**APPENDIX 1**



**RHONDDA CYNON TAF COUNCIL**

**BUSINESS CONTINUITY (OPERATIONAL) PLAN**

**FOR COVID-19**

**Penpych Community Primary School**

**PLAN OWNER:** Teifion Lewis-(Acting Headteacher)

**Updated –** January 2022

# PURPOSE OF PLAN

The aim of this plan is to set out the procedures and strategies to be followed in the event of a business disruption affecting the ability of the School to deliver business as usual during the pandemic. The Headteacher and the Chairperson of the Governing Body are responsible for triggering the plan. In the absence of the Headteacher a member of the SLT can activate the plan in collaboration with Senior Officers of the local authority.

# SCOPE OF PLAN

The plan sets out the generic arrangements to be undertaken in the event of a disruption which affects the School only.

This document has been produced to assist School Management with the development of a business continuity (operational) plan – this will ensure that schools have plans in place to deal with for various stages of the pandemic and its associated likely impacts and have identified actions to able to quickly respond to any challenges. Schools will thereby be able to maintain effective delivery of education to all learners throughout various stages of the impact of the pandemic – from its impact on individual settings, through to its impact on the county or the county as a whole.

The detail in the following table is provided as guidance. Each school/setting must consider their own situation and adapt/enhance as required to ensure continued provision of education.

A summary ‘Escalation Approach flowchart’ provided by Welsh Government is at Appendix A of the local authority’s ‘Business Continuity Planning Guidance’ document.

See also Appendix C of the above-mentioned document for further Welsh Government information on Blended or Remote Learning and Appendix D relating to Safeguarding Considerations for Distance Learning.

# DEFINITION OF SCHOOL DISRUPTION

 “Any unwanted incident which threatens personnel, assets, the reputation, finances, legislative position, functions or operational procedures of the School, which requires **special** measures to be taken to restore things back to normal.’

#

1. **BUSINESS CONTINUITY (OPERATIONAL) PLAN**

Please see below examples of challenges that may be faced and the measures to be taken to prepare for different stages of restriction/lockdown. **You need to develop this plan and may need to add challenges/actions relating specifically to your school**. When completing this, please consider pupils, resources, staff, curriculum, safeguarding, communication, moderation, stakeholders and any other areas.

|  |  |  |  |
| --- | --- | --- | --- |
| **Stage** | **What is the challenge?** | **What actions need to be taken?** | **Additional comments – School specific / response** |
| **Prevention** | Ensuring the safety of pupil, staff and visitors | * Require that people who are unwell with symptoms of COVID-19 stay at home.
* All over 18s who are fully vaccinated (having received two full doses of an approved vaccine) and children aged 5 to 17 are now asked to take lateral flow tests (LFTs) every day for 7 days if they are identified as a contact of a positive COVID-19 case. This is known as ‘Daily Contact Testing’. Please note that contacts of a positive case are unlikely to equate to an entire class/group.
* Recommended that those undertaking Daily Contact Testing take their test before they arrive at school each day. These individuals do not need to self-isolate for that day unless they have a positive lateral flow test or develop symptoms. In either of these cases, they should book a PCR test as soon as possible.
* Unvaccinated adults identified as a contact of a positive COVID-19 case must isolate for 10 days.
* The position on children under 5 years old remains unchanged - they are not required to self-isolate or test as contacts.
* Ensure that parent/carer consent for lateral flow testing is sought prior to implementing lateral flow testing (template letter provided at Appendix 6 for use by secondary schools once established).
* Ensure staff and pupils understand that a negative test result does not remove the risk of transmission (in some cases, someone who has tested negative may still have the undetected disease and be infectious). It is therefore essential that everyone continues to follow good hygiene and observe social distancing measures whether or not they have been tested.
* Ensure that people needing to quarantine when returning from abroad follow the relevant guidance.
* Ensure robust hand and respiratory hygiene including ventilation.
* Continue increased cleaning arrangements.
* Active engagement with Test, Trace, Protect strategy.
* Formal consideration of how to reduce contacts and maximise social and physical distancing between those in attendance wherever possible and minimise potential for contamination so far as is reasonably practicable.
* Keep contact groups apart where possible and avoiding large gatherings such as assemblies or collective worship with more than one group.
* Implement classroom layouts to minimise face to face contact.
* Ensure suitable distancing around the teaching spaces at the front of the classroom.
* Stagger start and finish times.
* Maximise outdoor learning opportunities.
* Use appropriate face coverings as detailed in the ‘Guidance for the Safe Reopening of Schools – September 2021 v3 document .
* Ensure that all learners are supported to access full support to progress with their studies, in both home and school based situations.
* Ensure if staff are required to shield, they have resources to be able to work from home.
* Ensure if pupils are required to shield, they are supported to learn from home.
 | * Continue to remind stakeholders. Reminders sent out via schools communication systems to remind parents not to send children in if they display COVID symptoms.
* Rapid-result coronavirus (COVID-19) tests (lateral flow tests - LFD tests) will be

available to all staff to take twice weekly Monday(am), Wednesday(am) and Friday(am) (Optional). * Holiday forms monitored an records made on SIMS
* All stakeholders reminded to follow the rules of hygiene and social distancing
* All staff have been provided with disposable surgical face masks (type IIR Surgical Masks) and to be worn at all times within the school building
* Feedback is provided to learners daily by Teachers.
* Teachers/FEO and TAs also liaise with families
* If required to isolate, staff have all the necessary resources at home
* No pupils currently shielding.

Below are the most relevant for the actions outlined; * Outdoor learning is encouraged, however social distancing needs to be adhered to.
* Year 3-6 tables and chairs are moved apart in order for pupils to spread out and arranged to enable sitting side to side and not face to face.
* Early years pupils will stay in consistent groups.
* All pupils will have a clear bag labelled with their name and resources to use throughout the day.
* Resources brought in from home will be minimized.
* Resources will be stored away for 72 hours once used or santitised if required before 72 hours.
* Each classroom has removed any resources that are not required or difficult to clean (see RCT guidance opposite) and stored them away elsewhere in the school.
* No sand, water or shared playdough to be used in Foundation Phase.
* Additional staff room (The cwtch) area has been created to ensure social distancing is maintained.
* Classroom charter completed with every class - linking to school behavior policy.
* Feedback given to pupils will be both verbal and written.
* Microwave ovens and kettles - staff to sanitize hands before use.
* Children to wear appropriate clothing to school for outdoor PE activities on designated days.
* Children to santize hands before and after PE activities and when entering and exiting a classroom.
* External classroom doors to be kept open where possible.
* Internal doors of the classrooms left open to reduce contact of the door handles.
* Some windows will be open in each class to aid ventilation.
* Movement within the school will be kept to a minimum.
* Learners place face coverings in bags when not in use

To reduce gatherings:* Parents are aware of the staggered start and end of the day for every class and which entrance to use to drop off an pick up their children.
* Yr6 children can walk home alone only of consent provided by parents.
* One way system around the school grounds for drop off and pick ups.
* All parents can contact teacher via Class dojo so drops off and pick ups are short.
* Clear signage in place.
* A member of staff on external classroom doors/gate at drop off and pick time times.
* All classes to enter and exit their classrooms from external doors to avoid corridor use.
* Arrangements in place to identify possible contacts on home to school transport provision for Track and Trace purposes.
 |
| **Suspected cases - Undertake all of the actions in the ‘Prevention’ stage plus the actions in the ‘Suspected cases’ stage** |
| **Suspected cases in the setting** | Ensuring the safety of pupil, staff and visitors | * Keep the pupil in a separate room where they can be isolated behind a closed door until they can be collected and taken home (depending on the age of the child and with appropriate adult supervision if required).
* Open a window for ventilation.
* If it is not possible to isolate them, move them to an area, which is at least two metres away from other people (**if two metres cannot be maintained then PPE must be used**).
* Ensure that they do not travel home on school transport or public transport.
* Carefully and thoroughly clean and disinfect (using standard cleaning products) the room used to isolate the pupil before it is used by anyone else.
* Clean all other areas and surfaces the pupil is known to have been or had contact with.
* Gloves and aprons should be used when cleaning the areas where a person suspected of having COVID-19 has been.
 | * PPE is to be used.
* All staff have been provided with disposable surgical face masks (type IIR Surgical Masks) and to be worn at all times within the school building.
* A supply of bins with fitted lids available for the safe disposal of single use face Coverings
* Staff are sent home and must be tested
* Conference room to be used as isolation room for pupils/staff displaying symptoms. Staff to wear PPE if needed.
* Parents to collect children displaying symptoms.
* Cleaners/staff to clean class, isolation room and any affected areas once individual has gone home.
* Each classroom will have cleaning products for staff to use throughout the day.

  |
|  | Preventing the spread of the virus | * Anyone displaying symptoms of COVID-19 should stay at home and begin to self-isolate for at least **7 days** from the date of symptom onset while making arrangements to be PCR tested.
* Advise anyone with symptoms to get a test and inform the school of the outcome of the test.
 | * Rapid-result coronavirus (COVID-19) tests (lateral flow tests - LFD tests) will be available to all staff to take twice weekly, Monday(am), Wednesday(am) and Friday(am).

 * Advice provided by staff when carrying out check in phone calls.
 |
|  | Continued provision of education for all learners, including those who are self-isolating or shielding | * Provide distance learning for all pupils who are required to self-isolate.
* Set up blended/online learning structures.
* Ensure all students have access to IT equipment, Hwb logins and accounts to access online learning where necessary.
* Ensure staff have necessary IT equipment to set work and pupils have appropriate devices to access learning.
* Explore and where possible establish live streaming from classroom and scheduled activities (with appropriate permissions from all stakeholders and safeguarding measures in place).
* Ensure all pupils have the opportunity to check-in regularly (at least once per week).
* Maintain records of who is engaging with distance learning and implement strategies to engage those who are not.
* Consider the needs of pupils requiring additional support or having statutory plans.
* Hold early discussions regarding pupils with statements of needs (discussions may need to be multi-agency and should include the pupil wherever possible).
* Work with Children’s Services in relation to children with a care and support plan and/or where there are safeguarding concerns.
* Give particular consideration to those attending settings for whom the teaching language is not the language of the home and who may not have access to language support outside of school.
 | * Remote learning/paper packs/resources, etc provided for all who need it.
* Continuously check that all pupils made aware of logins.
* Staff to be provided with a laptop from the WG Grant. DELs identified & devices given.
* Currently exploring live streaming.
* Check-in opportunities provided/ Phone calls by staff/ Online check in.
* Teachers keep records of who is/ is not engaging. This is followed up by Class teacher and FLO contact if no engagement.
* SNSA’s provide bespoke support to their pupils.
* Statement pupils prioritized and accessing HUB if required.
* Continue with support / attend core group meetings / conferences.
* Complete C1 forms if needed.
 |
| **Confirmed cases - Undertake all of the actions in the ‘Prevention’ and ‘Suspected cases’ stages plus the actions in the ‘Confirmed cases’ stage** |
| **Confirmed cases in the setting** | Ensuring the safety of pupil, staff and visitors | * Engage with Test, Trace and Protect.
* All over 18s who are fully vaccinated (having received two full doses of an approved vaccine) and children aged 5 to 17 are now asked to take lateral flow tests (LFTs) every day for 7 days if they are identified as a contact of a positive COVID-19 case. This is known as ‘Daily Contact Testing’. Please note that contacts of a positive case are unlikely to equate to an entire class/group.
* Recommended that those undertaking Daily Contact Testing take their test before they arrive at school each day. These individuals do not need to self-isolate for that day unless they have a positive lateral flow test or develop symptoms. In either of these cases, they should book a PCR test as soon as possible.
* Unvaccinated adults identified as a contact of a positive COVID-19 case must isolate for 10 days.
* The position on children under 5 years old remains unchanged - they are not required to self-isolate or test as contacts.
* Follow the process for submitting information regarding confirmed cases to the local authority.
* Communicate with parents/carers and use template letters provided by the local authority.
* Enhance cleaning provision as required.
* Any learners or staff who are contacted directly by TTP or informed by a positive case they are a close contact should undertake LFTs for 7 days each morning before they attend their setting.
* Ensure staff and pupils understand that that a negative test result does not remove the risk of transmission (in some cases, someone who has tested negative may still have the undetected disease and be infectious). It is therefore essential that everyone continues to follow good hygiene and observe social distancing measures whether or not they have been tested.
 | * The Acting HT will work with PHW and RCT to ensure that all of the essential actions are carried out.
* All RCT protocols followed as per latest Operational Guidance for Schools 4/1/22 v3.
* Information provided via school commination channels (Class Dojo/ Text message/ emails).
* All stakeholders are aware understand that a negative test result does not remove the risk of transmission.
* All stakeholders reminded to follow the rules of hygiene and social distancing.
 |
|  | Continued provision of education for all learners including those who are self-isolating or shielding | * Provide distance learning for all pupils who are required to self-isolate.
* Set up blended/online learning structures.
* Ensure all students have access to IT equipment, Hwb logins and accounts to access online learning where necessary.
* Ensure staff have necessary IT equipment to set work and pupils have appropriate devices to access learning.
* Potential for live streaming from classroom and scheduled activities (with appropriate permissions from all stakeholders and safeguarding measures in place).
* Ensure all pupils have the opportunity to check-in regularly (at least once per week).
* Maintain records of who is engaging with distance learning and implement strategies to engage those who are not.
* Consider the needs of pupils requiring additional support.
* Hold early discussions regarding pupils with statements of needs (discussions may need to be multi-agency and should include the pupil wherever possible).
* Work with Children’s Services in relation to children with a care and support plan and/or where there are safeguarding concerns.
* Give particular consideration to those attending settings for whom the teaching language is not the language of the home and who may not have access to language support outside of school.
 | * Distance learning provided for all who need it.
* Structure in place and reviewed regularly.
* Continuously check that all pupils made aware of logins
* Staff to be provided with a laptop from the WG Grant. DELs identified & devices given.
* Check-in opportunities provided-(Phone calls/Live Check ins).
* Teachers keep records of who is/ is not engaging. This is followed up by Class teachers and FEO.
* SNSA’s provide bespoke support to their pupils.
* Statemented pupils prioritised
* Continue with support / attend core group meetings / conferences. Complete C1 forms if needed.
 |
|  | Blended Learning - Ensuring continuity of learning for pupils | * Ensure vulnerable pupils have access to ICT and on-line learning including ICT equipment and Hwb logins and accounts.
* Ensure that staff have two-week programmes of online learning, prepared and ready for issue.
* Staff to ensure work is relevant to each year group.
* Staff to provide support and ensure progression of learning for all pupils, with access provided to a broad curriculum offer.
* Staff to monitor and ensure progress is evident for all learners undertaking blended learning activities.
* Staff to ensure the wellbeing and safeguarding of all pupils in line with LA guidance.
* Map staff supervision ratios.
 | * Continuously check-in with VL via telephone discussions/ messages/Emails- systems whereby learners can get these very quickly through communication channels.
* DEL identified and equipment provided.
* Colleagues work in Year Group Teams. Resources and planning ready if and when needed if they are ill/absent.
* Colleagues work in Year Group Teams and plan for their own classes.
* Staff can be contacted via Class Dojo/Google Classroom/Teams and phone the school.
* Independent work will need to take place at home. This will provide flexibility if they have more than one child and allow parents to support children if they themselves are working from home.
* Focus on Literacy, Numeracy and Wellbeing activities offered. A variety of opportunities are provided to the pupils
* Staffs monitor the progress of their learners and provide feedback daily. Pictures are uploaded if not completed online. Feedback to every piece of work completed.
* PPA cover changed to full day to avoid potential mixing of contact groups by the teacher- (2 week cycle).
* All wellbeing & safeguarding issues reported through MyConcern. Always two level 3 ‘s DSP on site daily.

Nur- 2:15Rec -3:25Yr1 -2:23Yr2-2:23YR3/4- 2:30Yr4/5- 2:28 ( TA’ shared between Yr4/5 + Yr 5/6, every other day.) Yr 5/6- 2:29 |
|  | Absence of teaching staff - ensuring that there is substantive amount of staff available for teaching purposes | * Where staffing numbers are reduced due to staff testing positive for the virus – ensure staff cover to deliver blended learning.
* Ensure staff can work remotely to send work to pupils if necessary.
* Ensure staff who have been advised to shield are able to work from home
* Prepare on-line resources for pupils in event of closure (refer to blended learning)
* Creation of reasonable adjustment to duties for staff; contact with line manager.
* Support for staff wellbeing.
* Liaison with trade unions about reasonable expectations and reasonable adjustments to duties.
* Flexible approach to reasonable adjustments where staff are taking carers leave to look after their own child who is self-isolating.
 | * Supply cover provided from New Directions and Valley Education.
* All staff can work remotely. Devices supplied to all staff. All know their roles if required to work remotely.
* When staff have been advised to shield work from home they are provided with necessary resources.
* Staff have and do prepare on-line resources, videos, paper- packs.
* Reasonable adjustments will be considered and effected- discussed openly with staff where appropriate.
* Staff aware of LA wellbeing support. Monday and Friday check ins weekly. Staffs utilize support from WRAP. Signposted to other agencies available.
* Liaise with unions when necessary.
* Liaise with HR and unions when necessary.
 |
|  | Absence of a member of the SLT compromising leadership and management of the school and business continuity | * Absence to be reported via Governor.support@rctcbc.gov.uk to inform the Director of Education & Inclusion Services.
* Absence to be reported to the Chairperson of the governing body.
* Deputy Headteacher or TLR holders take over leadership and strategic role. Staffing structure highlighting priority staff with responsibility in the absence of any SLT (see section 5 below).
* A copy of this plan to be shared and discussed with all members of the SLT and Improvement Partners.
* Ensure staff understand protocols for child protection, safeguarding and provision for pupils with additional learning needs (ALN) and have appropriate contact details (e.g. MASH/Safeguarding Hub contacts).
 | * SLT aware.
* No face to face meeting to take place. All meetings conducted over Zoom/Teams
* See staffing structure below
* SLT and IP aware of this structure and plan.
* Staff aware of CP and ALN protocols and have appropriate contact details. All Level 3 officers are aware of the protocols.
 |
|  | Absence of premises staff – ensuring the building is opened and maintained | * Ensure contingencies are in place if cleaning staff are off.
* Site Manager/Caretaker to continue to undertake all checks in line with local authority guidance. If this is not possible, SLT to ensure cover can be provided. In any case where cover cannot be arranged, member of SLT to contact Corporate Estates for further advice and to report any premises issues.
 | * SOLO cleaning staff to ensure hygiene is maintained.
* Caretaker and AHT completes all the necessary checks
 |
|  | Catering/Free School Meals - Ensuring pupils receive their statutory entitlement | * Liaise with the local authority regarding FSM pupils who are self-isolating.
* Liaise with the local authority regarding contingencies in place in the event of the absence of catering staff.
* Ensure contingencies are in place if breakfast club or lunchtime supervisory staff are limited due to absence.
* Notify other pupils to bring a packed lunch if required.
 | * Clerk ensures SIMS is accurate and up-to-date.
* AHT to liaise with Lisa Gorringe, Cheryl Cross or Denise Ford @ RCT- re catering staff.
* AHT to liaise with above for Breakfast Club. Teaching staff lunch hour to reduce to half hour lunch to support on a lunchtime if needed. Rota in place to cover Breakfast and Lunch time.
* Parents notified by text message/Dojo if packed lunch is required.
 |
|  | Moderation of Learning - Ensuring that the school endeavor to complete the relevant moderation requirements | * Ensure staff can work remotely to send work to pupils if necessary.
* Prepare on-line resources for pupils in event of closure (refer to blended learning).
 | * All staff can work remotely and send work to pupils/ Equipment provided.
* Staff to continue to have PPA time built into the working week.
 |
| **Incidents and Outbreaks - Undertake all of the actions in the ‘Prevention’, ‘Suspected cases’ and ‘Confirmed cases’ stages plus the actions in the ‘Incidents and Outbreaks’ stage** |
| **Incidents and Outbreaks** | Prevention of ongoing transmission | * Engage with the Incident Management Team (IMT) who will consider:-
	+ whether to undertake an enhanced investigation including testing of a wider group;
	+ adjustments to how the school/setting is operating to facilitate infection prevention and control measures and social distancing;
	+ if further groups need to be asked to self-isolate (e.g. class groups, other functional groups or year groups)
	+ more detailed follow up of households of positive cases and/or further testing;
	+ targeted communications strategy including shielding messages for vulnerable contacts.
* Implement deep cleaning regime of thorough disinfection and decontamination.
 | * RCT Guidance to be followed
* Solo staff have resources ready for a deep clean
 |
|  | Support for staff and pupils/ parents/carers | * Regular communication to all those affected particularly as and when changes occur.
* Ensure appropriate safeguarding, health, wellbeing and support arrangements are in place for all children but especially vulnerable learners and/or those with additional needs.
 | * Pupils engagement monitored robustly.
* Phone calls to check in with individuals affected. Teachers and FEO to carry out task.
* Resources provided to children and parents signposted to external agencies for further support.
* All safeguarding concerns are escalated effectively.
* Follow RCT protocol
 |
|  | EOTAS learners attending more than one setting | * Consult both educational providers to decide if any change to the learners’ educational provision is necessary, for instance only attending the educational setting outside of the outbreak area - ensure disruption to learners’ education is minimised.
 |  |
|  | Safety of staff and pupils – anxious staff/pupils/parents/ carers (especially those with complex health needs – physical and mental health) | * Staff - Discussions about this should have taken place as part of an individual’s risk assessment on their return to work - consider what arrangements could be made to accommodate alternative working patterns including reducing the numbers of people staff come into contact with at the setting, or potentially working from home where this is feasible in relation to their role.
* Ensure staff who are shielding have resources to be able to work from home.
* Ensure pupils who are shielding are supported to learn from home.
* Pupils or parents/carers with complex health needs – consider the circumstances under which they may be unable to attend the setting, what measures could increase their confidence in doing so and for pupils, what measures could be put in place to support continuity of learning.
* Where parents/carers decide to keep their children home from school - make alternative arrangements for them to access lessons and teaching.
* Ensure pupils are included in discussions about them and have an opportunity to input into arrangements (discussions may need to be multi-agency).
 | * Clinically vulnerable/Shielding staff will not return to work and work from home if possible.
* Individual Staff Risk Assessments complete. Staff contacted weekly- check-ins- Zoom/Teams meetings. Phased returns and adjustments undertaken. HR consulted on issues too.
* HR proforma completed if scoring 7+- written agreement of home working – weekly check ins by AHT.
* Resources delivered – Phone calls , referrals, signposted numbers/apps given to those parents who need it.
* See above on remote learning section.
* Bespoke support will be provided and has done throughout.
* As and when needed and if pupils engage in the discussion.
 |
|  | Accessibility if school is closed | * Director of Education and Inclusion Services to be consulted regarding any proposal to close school.
* Ensure all staff details are correct.
* Ensure that the emergency contacts have been updated with the local authority.
* ICT – remote access for staff and pupils is available.
* Ensure all SLT and administrative staff have remote access for SIMS and any software used to share information with parents
* Regular updates to be provided to parents / carers.
* School closure web page to be updated.
* Governors to be kept informed of any school closures following decision made by the Headteacher and Chairperson of the governing body.
 | * School closure website updated.
* Class Dojo updated to inform parents.
* All staff details are correct – checked by FEO.
* Emergency contacts checked.
* Remote access is available for all including supply staff.
* Admin staff able to access platforms remotely.
* Staff have access to Teachers2Parents.
* Close site used if needed.
* Once a decision has been made to close, all stakeholders made aware of the closure.
 |
|  | Provision of FSM if school is closed - Ensuring pupils receive their statutory entitlement | * Liaise with the local authority regarding FSM provision for entitled pupils in the event of school closure.
 | * Follow RCT protocol
 |
| **Local or Regional Measures – Restrictions introduced by Welsh Ministers where actions to manage an incident or outbreak in an area are not thought to be sufficient** |
| **Local or Regional measures** | Adhering to measures/ restrictions introduced by Welsh Ministers | * Consider possibility of restrictions of onsite services for certain year groups – delivery of blended/distance learning on a larger scale.
* Prepare for possibility of whole school distance learning.
* Consider requirement to restrict numbers of learners and staff on site at any one time
* Consider how early years provision would be implemented in the event of young children only being able to attend one setting.
* Consider how EOTAS provision would be implemented in the event of learners only being able to attend one setting.
* Work with Children’s Services in relation to children with a care and support plan and/or where there are safeguarding concerns.
 | * Follow advice and guidance from the LA
* Inform staff to prepare- preparations in place.
* Procedures in place to carry out distance learning.
* Develop a site timetable/rota.

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|  |
| **All Wales measures - The nature of the restrictions will depend on the nature and scale of any outbreak and the actions most likely to control and reduce infection rates.**  |
| **All Wales Measures or Restrictions** | Adhering to measures/ restrictions introduced by Welsh Ministers | Consider:-* Limiting the number of pupils on site.
* Limiting the numbers of staff on site.
* Restricting pupils to smaller contact groups (for example groups of 12 for younger pupils).
* Implementing 2m distancing (particularly for older pupils).
* Prioritising attendance of vulnerable children and children of critical workers.
* Extensive whole school blended learning.
* Parents/carers who do not wish to send their children to school.
* Possible high numbers of staff absences.
* Increasing hygiene and cleaning measures across the setting.
* Work with Children’s Services in relation to children with a care and support plan and/or where there are safeguarding concerns.
* Ensure staff who are shielding have resources to be able to work from home.
* Ensure pupils who are shielding are supported to learn from home.
 | * Pen-Pych Community Primary School will continue to act in accordance with local and national guidelines.
* Develop a site timetable / rota for staff and pupils
* Pupils to be reminded- signage- whole staff briefing via Zoom/Teams.
* Follow RCT protocol. Information communicated to parents via Class Dojo/Text Message and Emails.
* FLO/ Class teachers to liaise with specific families.
 |

1. **PRIORITY STAFFING STRUCTURE**

**Please complete below in order of priority**, i.e. in the absence of the Headteacher, the Deputy Headteacher will assume responsibility. In the absence of the Deputy Headteacher the Assistant Headteacher will assume responsibility, etc.

|  |  |  |  |
| --- | --- | --- | --- |
| **Priority Contact** | **Name** | **Position** | **Emergency Contact Number** |
| **1.** | Teifion Lewis | Acting-Headteacher | 01443 771434 |
| **2.** | David Zaplatynski | Acting Deputy Headteacher | 01443 771434 |
| **3.** |  |  |  |
| **4.** |  |  |  |
| **5.** |  |  |  |

N.B:The HT is on the shielding at the moment, therefore contact 2 is Acting Headteacher.

1. **SAFEGUARDING LEADS**

|  |  |  |
| --- | --- | --- |
| **Name** | **Role in school** | **Safeguarding training level**  |
| Teifion Lewis | Acting Headteacher  | 3 |
| David Zaplatynski | Acting Deputy Headteacher | 3 |
| Kim Shepherd  | FLO | 3 |
| Neil Evans | Teacher | 3 |
| Lloyd Williams | Teacher | 3 |
| Sandra Connolly | Teacher | 3 |
| Alison Morgan | Teacher | 3 |
| Kim Sullivan | PT-FEO | 3 |
| Owain Gwilim | Teacher | 3 |

1. **FIRST AIDERS**

|  |  |  |
| --- | --- | --- |
| **Name** | **Role in school** | **First aider training level** |
| Teifion Lewis  | Acting Headteacher  | 1 |
| David Zaplatynski | Acting Deputy Headteacher | 1 |
| Neil Evans | Teacher | 3 |
| Lloyd Williams | Teacher | 3 |
| Sandra Connolly | Teacher | 1 |
| Alison Morgan | Teacher | 1 |
| Kim Shepherd | FEO/TA | 3 |
| Tina Bassett | HLTA | 1 |
| Louise Preece | HLTA | 1 |
| Sian Duggan | TA | 1 |
| Charlie Small | TA | 1 |
| Rhian Mitchinson | TA | 1 |
| Tracey Bryant | TA | 1 |
| Danielle Evans | TA | 1 |
| Imane Zouak | TA | 1 |

**Signed:-**  **-Acting Headteacher Date: 5/1/22**

**Signed :  -Chair of Governors Date: 5/1/2022**