

NORTHFIELD ACADEMY

School Contingency Plan



At the core of our Vision is a commitment to deliver:

- The highest possible levels of attainment and achievement for every learner
- Positive aspirational destinations for all our learners

Our values are:

Creative Determined Encouraging Responsible Successful

The aim of the school is to deliver a curriculum for excellence and is clearly stated in the Northfield Academy Vision where:

- Young people have opportunities to become successful learners, confident individuals, responsible citizens and effective contributors
- We offer a curriculum, with appropriate support that meets the needs of all learners
- We ensure that all young people have a positive destination

Strategic Scenario Planning

Pupils will begin to resume at Northfield Academy from August 11th. It is planned that there will be a blend of in school and home learning until we are guided by the Scottish Government that we can re-open fully for all pupils.

The Local Delivery Phasing Plan (LDPP) incorporates the principles and expectations set out in national guidance and details a direction of travel for schools to realise equity and consistency wherever possible. The approaches agreed in the LDPP has guided the development of this individual School Recovery Plan, which will act as the School Improvement Plan for the coming session.

Northfield Academy School Recovery Plan

The School Contingency Plan reflects the key principles as set out in the LDPP and in national guidance:

- Implementation will take full account of scientific and medical advice that it is safe to proceed
- The wellbeing of all pupils and staff will be carefully considered when determining the approach to reopening school buildings
- Risk assessments will be used to support planning and ensure that health and safety legislation and guidance is fully adhered to
- Public health measures will be taken fully into account
- Careful consideration will be given to the balance of in-school and at home remote learning to provide maximum benefit to children and young people
- Planning will build on the experience of delivering Hub and Emergency Childcare provision
- Planning will enable movement up and down the phases of the Route map
- Clear and effective communication with all stakeholders will be paramount

In determining the capacity of the school at any one time, we must take account of:

- Numbers of pupils we can safely accommodate at any one time, based on appropriate risk assessments
- Numbers of staff available to work in school
- Classroom space and capacity
- Protecting teacher time to plan, deliver and correct home learning.

Whilst physical distancing (increasing separation and decreasing interaction) measures are in place, provision of education will be through a blended model of Digital Learning and in school provision.

Clear communication will be made in advance with parents/carers and young people around expectations in terms of physical distancing, hand washing and travelling to and from school. As the new environment will be different for all young people as they return to school there will be an induction for all young people to support them in understanding the new procedures, including one-way systems, break and when appropriate lunchtime protocols and fire evacuations, for example.

Classroom design will be adapted to ensure there are 2m gaps between pupils. This will limit capacity of the school and so will mean that all pupils will be able to attend. The curriculum will, therefore, adapt and change as we move through the phases.

When determining groupings of young people accessing the building, schools will make decisions based on several factors including, but not limited to, transport, staff availability and room availability. To support this, schools may be able to utilise additional space outside and in other nearby buildings.

From the, 'Local Phased Development Plan'

S1-3 Broad General Education

To limit interaction, pupils will be limited to one classroom space, or 'home room' wherever possible with staff moving between a limited number of classes. Increased use of outdoor space will be made wherever practicable. The curriculum will focus on health and wellbeing, literacy and numeracy. Some movement may be required to allow for specialism for S3 pupils but the ability to deliver this will be taken at individual school level. This will be risk assessed, movements will be staggered to avoid interactions and appropriate cleaning will take place.

S4-6 Senior Phase

In the senior phase, young people specialise in a range of specific subjects. In order to access specialist subject teaching, including practical rooms, they will have to move between areas, as required. As with S3 pupils, this will be carefully risk assessed by schools to avoid interaction and maintain social distancing. Appropriate cleaning will also be required. Consideration may be given to appropriate equipment being provided to enable young people to wipe down their desk/chair/surfaces before leaving the room. To reduce movement, we will have a shortened school day, finishing at lunchtime. Teaching will be in blocks of four one-hour periods.

Where practical rooms and equipment are required for SQA purposes, risk assessments will be required to ensure social distancing takes place and appropriate cleaning takes place before being used by another group of young people and staff. Content of courses may be re-ordered to support social distancing where this is thought to be of benefit and will not disadvantage learners.

Digital learning is likely to continue both in school and at home to ensure SQA courses are completed and that pupils have access to subject specialists. We will consider how schools may collaborate on the generation of digital content to support senior phase courses.

Where capacity allows, schools could increase 'in school' contact for those deemed vulnerable.

Arrangements for releasing staff for SQA Appeals (post results service)

The Authority will consider, in discussion with Head Teachers, to support requests from the SQA to release subject specialists involved in specific SQA teams to support and undertake the post results service.

Phased Re-opening

Induction Stage – August 11th

In the Broad General Education (S1-3) we plan to introduce all pupils in year groups to determine operational procedures i.e. how we will operate with new limitations on social distancing by increasing separation and decreasing interaction.

We will conduct an induction for all pupils on their first day in the school. This will include information on fire evacuation, using the one-way system in the school and expectations regarding behaviour and adherence to the social distancing guidelines.

On the first week we would invite S5 and S6 pupils in so there is time to look at course options following SQA results on August 4th.

Vulnerable pupils will also be identified and invited into school over and above that set out below. This will increase the number of pupils in school at any time by 25.

Week 1 – August 10-14

Day	Year Group	Number of pupils	% of roll	Year Group	% time in school
Monday	Staff in-service	Full induction	NA	S1	13.12%
Tuesday	S1 + S5/6 re-coursing	299	38%	S2	13.12%
Wednesday	S2+ S5/6 re-coursing	277	36%	S3	15.31%
Thursday	S3 + S5/6 re-coursing	252	31.94%	S4	35.62%
Friday	S4 -S6	258	32.7%	S5/6	77.17%

In School provision from 17th August onward

Following an evaluation of the Induction Stage, we would look to maintain our provision in school. This will be subject to appropriate risk assessments and guidance from Scottish Government and Aberdeen City Council. These dates and numbers of pupils are, therefore, provisional. Please note that these percentages do not include 25 vulnerable young people who will follow a daily timetable base in our school hub facility.

Day	Year Group AM	Year Group PM	Number of pupils	% of roll		Year Group	% time in school
Monday	S1 & S2	S3 (55 x pupils) HWB	433	55%		S1	28.13%
Tuesday	S1 & S2	S3(55 x pupils) HWB	433	55%		S2	28.13%
Wednesday	S3	S4 HWB	309	39.3%		S3	19.06%
Thursday	S4-6	S3 (55 x pupils) HWB	258	39.77%		S4	39.38%
Friday	S4-6	N/A	258	32.7%		S5/6	35.63%

The curriculum for S1 and S 2 will focus on Health and Wellbeing, Literacy and Numeracy as part of their core curriculum. The S3 curriculum will follow choices pupils have made-starting towards S4 qualifications at an early stage. S3 will have a wellbeing afternoon, a third of the year group at a time. This will take the form of outdoor learning and will take place on a Monday, Tuesday and Thursday.

S4 will also have a health and wellbeing outdoor education afternoon on a Wednesday afternoon.

Communication

Attendance &

As part of the Scottish recommendations to Trace system we are detailed attendance facilitate identification individuals who have

Pupils

Google register teacher before 09.00

the day should record PM registration before 13.15pm. This will facilitate the Scottish Government requirements for AM & PM registration. The office staff will enter all information into Seemis, if required.

Staff

Staff to follow already established absence process for i.e. phone call to the school office before 07.30. We would ask for all members of staff to record the time as they enter and leave the building via the staff google form, and you are off site during the course of the day, this this will be used to facilitate the Test, Trace, Isolate and Support (TTIS) strategy, if necessary.

To Whom	Details	Timescale
<ul style="list-style-type: none">Staff	Consultation document shared with staff	15-19 th June
<ul style="list-style-type: none">Parents/families	<ul style="list-style-type: none">Issue Letter and advice on FSM & Clothing Grants	2pm 25 th June
<ul style="list-style-type: none">Young people	<ul style="list-style-type: none">Communicate via focus groups/google classroom etc.	W/b 22 nd June 2020
<ul style="list-style-type: none">Parents & Families	<ul style="list-style-type: none">Share individual pupil details regarding timetables, start & finish times and entry points	W/b 29 th June 2020

Schedule

Registration

Government facilitate the Track and obliged to maintain and visitor records to of dates/times for all been on site.

complete by class and the last teacher of

Out of class record

Young people's movement around our school building will be restricted. We have allocated base rooms in relation to toilets, entrances, exits and outdoor access. These rooms will be staffed by Guidance team. This will minimise social groups and cross contamination. For almost all learners the only time a young person should be out of your class is to use the toilet facilities. Should a child be out of your class to use the facilities we would ask that you record when the child left and when they returned to class. This will all aid the effective Test, Trace, Isolate and Support (TTIS) strategy, if necessary.

Support for Learners

Critical workers and vulnerable pupils

Full day provision will be available for young people of critical workers from S1-S6. We will situate these learners in the school library with a Pupil Support Teacher and a member of the PSA team to support this educational offer. This will be a whole day offer, starting at 09.00 and finishing at 15.30. We anticipate that most of this provision will be taken up by young people within the BGE. All young people accessing this education offer will have to bring with them their own packed lunch. The distribution of FSM vouchers directly issued to families will continue, thereby enabling all young people to supply their own lunch. We will of course liaise with the support staff to facilitate lunch if this does not take place.

Vulnerable learners will be situated in a series of "homerooms" allocated to the SfL department, with support for learning staff supporting this educational offer. The school day for these pupils will be 9.00am-13.15pm.

Young people will engage with their in-school provision along-side their peers during the allocated times and will access digital learning in their time within the library so that their education provision is not lost as a result of situational circumstances.

If a young person cannot attend the in school offer due to extenuating circumstances, we will continue to support their learning digitally. This may include staff recording lessons to be posted later or live streaming to locations within and beyond our school building.

Support

Professional learning will provide the tools required to strengthen universal approaches in the early phase of the blended learning offer by ensuring that all staff have access to high-quality professional learning. We will continue to provide staff with opportunities to improve the universal provision in place for all learners particularly with regards Digital Learning and Read Write Technologies, Autistic Spectrum Condition, ADHD, Dyslexia, Downs Syndrome,

Inclusive Practices, Mental Health and Wellbeing, and Trauma/ Attachment. We will also offer CLPL to address emerging data trend from our communities and families.

As part of our school improvement agenda we will continue to review our Support for Learners to ensure that it is in line with legislation and the most recent educational policy.

Safeguarding

As we move from learning at home to a blended model, we will require slightly different approaches to our safeguarding arrangements. We will review our PSE curriculum and delivery to target young people at key stages including P7 to S1 Transition, PSE virtual classrooms will also address emerging patterns as they become evident. All year groups require an increased focus on Health & Wellbeing as part of the curriculum delivery. This will be developed to ensure learners are given the opportunity to build resilience, develop mental and emotional strength and make use of physical activity to support this where possible. We will be using our PE and PSE teachers to lead in these areas.

As part of our safeguarding agenda we will develop a whole school Mental Health Strategy and a School Nurture Strategy to support our learners and staff to manage their health & wellbeing.

Promoting Positive Relationships Policy

Whilst in school our Promoting Positive Behaviour Policy will continue and classroom expectations regarding behaviour will remain high – please see our policy on the School App or on the website.

Expectations around following social distancing rules will be strictly enforced on public health grounds and we would ask that all parents make sure that young people understand these rules before coming to school. If pupils are unable to adhere to social distancing, we may not be able to allow them in the building and learning would take place at home.

Changes to our policy considering COVID-19 and our approach to blended learning is detailed below. No young person should be unsupervised, the exception to this is using toilet facilities during the lesson, please refer to the appropriate protocol.

Individual support

Individual support will be available for those young people who require targeted provision, we will review our referral process to ensure that we are meeting the legal requirements regarding IEPs and CPs for young people as we facilitate the support for young people to be safe, well, healthy and achieving. All targeted support provision must be in line with the planned learning and be differentiated to the needs of the individual. Robust evaluation processes must be in place to measure the impact of the targeted support. PSAs will be the main used to provide one to one and small group support.

Our school counsellor Jacqui Heap will be on site to support young people who are experiencing difficulty managing their emotional wellbeing and/or their blended learning.

Learning

Curriculum Rationale

The curriculum has been designed to provide equity of learning and teaching through a blended learning approach, whilst recognising the safety requirements of social distancing and effective hygiene. The BGE phase will be educated in home rooms to minimise movement around the school with teachers moving to teach them. In the Senior phase, we aim to ensure that pupils can continue with their subject choices albeit in smaller teaching groups.

We will be adopting a “flipped” learning approach with face to face time in school being used to support the health and wellbeing of pupils and as an opportunity to set up tasks and activities which will be further developed by the digital learning delivery. We will be adopting a maximalist approach to the total number of pupils and staff working within the constraints of the 2m social distancing and the room capacity available.

To ensure we have a model that is fully blended (i.e. where learning in school complements learning taking place at home) we must protect time for teachers to plan, prepare, correct and provide feedback to pupils online as well as plan, prepare and deliver lessons in school.

Teaching smaller class sizes is significantly more expensive in terms of staff time. In ordinary times, one teacher would deliver a lesson to as many as 30 pupils at a time. If classrooms can only safely accommodate 9 or 10 pupils at a time, three members of staff (and 3 classrooms) will be needed to deliver a lesson to the same group. This means that the amount of time young people spend in school has a disproportionately large impact on the time teachers have left for online delivery.

The individual circumstances of teachers will also have an impact on the numbers available for face to face teaching in school, e.g. those shielding or those without alternative arrangements to look after their own children.

Provision, including location of 'Home Rooms'

BGE Timetable Stages 1 and 2

MONDAY							TUESDAY												
S1 - DAY 1							S1 - DAY 2												
GROUP A	SUB CLASS	ARRIVAL	BLOCK 1	BREAK	BLOCK 2	BREAK	BLOCK 3	S3 H&WB	GROUP A	SUB CLASS	ARRIVAL	BLOCK 1	BREAK	BLOCK 2	BREAK	BLOCK 3	S3 H&WB		
	1B1	8:45-9:00	9:00-10:00	10:00-10:15	10:15-11:15	11:15-11:30	11:30-12:30			13:30-14:30	1B1	8:45-9:00	9:00-10:00	10:00-10:15	10:15-11:15	11:15-11:30		11:30-12:30	13:30-14:30
	1B2	WAIT AT DESIGNATED AREA IN CAR PARK	LIT	IN HOME ROOM COMFORT BREAK	HWB	IN HOME ROOM COMFORT BREAK	SCI				1B2	WAIT AT DESIGNATED AREA IN CAR PARK	HUM	IN HOME ROOM COMFORT BREAK	CEA	IN HOME ROOM COMFORT BREAK		MAT	SCI
GROUP B	SUB CLASS	ARRIVAL	BLOCK 1	BREAK	BLOCK 2	BREAK	BLOCK 3	3B / 3M1 H&WB AFTERNOON	GROUP B	SUB CLASS	ARRIVAL	BLOCK 1	BREAK	BLOCK 2	BREAK	BLOCK 3	3M2 / 3S H&WB AFTERNOON		
	1M1	9:00-9:15	9:15-10:15	10:15-10:30	10:30-11:30	11:30-11:45	11:45-12:45			1M1	9:00-9:15	9:15-10:15	10:15-10:30	10:30-11:30	11:30-11:45	11:45-12:45			
	1M2	WAIT AT DESIGNATED AREA IN CAR PARK	SCI	IN HOME ROOM COMFORT BREAK	LIT	IN HOME ROOM COMFORT BREAK	HWB				1M2	WAIT AT DESIGNATED AREA IN CAR PARK	MAT	IN HOME ROOM COMFORT BREAK	HUM	IN HOME ROOM COMFORT BREAK		CEA	
1W		MAT		HUM		CEA		1W		SCI		LIT		HWB					
GROUP C	SUB CLASS	ARRIVAL	BLOCK 1	BREAK	BLOCK 2	BREAK	BLOCK 3	GROUP C	SUB CLASS	ARRIVAL	BLOCK 1	BREAK	BLOCK 2	BREAK	BLOCK 3				
	1S1	9:15-9:30	9:30-10:30	10:30-10:45	10:45-11:45	11:45-12:00	12:00-13:00		1S1	9:15-9:30	9:30-10:30	10:30-10:45	10:45-11:45	11:45-12:00	12:00-13:00				
	1S2	WAIT AT DESIGNATED AREA IN CAR PARK	HWB	IN HOME ROOM COMFORT BREAK	SCI	IN HOME ROOM COMFORT BREAK	LIT			1S2	WAIT AT DESIGNATED AREA IN CAR PARK	CEA	IN HOME ROOM COMFORT BREAK	MAT	IN HOME ROOM COMFORT BREAK	HUM			
		CEA		MAT		HUM				HWB		SCI		LIT					
S2 - DAY 1							S2 - DAY 2												
GROUP A	SUB CLASS	ARRIVAL	BLOCK 1	BREAK	BLOCK 2	BREAK	BLOCK 3	S3 H&WB	GROUP A	SUB CLASS	ARRIVAL	BLOCK 1	BREAK	BLOCK 2	BREAK	BLOCK 3	S3 H&WB		
	2M	8:45-9:00	9:00-10:00	10:00-10:15	10:15-11:15	11:15-11:30	11:30-12:30			13:30-14:30	2M	8:45-9:00	9:00-10:00	10:00-10:15	10:15-11:15	11:15-11:30		11:30-12:30	13:30-14:30
	2S	WAIT AT DESIGNATED AREA IN CAR PARK	LIT	IN HOME ROOM COMFORT BREAK	HWB	IN HOME ROOM COMFORT BREAK	SCI				2S	WAIT AT DESIGNATED AREA IN CAR PARK	HUM	IN HOME ROOM COMFORT BREAK	CEA	IN HOME ROOM COMFORT BREAK		MAT	SCI
GROUP B	SUB CLASS	ARRIVAL	BLOCK 1	BREAK	BLOCK 2	BREAK	BLOCK 3	3B / 3M1 H&WB AFTERNOON	GROUP B	SUB CLASS	ARRIVAL	BLOCK 1	BREAK	BLOCK 2	BREAK	BLOCK 3	3M2 / 3S H&WB AFTERNOON		
	2B1	9:00-9:15	9:15-10:15	10:15-10:30	10:30-11:30	11:30-11:45	11:45-12:45			2B1	9:00-9:15	9:15-10:15	10:15-10:30	10:30-11:30	11:30-11:45	11:45-12:45			
	2W1	WAIT AT DESIGNATED AREA IN CAR PARK	SCI	IN HOME ROOM COMFORT BREAK	LIT	IN HOME ROOM COMFORT BREAK	HWB				2W1	WAIT AT DESIGNATED AREA IN CAR PARK	MAT	IN HOME ROOM COMFORT BREAK	NUM	IN HOME ROOM COMFORT BREAK		CEA	
		MAT		HUM		CEA				SCI		LIT		HWB					
GROUP C	SUB CLASS	ARRIVAL	BLOCK 1	BREAK	BLOCK 2	BREAK	BLOCK 3	GROUP C	SUB CLASS	ARRIVAL	BLOCK 1	BREAK	BLOCK 2	BREAK	BLOCK 3				
	2B2	9:15-9:30	9:30-10:30	10:30-10:45	10:45-11:45	11:45-12:00	12:00-13:00		2B2	9:15-9:30	9:30-10:30	10:30-10:45	10:45-11:45	11:45-12:00	12:00-13:00				
	2W2	WAIT AT DESIGNATED AREA IN CAR PARK	HWB	IN HOME ROOM COMFORT BREAK	SCI	IN HOME ROOM COMFORT BREAK	LIT			2W2	WAIT AT DESIGNATED AREA IN CAR PARK	CEA	IN HOME ROOM COMFORT BREAK	MAT	IN HOME ROOM COMFORT BREAK	HUM			
		CEA		MAT		HUM				HWB		SCI		LIT					

S3 Timetable

WEDNESDAY					
S3 - WEEK 1					S4 H&WB
BLOCK 1	BLOCK 2	BREAK	BLOCK 3	BLOCK 4	
9.00-9.55	10.00-10.55	10.55-11.10	11.10-12.05	12.10-13.05	13.30-14.30
COL E: PERSONALISATION & CHOICE	COL C: PERSONALISATION & CHOICE		COL A: PERSONALISATION & CHOICE	COL G: PERSONALISATION & CHOICE	S4 H&WB AFTERNOON

S3 - WEEK 2					
BLOCK 1	BLOCK 2	BREAK	BLOCK 3	BLOCK 4	S4 H&WB
9.00-9.55	10.00-10.55	10.55-11.10	11.10-12.05	12.10-13.05	13.30-14.30
COL F: PERSONALISATION & CHOICE	COL B: PERSONALISATION & CHOICE		COL H: PERSONALISATION & CHOICE	COL D: PERSONALISATION & CHOICE	S4 H&WB AFTERNOON

Senior Phase Timetable

THURSDAY						S3 H&WB 13.30-14.30	
S4 / S5 / S6							
BLOCK 1		BLOCK 2		BREAK	BLOCK 3		
8.30-10.00	ROOM	10.00-11.30	ROOM	11.30-11.45	11.45-13.15		ROOM
S4	COL A	COL C			COL E		
	COL A: PERSONALISATION & CHOICE	COL C: PERSONALISATION & CHOICE			COL E: PERSONALISATION & CHOICE		
S5/6		COL 2			COL 4		
		COL 2: PERSONALISATION & CHOICE			COL 4: PERSONALISATION & CHOICE		
						NESCOL / CITY CAMPUS APPROX. 48 PUPILS	

FRIDAY						
S4 / S5 / S6						
BLOCK 1		BLOCK 2		BREAK	BLOCK 3	
8.30-10.00	ROOM	10.00-11.30	ROOM	11.30-11.45	11.45-13.15	ROOM
	COL B	COL D			COL F	
	COL B: PERSONALISATION & CHOICE	COL D: PERSONALISATION & CHOICE			COL F: PERSONALISATION & CHOICE	
	COL 1	COL 3			COL 5	
	COL 1: PERSONALISATION & CHOICE	COL 3: PERSONALISATION & CHOICE			COL 5: PERSONALISATION & CHOICE	
						NESCOL / CITY CAMPUS APPROX. 25 PUPILS

PE Curriculum

Pupils who have PE will be expected to wear PE Kit on days they have PE. On these days, pupils should come to school in clothing suitable to undertake PE as changing facilities will not be available. This will be communicated to parents/carers.

Resources for learning and teaching

The normal distribution of faculty per capita will be suspended this year, the DSM consultation has delayed the distribution of per-capita allocation. We propose to use a bid system to specifically target our resources to the needs of our learners. For examples textbooks and worksheets will be for single use, therefore no longer feasible. All young people are required to bring a school bag with their own equipment to continue their learning each day, this will include pens, pencils etc. We will also be providing young people with items at their induction day to assist with digital learning and in school learning, for example jotters and other school-based resources. These will be retained by the young person. All work to be gathered as evidence in attainment and achievement must be submitted online. Individualised feedback will be provided online.

With regards to the way in which we are delivering learning and teaching will be reflected in future resources that are required to ensure that learning can continue through the blended approach. Most of the learning is now through digital learning and this is an area in which staff are continually developing when delivering quality lessons. We will need to focus on how we can use future resources effectively to continue the delivery of lessons, as well as the impact that they will have on the attainment for our pupils. Other resources may be required to enhance the delivery of specific subject areas and we must be mindful that these cannot be shared by pupils under current circumstances. The target must be to identify and utilise resources that will allow learning to continue both in school and at home. We also must be mindful that when requesting resources through the bid system that no pupil is disadvantaged and can access the proposed resource.

Bids will be submitted through a bespoke form and specific timescales and deadlines will be allocated.

Transitions

P7 – S1

We are acutely aware that for this group of students the transition to Northfield Academy will be unique and plans will reflect the need to support this group to settle in and thrive. Following lockdown, planned transition activities moved online. These included video introductions for pupils to Northfield staff; the building of a bespoke transition website with information and links; virtual tour of the school available on-line; and Google meets with Mr Preist (Deputy Head) for all p7 classes.

As per our plans for the safe return to school, pupils will initially only be in school for one day per week with the rest of their learning being on-line. This blended learning offer plan will be clearly communicated in advance. Pupils will also take part in an orientation exercise to ensure all processes and expectations are clearly understood. This is a necessary part of our plans to ensure levels of risk are managed safely.

In line with the rest of BGE, S1 pupils will also be educated in small bubbles and will not travel round the school building. We are acutely aware of the difficulties this will present in relation to settling in and will prioritise on-line sessions that allow pupils to meet in their class groups of 30. Guidance teachers will take the lead in this provision and will prioritise activities that will focus on settling in, health and well-being, resilience and positive mindsets.

Our curricular provision and supports will be under constant scrutiny and review in relation to both National guidance and feedback from stakeholders. We aim to safely increase the time pupils have in school as we move through the planned phases outlined in this document.

S3 – S4

On their first day back at Northfield, August 19th, S3-S4 pupils will attend an induction where it will be explained to them how the new blended way of learning will operate and the procedures and expectations we have of them to keep everyone safe.

As per our plans for the safe return to school, S4 pupils will attend school twice a week initially on a Thursday and Friday. This will continue until the October holiday when it will be reviewed. They will be in smaller groups than would normally be the case but will be following the timetabled classes they chose before the lock down came into effect.

One of our main priorities on returning to school will be to emphasise to the new S4 pupils the importance of engaging with and trying their best with all the work set, both whilst in school and on-line. Teaching staff will be retaining the work completed and using it as evidence for SQA purposes.

Senior Phase

Following the publication of SQA examination results there is always a degree of re-coursing. We have planned this into our phased induction process in August. As always young people will be offered course choice advice based on their prior attainment, SQA course entry qualifications and career pathway.

Hygiene, Health & Safety

Hygiene

If pupils have symptoms for COVID-19 they should not come into school and should organise a test. Parents should inform the school of this by phoning 01224 492855

If a member of the household has symptoms or has tested positive, pupils should self-isolate for 14 days. Again, parents should inform the school of this by phoning 01224 699715.

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Pupils will be encouraged to use hand sanitiser regularly during the school day. This will be available in all classrooms and at the entrances to the building.

If a pupil becomes unwell and has symptoms of COVID-19 the pupil will be isolated in the building and we will ask a parent to come and collect them from school. For this reason, we ask that all parents/carers are always available to be contacted when pupils are in school.

As all water fountains will be closed, we recommend that all pupils bring water with them to school.

Posters will be displayed prominently to remind staff and pupils of the safety precautions necessary that keep everyone safe. Appendix 2.

If a child or young person attends the setting with symptoms of cough and/ or high temperature, they should go home immediately. If a child/ young person is waiting to be collected by their parent or carer, they should be isolated in a private, well ventilated room and avoid touching surfaces. Such rooms have been identified on our school map. Isolation rooms will be cleaned after use in keeping with national guidance.

School staff will be asked to be vigilant to any potential signs of Covid-19 and will always err on the side of caution.

Uniform

In accordance to Government Guidance and The Local Phase Delivery Plan, it is recommended that all staff and pupils wear clean clothes every day and long hair should be tied back. The safety and security of our young people is of paramount importance therefore we request that every child attends school wearing a clean uniform, this will consist of black trousers with a white shirt/blouse & school tie.

All teachers and wider staff are required to wear clean clothes every day and tie long hair back.

We recognise that these can be challenging times financially and we are looking to support ALL families that may not be able to provide full school uniform at this time. We would recommend parents/carers buy either a plain white school shirt or blouse from local supermarkets until we are more certain about the future. If ANY family thinks purchasing the required uniform would be difficult please contact the school. This will be dealt with confidentially and we will be able to support you.

Pupil Groups

In S1 and S2 pupils will be split into groups, usually of around 10. This will be the same group they are with for the whole day. Some groups may join other groups to be in a larger class if a larger space is being used e.g. dining area, assembly hall, sports hall etc.

S3-6 pupils will be in smaller groups but will continue to follow their course choices. They will be expected to wipe down the areas they have used before leaving each area. Some larger groups will use larger spaces as detailed above.

The school day

We have been advised to stagger the start and end of the school day to ensure there is increased separation of groups. This will mean we will start at 8.30am but not all pupils will be asked to attend at this time. It will be very important that pupils arrive at the correct time, and in the correct location. This will be communicated to parents in advance and may change as we develop our systems. Lessons will begin at 9.00am

If a pupil is early to school, they will be required to wait outside at their designated muster point at the bottom of the car park.

If a pupil is late to school, they will need to go to the main reception and follow the instructions of staff there.

The day will be split into four teaching blocks. Small breaks will be held between all lessons. Lessons will finish between 12.30pm-13.15pm allowing pupils to be dismissed in a staggered way.

Access to Toilets

Pupils' access to toilets will require to be carefully managed in order to maintain social distancing within the toilet areas. We will allocate classrooms to specific toilets within the locality. There should be a strong emphasis on hand washing after visiting the toilet and again upon returning to teaching areas. To maintain social distancing children are only permitted to attend the toilet one at a time.

First Aid

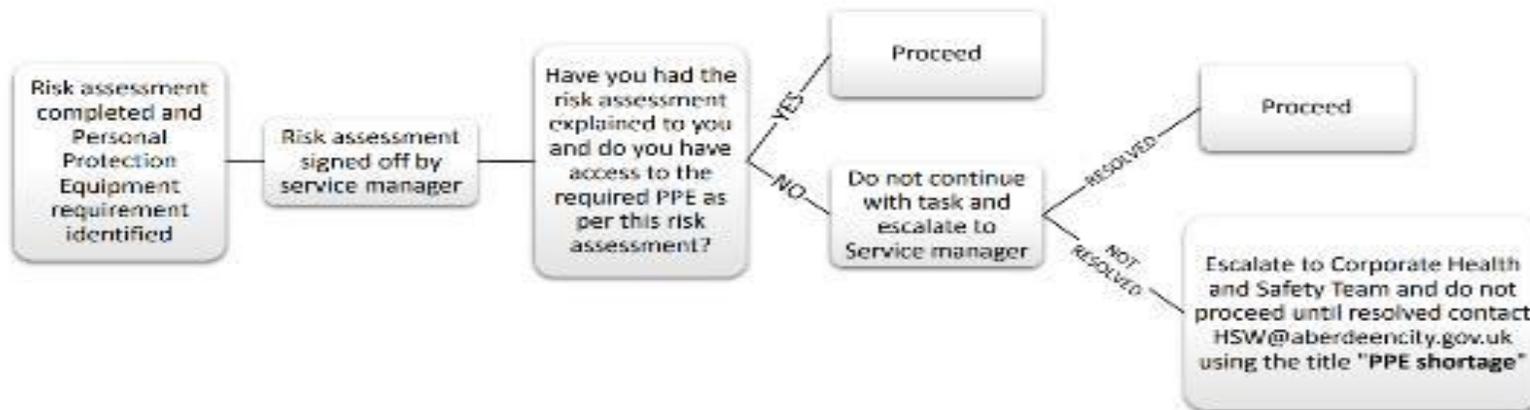
Activity	Circumstances in which PPE is required	What to use?
Staff directly supporting a child	<p><u>When staff are doing the following high-risk activities:</u></p> <ul style="list-style-type: none">• Medical care, e.g. feeding or nappy changing is required and the staff member is within 2 metres for a period of 10 minutes or more• Physical direct care (within 2 metres) with individuals for a period of 10 minutes or more which might include movement of a client• Direct care to a child / young person within a childcare setting if they have a temperature or new continuous cough and is waiting for an adult to collect them where it is not possible to maintain the 2 metre distance	<p><u>Aprons</u> (change after every nappy)</p> <p><u>Gloves</u> (change after every nappy)</p> <p><u>Fluid repellent surgical masks</u> (change after each session of care)</p>

It is essential that supplies are used appropriately to ensure they remain available for essential situations, which will be identified in risk assessments for individual pupils and staff. An identified member of the PSA staff will carry out weekly stock checks regarding PPE equipment and submit order requests to their line manager for approval to try to ensure that the correct equipment is always available.

There are specific techniques to put on and take off protective gloves. If staff are not trained in using gloves, they can spread any contamination to their clothes and wrists. Appropriate training will be provided.

All staff should follow the PPE Guidance for Education. In circumstances where the appropriate PPE is not available, or staff have not been trained in its use, the 'at risk' activity should be delayed, where possible, until such times as the issue has been resolved by following the flow chart below.

Personal Protective Equipment Decision Tree



Hand washing

Stocks of soap will be checked, and replenished, before the start of every day by facilities staff. All schools have access to warm water.

Hand sanitiser will be available at each usable entrance point to the building, unless there is immediate access to soap and water in these areas. Stocks will be checked every day.

David Cadenhead, School Technician, has been identified as the School PPE co-ordinator

Cleaning

Toilets and washrooms will be cleaned daily by cleaning staff to maintain high standards of cleanliness, using methods and cleaning products in keeping with national guidance (COVID-19-decontamination-in-non-healthcare-settings). Additional sanitisation of taps and flush handles will be undertaken by janitorial services on a regular basis during the school day.

All other areas will be cleaned by cleaning staff before the start of every day, paying special attention to door handles, table/counter tops, bannisters, and other areas touched regularly by staff and children, with additional cleaning during the day. As per LDPP staff have a responsibility to report concerns regarding cleaning.

We will provide appropriate cleaning products in every learning area. As staff finish in the learning area, they should wipe down the surfaces to leave it clean for their colleagues.

We should also develop good habits in our young people and encourage them to clean their areas after use. This is particularly relevant from S3-S6, as they will have movement around areas of our school building to allow the learning to continue. This is particularly relevant for S3-S6.

Changing facilities will not be in use.

Similar to the risk assessment process for experiments and practical classes all practical subjects should complete a risk assessment to mitigate risk.

The risk assessment process

No member of staff will be able to enter a school building without being briefed on the mitigations identified as necessary through the risk assessment for the return of staff to school buildings process. Risk assessments will be developed at school level in June to enable the school to welcome children and young people in small groups from August 11th. School risk assessment must be agreed by all staff and discussed with the school Quality Improvement Manager. Completed risk assessments must be circulated to all staff. Risk assessments are likely to be 'live' documents. Any changes to the mitigations put in place will be raised with staff as soon as reasonably possible with an updated copy of the risk assessment circulated soon after. Discussions around health and safety should feature as part of the daily school routine. As the identified PPE co-ordinator David Cadenhead, School Technician will oversee the implementation of the Risk assessment and update accordingly.

As with risk assessments that are completed for pregnant staff or staff with specific needs, we will also complete individual risk assessments to mitigate the risks present to those staff with elevated risk and with identified vulnerable characteristics. This may include, but is not exclusive to, high risk health factors not covered by shielding and identified vulnerable characteristics such as those related to Black, and Ethnic minorities (BEM). It is the member of staff's responsibility to request that this takes place and work with the school to mitigate risks to themselves and others.

Changes to status

We have planned for capacities of 2sqm per person and have consider the implications of 1sqm to develop our recovery plans, as the science permits. This approach is likely to lead to our plans being well formed in advance of any national decision. A change to a 1m distance would lead to capacities in school being considerably increased. Some schools may be able to welcome nearly all pupils back into 'in school learning' or may move to two groupings. Final decisions would be influenced by Public Health measures in place at the time.

There could be scenarios where Public Health advise of a need to locally 'lockdown' schools or communities. Decisions to impose restrictions beyond those in force nationally would always be taken by Public Health.

The information around COVID-19 changes on a frequent basis. The Corporate Health and Safety Team reviews H&S guidance daily and updates the Stay Safe Whilst Working pages on the Zone. You will need to monitor this plus consider the latest advice and guidance which could impact your business area. The Scottish Government pages will provide you with the latest links as well as Health Protection Scotland and NHS.

Health & Wellbeing of Staff

This is a difficult time for staff with many juggling difficult personal circumstances as well as adapting to new ways of working. Normal life has changed very suddenly, and nobody is sure how long this will last. This is bound to cause emotional difficulties for many people. Northfield Academy & Aberdeen City Council recognises and acknowledges this and urges staff to speak to their line manager if things are difficult for them. We will do whatever we can to support, including referrals to time to talk and occupational health.

The Educational Psychology Service have established a helpline for staff on 01224 522302 to ensure there is support for any member of the workforce requiring support at this time.

The Council offer a free, confidential, 24-hour counselling service, **Time for Talking**, 365 days a year. Time for Talking can be contacted on 0800 970 3980 or via the website: www.timefortalking.co.uk.

Staff in Emergency Childcare and Hub provisions have accessed the '**Going Home Checklist**' and found this helpful. The checklist is a simple but effective tool, which encourages reflection and mindfulness. The checklist is available in Appendix 3. The checklist is a simple but effective tool, which encourages reflection and mindfulness. NHS Education for Scotland has produced guidance to support those helping others in distress during and after the COVID-19 Pandemic based on Psychological First Aid. Mental health first aid training is also available through the People and Organisation pages

As a school we will continue to share a range of professional learning offers for staff and in partnership with the wider organisation and our Educational Psychology Service. People and Organisation offer an extensive range of wellbeing supports for staff. Consultation and collaboration will continue to be undertaken with the wider workforce to ensure this offer is responsive and meets the needs of individuals.