore require an Enhanced DBS with Barred List check.

Existing volunteers in regulated activity do not have to be re-checked if they have already had a DBS check (which includes barred list information).

Supervision must be:

- by a person who is in regulated activity.
- regular and day to day; and
- reasonable in all the circumstances to ensure the protection of children.

In appointing volunteers, the school will follow safer recruitment processes.

Online safety in schools and colleges

Causeway Green Primary will continue to provide a safe environment, including online. This includes the use of an online filtering system.

Where students are using computers in school, appropriate supervision will be in place.

Children and online safety away from school and college

It is important that all staff who interact with children, including online, continue to look out for signs a child may be at risk. Any such concerns should be dealt with as per the Child Protection Policy and where appropriate referrals should still be made to children's social care and as required, the police.

Online teaching should follow the same principles as set out in the MAT code of conduct.

Causeway Green Primary will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.

Below are some things to consider IF there are virtual lessons, especially where webcams are involved:

- No 1:1s, groups only
- Staff and children must wear suitable clothing, as should anyone else in the household.
- Any computers used should be in appropriate areas, for example, not in bedrooms; and the background should be blurred.
- The live class should be recorded so that if any issues were to arise, the video can be reviewed.
- Live classes should be kept to a reasonable length of time, or the streaming may prevent the family 'getting on' with their day.
- Language must be professional and appropriate, including any family members in the background.
- Staff must only use platforms specified by senior managers and approved by our IT network manager / provider to communicate with pupils
- Staff should record, the length, time, date and attendance of any sessions held.

Supporting children not in school

Causeway Green Primary is committed to ensuring the safety and wellbeing of all its Children and Young people.

Where the DSL has identified a child to be on the edge of social care support, or who would normally receive pastoral-type support in school, they should ensure that a robust communication plan is in place for that child or young person.

Details of this plan must be recorded on CPOMS, as should a record of contact have made.

The communication plans can include remote contact, phone contact, door-step visits. Other individualised contact methods should be considered and recorded.

Causeway Green Primary and its DSL will work closely with all stakeholders to maximise the effectiveness of any communication plan.

This plan must be reviewed regularly and where concerns arise, the DSL will consider any referrals as appropriate.

The school will share safeguarding messages on its website and social media pages.

Causeway Green Primary recognises that school is a protective factor for children and young people, and the current circumstances, can affect the mental health of pupils and their parents/carers.

Teachers at Causeway Green Primary need to be aware of this in setting expectations of pupils' work where they are at home.

Home visits

In the last partial school closures, some home visits were required where no contact could be made for a particular pupil or where deep concerns were in place.

The necessity for these home visits was established by the DSL/leadership by through monitoring the vulnerable pupils calls, CPOMS and non-engagement.

The DSL will carry a template letter of authorisation to valid essential travel. This letter should be carried by DSLs/colleagues should a home visit be required for colleagues to produce if they are stopped by police etc.

Leaders will continue to dynamically risk assess any home visit and seek advice from the Trust Safeguarding Manager or headteacher if concerns arise around the safety of staff making the visit.

Supporting children in school

Causeway Green Primary is committed to ensuring the safety and wellbeing of all its students.

Causeway Green Primary will continue to be a safe space for all children to attend and flourish. The Headteacher will ensure that appropriate staff are on site and staff to pupil ratio numbers are appropriate, to maximise safety.

Causeway Green Primary will refer to the Government guidance for education and childcare settings on how to implement social distancing and continue to follow the advice from Public Health England on handwashing and other measures to limit the risk of spread of COVID19.

Causeway Green Primary will ensure that where we care for children of critical workers and vulnerable children on site, we ensure appropriate support is in place for them. This will be bespoke to each child and recorded on CPOMS.

Where Causeway Green Primary has concerns about the impact of staff absence – such as our Designated Safeguarding Lead or first aiders – we will discuss them immediately with the trust.

Peer on Peer Abuse

Causeway Green Primary recognises that during the closure a revised process may be required for managing any report of such abuse and supporting victims.

Where a school receives a report of peer on peer abuse, they will follow the principles as set out in part 5 of KCSIE and of those outlined within of the Child Protection Policy.

The school will listen and work with the young person, parents/carers and any multi-agency partner required to ensure the safety and security of that young person.

Concerns and actions must be recorded on CPOMS and appropriate referrals made.

Behaviour Policy 2020 Covid-19 Addendum

At Causeway Green Primary School, we aim to maintain a secure, caring and stimulating environment in which pupils are encouraged to have respect for themselves and each other. Whilst expectations in our Behaviour Policy remain pertinent, it is necessary, in light of the Covid-19 pandemic, to make some adjustments for the safety of all pupils and staff. It is to be used in conjunction with, and read alongside, the Behaviour Policy, Anti-Bullying Policy, Online Safety Policy and Peer-on-Peer Abuse Policy. These adjustments are set out below:

Arrivals, Departures and Moving round the school.

Pupils will enter school through their designated entrance at the agreed time. Pupils will enter with their parent/carer and will go straight to their designated bubble, keeping a 2m distance from any other individual as outlined on the instructions sent to parents/carers. There will be markers on the floors to support pupils with social distancing.

At their designated home time, pupils will leave the building from their designated exit. They will leave one at a time when their parent has come to collect them, again keeping their distance using the markers on the floors as a guide.

Movement around the school will be limited. When the pupils leave their bubble classroom to go outside for break, lunch or outdoor learning, they will follow the markers on the floor to ensure they stay 2m from peers and adults. Pupils will follow an adult from their bubble on their designated route.

Symptoms and feeling unwell

Pupils will be expected to tell a member of staff if they are unwell and are exhibiting signs of Coronavirus by raising their hand.

A designated Isolation Room is provided. A pupil will be asked to wait in the room, away from staff and pupils. They will be supervised by a member of staff (wearing PPE). The pupil will also be provided with activities to complete, whilst waiting for a parent. Whilst isolating, the child will be asked to use the disabled toilet in KS2. The isolation room and toilet will be cleaned after the child has been collected.

Hand washing and Hygiene

Pupils will be expected to follow all hand washing and hygiene routines while in school. Pupils will wash hands /use antibacterial gel before entering school, after returning from the outside, before and after eating and at regular intervals during the day.

We ask pupils to follow the **catch it, bin it, kill it**, mantra when in school, if they need to cough or sneeze, they should use a tissue or crook of their arm. Pupils will be reminded not to touch their face, mouth, nose or eyes while at school.

Should a child refuse to follow these routines, disciplinary procedures and sanctions will be used (see below).

Social Distancing

Pupils who are old enough will be expected to socially distance from their peers and adults in school and on the playground/field at all times. When pupils enter their bubble, they will be expected to go straight to their table and nowhere else in the room. Pupils will put their hand up if they need an adult's support, they will not get out of their seats.

Teachers will ensure that pupils, where ever possible, adhere to social distancing measures. Where older pupils are not complying, the usual disciplinary procedures and sanctions will be used (see below).

We understand socially distancing may be more difficult for younger pupils, they will be encouraged wherever possible to keep a distance from peers and adults, however, we understand this may not always be possible.

Belongings

Pupils must have a responsibility for their own equipment e.g. water bottles and ensure that these are not shared with other pupils. We ask that pupils do not bring items/toys into school and that items are not sent home.

Toilets

Each bubble will have their own toilets to use. These will be sign posted. Pupils will be supervised and encouraged to use the toilets one at a time (this may not always be possible with reception pupils). When a child has finished in the toilet they must wash their hands.

Pupils have been advised to 'put the lid down' before they flush the toilet.

Break times

Pupils will have a designated place to play during break times. Pupils will be expected to remain socially distant from both peers and adults during play and break times. Pupils must stay in their designated area at all times.

Rewards

The card system has been amended during Covid-19. Pupils, instead will be given stickers as rewards. Teachers and Teaching Assistants welcome opportunities to praise individuals for good work, attitude or good behaviour, and show recognition, if these are brought to their attention. Above all praise and encouragement should be used as much as possible. Walking through school to show their work to the Head Teacher or other adult for acknowledgement and praise during this time will not be permitted, however, we will post certificates home.

Sanctions

Yellow Card- The pupil will be asked to complete the yellow reflection form independently (support can be provided) following a period of ‘reflection’. This may be a conversation with a member of staff in their bubble.



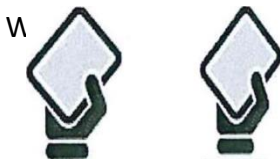
Red Card- As above. The pupil may be asked to sit separately away from their peers to complete the reflection form.

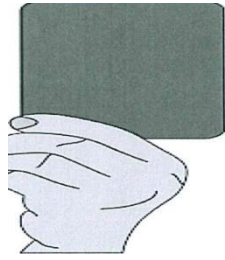
Blue sky- The pupil will be brought to the Headteacher/ Deputy Headteacher or they will be called to the bubble. They will be asked about their behaviour and a time of reflection will take place. The child will be asked to complete their form in an opposing room/office, with appropriate supervision. This will be a **maximum of 30 minutes reflection**.

Red Sky- As above. This will be a minimum of 30 minutes’ **reflection, and may also include playtimes and lunchtimes**.

A member of the safeguarding team or the AHTs, may also support with Red/Blue sky behaviour.

The parents will be notified via parent mail and/ or telephone, as appropriate.

	<p>Step 1: A warning look and verbal warning</p> <p>A verbal warning- the member of staff approaches the pupil and explains which behaviour is not acceptable and why. (Refer to Rights and Responsibility charter)</p>
 <p>WARNED</p>	<p>step 2: Warning = YELLOW CARD</p> <p>Pupil may be separated to complete the yellow reflection form. (Pupil will remain in classroom/bubble)</p>
	<p>step 3: Two yellow cards= RED CARD</p> <p>A second yellow card issued, this is then recorded as a red card.</p> <p>Pupil must be separated to complete the red reflection form and a sticker to be added to pupil's planner/ parent mail to inform parents. (Pupil will remain in classroom/bubble)</p>
	<p>Straight RED CARD</p>



e Separated to complete the red reflection form and/or blue sky will be applied.

If the health and safety of other pupils and staff members are put at risk by the pupils not adhering to social distancing measures, then the parent/carer will be expected to collect the pupil.

Failure health and safety procedures

If a child's behaviour is deemed a health and safety risk, for example, refusing to adhere to safety measures, such as, hand washing, social distancing, remaining in their bubbles or deliberate behaviours that put themselves or others at risk, such as spitting or deliberately coughing.

The following sanctions and disciplinary procedures will be used:

- Conversation(s) with pupil(s) will include a verbal warning, moving seats if logistically possible and other behaviour management strategies in line with our current behaviour policy.
- Once all appropriate behaviour management strategies have been exhausted, contact should be made with pupil's parent/carer.
- A member of staff will wear PPE
- The child will be moved to a 'safe space'

High Risk behaviour

If the health and safety of other pupils and staff members are put at risk by the pupils not adhering to social distancing measures, spitting, biting or deliberately coughing at people and putting others at risk. To ensure the safety of staff and pupils, the child will be moved to a 'safe space' away from other children, the parent/carer will be asked to attend school and support their child with their behaviour.

The decision will be made by the headteacher, or in their absence the deputy headteacher(s) and/or assistant headteacher(s).

Pupils with Special Educational Needs

We acknowledge that pupils will have had a range of different experiences during the lockdown period which may have an impact on their behaviour presentation upon return to school. Some may present with frustration as a result of being isolated from friends or having missed a significant event or experience; e.g. exams, school trip, etc. 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 pupils may present with behaviour that is not usual, this may include;

- Anxiety; lack of confidence
- Challenging behaviour; fight or flight response

- Anger; shouting, crying
- Hyperactivity and difficulties maintaining attention

For some pupils, including those with attachment concerns or SEN, and especially those with autism, the change in routines and lack of familiarity will require additional adjustment.

We recognise that behaviour could be a sign that for some individual pupils there is an unfulfilled need and that the behaviour is communicating that there is a problem. The school will undertake an individual risk assessment for the child and use ***reasonable endeavours*** to make the necessary adjustments to reduce the stimulus that may be triggering the challenging response.

Pupils with SEN are recognised as being particularly vulnerable and therefore have an urgent need to be re-integrated back into school as soon as reasonably possible, and following further advice from the DfE and Local Authority. The school will work closely with parents to implement supportive strategies that will inform an appropriate response. If necessary school will seek external support from other agencies such as Educational Psychologists or Early Help.

Pupil's remote learning

If interacting with other pupils or staff online, pupils should always be kind and respectful to each other and respectful and obedient to staff, remembering at all times that that staff are not 'friends' with, or peers to, pupils.

Pupils should never attempt to contact staff via social media or make comments about staff on social media platforms. Any inappropriate comments to staff online, via Purple Mash, or any other platform will be taken very seriously. This is also the case of for any online bullying towards other pupils or peer-on-peer abuse that is disclosed to the school during this time.