

# **Bridge of Don Academy**

## **Contingency Plan**

**2020-21**



*Be Caring • Be Honest • Be Respectful • Be Your Best*

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## National, Local and School Improvement Priorities

<p><b>National Improvement Framework Priorities</b></p> <ul style="list-style-type: none"> <li>• Improvement in attainment, particularly in literacy and numeracy</li> <li>• Closing the attainment gap between the most and least disadvantaged children and young people</li> <li>• Improvement in children and young people's health &amp; wellbeing</li> <li>• Improvement in employability skills and sustained, positive school-leaver destinations for all young people</li> </ul>	<p><b>Local Outcome Improvement Plan (LOIP) Stretch Outcomes</b></p> <ul style="list-style-type: none"> <li>• 95% of children (0-5years) will reach their expected developmental milestones by the time of their child health reviews by 2026.</li> <li>• 90% of children and young people will report that they feel mentally well by 2026.</li> <li>• 95% of care experienced children and young people will have the same levels of attainment in education, emotional wellbeing, and positive destinations as their peers by 2026.</li> <li>• 95% of children living in our priority localities will sustain a positive destination upon leaving school by 2026.</li> <li>• Child Friendly City which supports all children to prosper and engage actively with their communities by 2026.</li> <li>• 25% fewer young people (under 18) charged with an offence by 2026.</li> </ul>
<p><b>School Improvement Priorities 2019 – 2020</b></p> <ul style="list-style-type: none"> <li>• Improve learning and Teaching through quality professional learning at all levels for leadership of learning.</li> <li>• Improve Pupil engagement in learning – in class and in wider school.</li> <li>• Improve parental engagement so they can support their children's, learning.</li> <li>• Work with faculties and partners to improve young people's employability skills and so sustained positive leaver destinations</li> </ul>	<p><b>School Improvement Priorities 2020-2021</b></p> <ul style="list-style-type: none"> <li>• Physical return to the school building</li> <li>• Blended learning</li> </ul> <p>Wellbeing</p>
<p style="text-align: center;"><b>CONTEXT OF THE SCHOOL</b></p> <p>Our aims are for every young person to become a successful learner, a confidence individual, an effective contributor and a responsible citizen. They will do this by being caring, being honest, being respectful and being their best.</p> <p>Our house system is the backbone of our school and is valued by pupils and parents alike. Each pupil belongs to one of three houses (Crathes, Drum and Fyvie). Each pupil has a Principal Teacher Head of House (guidance teacher). This allows for clear lines of communication and points of contact for our pupils and parents. The Heads of House will continue to play an essential role in maintaining contact with our families as we plan our physical return to school and implement blended learning.</p>	

At time of writing (June 2020) we are functioning in a virtual learning environment as our school building is closed due to the COVID 19 pandemic. Central to our improvement planning for 2020-21 is the physical return to our school building and delivering blended learning. Blended learning comprises of in school learning and in-home learning. Due to the COVID 19 pandemic and associated safety measures, there will be a phased return to the school building for our pupils and it is essential that we continue to develop our in-home learning to complement in school delivery.

Our most recent self-evaluation activities recognised a key strength of the school as the positive relationships that exist between pupils and between staff and pupils. We will build on these positive relationships as we work together to provide learning experiences which are as supportive and effective as possible given the current constraints.

## **Section 1 - Key principles**

The Local Delivery Phasing Plan (LDPP) incorporates the principles and expectations set out in national guidance and details a direction of travel for schools in order to realise equity and constancy 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.

The School Recovery Plan will reflect 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

### **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.

Movement will be required to allow for specialism for S3 pupils. Appropriate cleaning will take place and limits on use of e.g. practical rooms like HE. Sufficient wipes will be in place to allow pupils to clean desks before moving on.

### **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 to avoid interaction where possible and maintain social distancing. Appropriate cleaning will also be required. Aberdeen City Council have ordered appropriate wipes to enable young people to wipe down their desk/chair/surfaces before leaving the room. We are maintaining one-hour blocks/ lessons, however for practical subjects young people in the senior phase will be able to spend up to two hours in e.g. HE. This will allow appropriate cleaning at the end of the day – each workstation to be used only once - at the same time as maximising young people's time in the subject.

Where possible young people will be given access to their own set of practical equipment e.g. in Practical Woodworking. Teachers have revised the content of courses. Purchase of equipment such as visualisers will allow teachers to deliver demonstrations whilst being suitably socially distanced. All teachers have been issued with the guidance on considerations for practical Science & Technology has been published by SSERC, available here: [www.sserc.org.uk/wp-content/uploads/2020/06/Science-Tech-return-to-school.pdf](http://www.sserc.org.uk/wp-content/uploads/2020/06/Science-Tech-return-to-school.pdf)

Suitable arrangements have been made in our plan to support vulnerable learners: those not engaging, those with ASN and those who have a=had particular social and emotional difficulties during lockdown.

## **Avoiding physical / social contact within the playground**

Young people will spend their break times either in their home rooms S1 and S2 or in the room they are in in the period before break. They will be supervised by staff.

## **Ventilation in buildings and the use of outdoor space**

Staff will be asked to ensure good ventilation by keeping windows open and where possible not closing the doors of small rooms (unless these are fire doors). Some rooms without windows will be used but doors left open e.g. G16. Outdoor spaces like the playing fields will be used as appropriate to provide young people with physical activity and PE. In addition, some subjects are actively researching fieldwork which can support learning in the BGE e.g. in Geography.

## **Management of symptomatic building occupants**

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. We have identified the Meetings Room and T19 (back up) as private well-ventilated room/areas. Young people will be advised to avoid touching surfaces. These Isolation rooms will be cleaned after use in keeping with national guidance.

The Head Teacher or member of SMT or designated member of office staff will then contact Facilities and ensure appropriate cleaning takes place. We are keeping up to date with current guidelines: <https://www.hps.scot.nhs.uk/web-resources-container/COVID-19-guidance-for-non-healthcare-settings/>

## Bridge of Don Academy Re-opening Plan

### Rationale

The following plans have been constructed with the underlying rationale of:

- Providing blended learning for all young people – giving teachers time to prepare and deliver on-line learning for young people supplemented by face to face teaching.
- The rooming capacities in the school which necessitates the division of classes into small groups to provide appropriate social distancing of 2m. See attached rooming capacities document.
- School transport provision – the school currently has one third of its pupils transported in from the Aberdeenshire. Any plan cannot disadvantage those young people who have no alternative to using school transport in the interests of equity, whilst recognising that pupils in the senior phase could take public transport or could be transported by their family to school. In the BGE some parents may also choose to transport their children to school.
- The staffing we have available, including probationers.

We will provide in-school support for our vulnerable learners. Support for Learning (SfL) staff will run provision for identified learners in the school library as well as in the support base in school.

### School Transport

We are waiting for final confirmation from Aberdeenshire transport unit on how many pupils they will be able to transport into school. Currently three coaches and a minibus serve the school. This would give the capacity (with suitable social distancing) to bring 12 to 14 pupils per coach and 4 to 5 per minibus. This would provide space for approximately 42 to 50 pupils per day. We will require that capacity to increase significantly for our plans to work as we progress beyond induction.

### Rooming

The rooms in Bridge of Don Academy are particularly small compared to more modern buildings. See appendix on rooming capacities.





This is G15 prior to changes for social distancing. Normally holds 30 pupils, however fixed cupboards and shelving along two sides reduce the capacity to 6 pupils plus teacher with social distancing of 2m.



The school's Assembly room is the largest space in school. Accommodates 20 pupils socially distanced by 2m.

## Staffing

Every effort has been made to secure teachers to ensure we are fully staffed in August this includes interviews taking place in lockdown, calling on the services of supply teachers who are already working with us. We are still working with staff who are vulnerable to complete risk assessments to ensure we have as full a complement of staff in place in August.

## Week beginning 10 August

During the first week of term, all year groups will experience an induction programme as detailed below. The induction sessions 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. It is also important that young people understand what a blended learning timetable looks like and how they can make this work effectively in school and at home. We will also provide each pupil, as required, with a resource pack to support their learning. For senior pupils this will also include time to return and collect textbooks and any learning resources required. An induction presentation is being prepared to ensure that all young people understand this.

Monday:	In-service day
Tuesday:	Staff Planning Day
Wednesday:	All S1 young people
Thursday:	All S2 and S3 young people
Friday:	All S4 and S5 young people

The wellbeing of our pupils is at the heart of our work and we are very conscious that our S1 pupils will require a higher level of support and induction as they begin their secondary school career. For this reason, S1 will work through an induction programme in their house groups and all young people in S1 will meet with their head of house/guidance teacher during induction. We will try as far as possible to replicate this as far as possible with all other year groups.

During the first week, Pupil Support staff will meet with senior phase pupils on an individual basis to discuss any possible changes to their timetable arising from their SQA results.

## Proposed Plan

This will depend on adequate rooming and transport being able to bring young people into school. To make our plan work we will need access to a significant number of additional spaces which would allow us to fully realise the plan. Currently colleagues in facilities are researching access to The Alex Collie Centre (unknown additional accommodation). The Head teacher has been in touch with the chaplaincy team to explore the use of St Columba's Church which would give us additional capacity of 20 spaces for young people with 2m social distancing. In addition, we may be able to work with King's Church who have worked with Aberdeen City Council to purchase AECC and we could access space there. An initial call has been made by the Head Teacher to a member of the church and further investigations are to be made.

I	MORNING	NUMBER	AFTERNOON	NUMBER	TOTAL NUMBER OF PUPILS
<b>MONDAY</b>	S4 (100) S5 (94) S6 (44) **Up to 30 (S1- 6) vulnerable young people	268 = 40%	Up to 67 pupils in S4 – 6** in practical subjects	67	<b>268 = 40%</b>
<b>TUESDAY</b>	S4 (100) S5 (94) S6 (44) **Up to 30 (S1- 6) vulnerable young people	268 = 40%	Up to 67 pupils in S4 – 6** in practical subjects	67	<b>268 = 40%</b>
<b>WEDNESDAY</b>	All S3 (130) All S2 (148) **Up to 30 (S1- 6) vulnerable young people	308 = 46%	0	0	<b>46%</b>
<b>THURSDAY</b>	All S1 (150) All S3(130) **Up to 30 (S1- 6) vulnerable young people	307= 46%	0	0	<b>46%</b>
<b>FRIDAY</b>	All S2 (148) All S1 (150) **Up to 30 (S1- 6) vulnerable young people	328 = 49%	0	0	<b>49%</b>

Pupils will be in school for two days per week minimum.

## The School Day

This will depend on the final arrangements for the timing of the school buses from Aberdeenshire Council.

Staggered arrival times from 08.20 – 08.50 am	
PERIOD 1	08.50-09.50 hours
PERIOD 2	09.50-10.50 hours
BREAK	10.50-11.10 hours
PERIOD 3	11.10-12.10 hours
PERIOD 4	12.10-13.10 hours
Staggered departure times 13.10 – 13.40	
LUNCH FOR STAFF	13.40 -14.10 hours
PERIOD 5 (Monday and Tuesday only)	14.10 – 15.10 hours
PERIOD 6 (Monday and Tuesday only)	15.10 – 16.10 hours

## Curriculum Rationale

The curriculum for all young people in S1 and S2 will focus on Health and Wellbeing, Literacy and Numeracy.

The curriculum for all young people in S3, S4, S5 and S6 will follow their subject choices

It is important to explain the thinking behind our recovery curriculum model. Due to the constraints arising from COVID 19, full-time in school provision is not possible at time of writing (June 2020). Any curriculum model must allow young people to build on their prior learning and ensure appropriate progression. We must also ensure that young people have access to quality learning in all curriculum areas. Currently, the only way we can do this is to design a curriculum which supports blended learning. Another key consideration is that any curriculum plan must be designed to allow us to return to full-time in school provision when it is safe to do so. The initial focus of the curriculum is to reconnect with young people as they return to school.

Since the school closed on 20 March, we continued with our normal curriculum planning and all year groups changed timetable and joined new google classrooms. We did this earlier than planned. Our pupils in the Senior Phase(S4/S5/S6) started their new timetable on 11 May and our pupils in the Broad General Education (S1/S2/S3) started their new timetable on 25 May. We monitor the levels of pupil engagement and it is clear to see that our young people appreciated moving on and starting new learning and new courses. Our young people have established sound learning routines and are engaging with online home learning. In designing our in-school curriculum offer, we have been careful to ensure that this works in partnership with our in-home learning. Our teaching staff have the challenging task of preparing learning activities which work within school and home. Meetings with the head teacher and Depute Head Teachers have taken place with all Faculty Heads to discuss their plans for blended learning

In S1-S2, we have prioritised literacy, numeracy and health and wellbeing. We will maximise opportunities for dialogue with young people to rebuild relationships and resilience. All pupils will have the opportunity to take part in physical activity making use of the games hall and outside playing fields. As detailed earlier, each year group will be in school on two days. Teachers are currently planning how they will make best use of in school teaching time and in-home learning time.

In S3 our young people will continue to study the subjects they have chosen. Designated days have been assigned for in school learning where our young people will experience direct teaching in their chosen subjects. This will work in partnership with learning activities being posted on google classrooms.

In S4-S6 our young people will continue to study the subjects they have chosen and prepare for SQA qualifications. Designated days have been assigned for in school learning where our young people will experience direct teaching in their chosen subjects. This will work in partnership with learning activities being posted on google classrooms.

## Costing the Plan

The Scottish Government have stated that we will have a blended learning model of education whilst social distancing continues. To ensure we have a model that is fully blended (i.e. where the learning in school complements the learning that takes place at home) we must protect time for teachers to plan, prepare, correct and feedback to pupils online as well as plan, prepare and deliver lessons in school. Teaching smaller class sizes is obviously more expensive in terms of staff time (as 3 hours is required to teach three sets of ten pupils, rather than 1 hour for thirty pupils). This means that the amount of time in school has a disproportionately large impact on teaching time for online delivery. We must, therefore, be careful to ensure the online delivery is able to supplement work done in school. This is important as there will be limited opportunity in school for pupils to complete work and share with staff due to possible spread of COVID-19.

## **Section 2 – Hygiene and health and safety practice**

### **Cleaning routine**

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.

It may not be possible to ensure adequate cleaning of some facilities / areas of the school, in which case these facilities should be put out of use. PE changing rooms will not be used during phase 1-3 of the recovery plan. Pupils will be asked to bring their own filled water bottle to school.

Sanitising wipes will be provided to school staff to clean telephones, laptops/desktop computers and associated peripherals and any other items which may be used by more than one individual (teacher), so that these items can be effectively sanitised between uses.

The following areas of the school will require special attention for cleaning: First Aid Room; Home Economics Kitchen, Design and Technology Workshop, Music Department, Science Laboratories. Plans are in place to ensure appropriate usage of these rooms.

Where there has been a COVID-19 case, the cleaning regime will be in accordance with strict rules outlined in COVID-19-decontamination-in-non-healthcare-settings.

### **Use of Learning Resources**

School staff will be given sanitising wipes for school staff to undertake cleaning of resources and any other items which may be used by more than one individual, so that these items can be effectively sanitised between uses. Some resources, such as fabric resources which cannot be easily cleaned between uses, will not be used for in school learning. Resources which are not being used will be removed from class bases to aid this process. Staff will be guided to carefully consider an appropriate provision of resources for 'in school' learning.

Books and related resources within libraries will be put out of use. However, there are plans in place for young people to be able to choose books and be given these for their sole personal use. The Library space will be used for groups of vulnerable learners as previously detailed.

Teachers are preparing packs of resources which will be available on the induction day for the sole use of young people. This will include textbooks, jotters and some equipment and resources.

## Hand washing

Health Protection Scotland advise that soap and water should be used for hand washing where this is available. Alcohol based hand gels / sanitiser will be used where there is no access to soap and water. Stocks of soap will be checked, and replenished, before the start of every day by facilities staff.

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. We have identified eight entrances to the school which will require supplies of hand sanitiser. School janitorial staff will arrange for suitable storage and replenishment of supplies

All classrooms have bins for tissues.

Young people and staff will be reminded to wash their hands with soap and water for at least 20 seconds, or use an alcohol hand sanitiser, when entering the building, before eating or handling food, after blowing their nose, sneezing or coughing, and after going to the toilet. Young people and staff will be reminded to avoid touching their eyes, nose or mouth, especially with unwashed hands. Posters will be displayed around the school to remind everyone of the need for regular handwashing.

Young people and staff will be reminded to cover their nose and mouth when coughing or sneezing with disposable tissues and dispose of them in the nearest waste bin after use and wash hands. Tissues will be available in each classroom, and pupils should be reminded to use the crook of their elbow if no tissue is immediately available.

## Access to toilets

Pupils' access to toilets will require to be carefully managed to maintain social distancing within the toilet areas and in the corridors. In our school we should have sufficient toilets to be able to manage one in and one out. Young people will not have to wait until breaks to access the toilets. However, teachers will manage their classes to ensure that only one pupil at a time is allowed out of their class. At the toilet blocks there will be markings on the floor in the corridors to enable young people to socially distance whilst queuing. There will be a strong emphasis on hand washing after visiting the toilet. The maximum number in each toilet block will be limited to one pupil and doors to the block (not cubicles) will be propped open to minimise pupils having to touch doors. We will need signage to ensure this is emphasised to pupils.

Staff toilets are available on each floor. All toilets will be limited to one in one out. A cone (or similar) will be used to denote when the toilet is in use.

## Section 3 – Practical measures to support social distancing in our school

### How will we increase separation?

The agreed metric of 5m<sup>2</sup> has been used to help determine the maximum capacity of all spaces in school to help determine which spaces may be most suitable for the provision of 'in school' learning. This metric allows for circulation space in addition to the need to adhere to the 2m social distancing rules. The senior management team with the support of facilities staff have checked the capacity of each area of the school allowing 5m<sup>2</sup> for each young person and the class teacher.

It will be important to ensure that all staff and pupils are aware of the any changes in the use of the building this will be done through electronic communications and reinforced on the in-service day (staff) and inductions days for young people. Staff spaces such as school staffrooms, kitchens and break out spaces will also be subject to social distancing arrangements. Part of the staff room has been commandeered for the storage of excess furniture.

Young people in S1 and S2 will be in home rooms. This will help restrict the number of different interactions each pupil has. Rooms have been set out by members of the school senior management team and facilities staff, excess furniture removed and stored – staffroom and G13. Janitors will complete this work.

**The school's first aid room will not be used as an isolation space. The Meetings room is the priority space with a backup of T19.**

The sharing of resources between children and young people during a learning activity will be avoided to limit the potential for transmission. Personal belongings will be taken home at the end of any 'in school' learning. School lockers will be out of use.

It will not be possible to arrange for family groups to attend on the same day unless they are in the year groups who are required to attend that day. The timetabler has identified the rooms which can be used for home rooms for S1 and S2. Practical areas of the schools will be used by S3- S6 pupils only. The focus for S1 and S2 pupils will be Literacy, Numeracy and Health and Wellbeing.

The school has access to three larger areas: The Assembly Room which can take 20 pupils see photograph, the canteen which can take approximately 20 and the school library which can take approximately 20 -30 depending on shelving etc. The former will be used for home rooms and delivery of learning and teaching groups of young people and the later will support groups of vulnerable learners because of the access to IT – in addition to support base in school. As already stated outdoor spaces will be utilised: playing fields and for field work the school grounds.

Music have given pupils instruments to use at home; Art and Design will issue resources for individual use; Mathematics will issue individual textbooks; All departments will audit resources and identify items which can be removed from classrooms.

A rota will be established to limit the number of individuals in the school office at any one time.



## How will we decrease interaction?

A one-way system will be established to ensure social distancing. This will be based on extant one-way systems we operate in school e.g. on the middle floor. This is being worked on currently by the senior management team. The Head Teacher is monitoring the numbers of staff who initially return in June and this will enable staff to comply with agreed expectations around social distancing. All have complied with the risk assessment.

Where possible and beneficial children and young people will use external space to move around the school: this will be possible using the ground floor entrances and exits and pathways around the school. This will utilise fire exits.

Staggered start and finish times will avoid groups of young people arriving and departing at the same time. There are eight potential entrances/exits. These will be linked to home rooms for pupils in S1 and S2 to decrease interaction.

We will advise parents/carers not to enter school grounds for drop off and pick up. Parents/carers will be advised to use Braehead Way to drop off children and young people. Young people in S2 – 6 who are familiar with the entrances and exits around the building could be dropped off if required further away. Young people arriving by public transport can walk to school from bus stops. Parents will be requested not to use the car park to the front or rear of the school. Given that this has a shared entrance with Braehead School this is even more important. The parents and carers of some young people with additional support needs may need to access the school car park. This will be established on a case by case basis. The School reception area will not be accessible to parents and carers during Phases 1-3 of the return with all enquiries made either by phone, e-mail, Google or Microsoft Teams. See information in section on Managing Visitors/Managing Reception. Access to the building will be strictly controlled.

The number of interactions will be limited as far as reasonably possible considering the need for young people to follow their timetabled classes from S3 – 6.

Classrooms have been laid out with single or double desks to guide effective social distancing with surplus furniture cleared and stored in G13 and staff centre.

## Dining arrangements

All young people will be asked to bring their own snacks for breaks and the provision of free school meal vouchers will continue. Young people will be asked to take any uneaten food / waste wrappers etc home with them, to help reduce the risk of infection spread. All S1 and S2 pupils will remain in their home room for breaks. All S3 – 6 pupils will be asked to stay in their period 2 class for break. They will be supervised.

## Evacuation procedures

The Fire Evacuation Plan is being amended in response to this School Recovery Plan and shared with all stakeholders during in-service and induction days. This is work in progress. We have identified home rooms spaced out throughout the school to minimise pupils mixing in the event of a fire evacuation.

Evacuation arrangements for young people with complex needs or disabilities will be done by the SfL team with the support of the PSAs where necessary PEPs. In all cases young people with ASN who would warrant such precautions will have a PSA allocated to them for this purpose.

## Orientation

The Senior Leadership Team will brief staff on circulation patterns and revised school layouts to ensure that all staff are aware of new restrictions. A map will be displayed, and signage used as appropriate to act as an aide memoir. All young people will be advised of arrangements prior to their return, through virtual tours and Google Meets, with health and safety a key focus when groups first join 'in school' learning in August.

- Virtual Tours of the school are being created and shared on the school website
- PowerPoints will be prepared to share with all pupils before they come into school. Staff will revisit these with pupils throughout their induction.
- A P7 Google classroom has been set up
- DHT will have google meets with P7 pupils to share information and answer queries.

## School transport

Children will be encouraged to avoid travelling to school on either public or school transport with walking being promoted where safe to do so. See previous section on decreasing interaction for statement about parents accessing school carparks.

With social distancing requirements in place transport capacity will be significantly reduced (e.g. 16 seat minibus can only carry a maximum of 3/4 children) and some parents may choose to transport their children.

School transport will be prioritised to those most in need of transport assistance, i.e. pupils with additional support needs and then families with no other means of transporting children and young people. Where possible larger vehicles will be deployed, double runs undertaken, or multiple vehicles will be used to replace an individual vehicle. This will impact on the deployment of Escorts.

Transport providers will be required to adhere to Transport Scotland's Guidance for Transport Operators. Children will be advised to follow safer travel guidance, which would include the wearing of face coverings, where deemed appropriate, except for very young children or those with particular conditions.

Transport will be scheduled in line with available transport provider resources, the requirements of schools (e.g. staggered start times) and ensuring adherence to social distancing as far as possible. There is recognition that it will not always be possible for 2m to be maintained on passenger transport and risk mitigation will be put in place where this cannot be achieved, i.e. ensuring journey time is minimised and transport is as direct to school as possible. Where possible the same Driver and Vehicle will be used to transport the same group(s) of children.

Where Escorts are deployed on transport, the same Escorts will also be used on each vehicle, so there is reduced contact between Driver/Escort crews and passenger groups. Where possible, schools will supervise the boarding and alighting of transport at school to ensure social distancing is maintained between the vehicle and school.

In situations where children become symptomatic of COVID-19 'in-school', parents/carers will be required to provide transport home. Transport providers will not be able to transport symptomatic children.

The use of bike racks will be carefully managed, including requiring pupils to queue (with physical distancing) whilst other pupils ahead of them are parking their bikes, and signage will be available to reinforce this. Staggered starts and finishes to the school day should also help reduce the number of pupils needing to be within the vicinity of the bike racks at any one time.

Approximately 231 out of 658 pupils travel by school transport provided by Aberdeenshire Council. Discussions are taking place with Aberdeenshire and Aberdeen City transport providers to establish exactly how many young people can be transported to and from Bridge of Don Academy each day. Spreadsheets are being completed by school staff to indicate which days young people will require transport on which days. Staggered start and finish times (over a 30-minute period) will take place which will take account of bus drop off and pick up times. These will be discussed with Aberdeenshire and Aberdeen City transport units.

## Managing Visitors / Managing Reception

External visitors to the school building will generally not be permitted. The only exceptions to this will be for:

- Local authority officers required to visit the school to provide essential support to pupils or staff (by pre-arranged appointment only)
- Contractors required to access the main building or grounds to undertake essential planned maintenance or repairs (by pre-arranged appointment only)
- Contractors working on a closed construction site within the school building or grounds, where appropriate measures have been taken to entirely separate the construction site and contractor personnel from the rest of the school, and the work has been approved to go ahead by Corporate Landlord officers
- Any other visitors required to enter the building for emergency purposes, including emergency repairs

**Parents will not be permitted to visit school to speak to teachers about their children.** This will be communicated clearly to all parents. Where parents require to contact a teacher, they should be asked to make contact initially by email, and by booking an appointment in advance. They should use the school email address [bridgeofdon@aberdeencity.gov.uk](mailto:bridgeofdon@aberdeencity.gov.uk).

Signage will be displayed at school visitor entrances to explain that visitors are generally not permitted, and will provide a telephone number for visitors to contact an appropriate member of staff within the building, should they wish to speak with someone or if they have an appointment to attend the school.

If a visitor has an appointment to access the building, they will be asked first to confirm that they are not displaying any COVID-19 symptoms. Those displaying symptoms will not be permitted access.

Where possible visitors permitted access, will remain within the reception area of the school and speak with the relevant member(s) of staff via the Reception desk window / hatch. A webbed barrier could be used in the office to ensure that social distance guidelines are adhered to and the office staff could use the drop box to pass goods back/forth.

The name and contact telephone numbers of all visitors entering the building will be recorded, along with the date and times of their attendance, in order to support the national Test and Protect Strategy. This will be the responsibility of the school administrator who will revise visitor sign in sheet this will include all the current information and section where contractors can supply work address and telephone numbers will be included. Parents will sign in/out, their contact details will not be required as school can supply this information if required. There will be a short sentence at the end of the sign in sheet to say that this data will only be passed on if required for track and trace purposes. The sheets will be removed at the end of the day and filed for future reference.

The school office will be manned on a rota basis dependent on social distancing guidelines at the time (current levels we could have two staff in but if this increases we could increase to three staff in at a time). When not in school office staff will work from home. Keyboard and telephones will be cleaned at the start/finish of each day.

Parents requesting appointments. Initially the parent will email the school. The email will be sent to the relevant person who will arrange the appointment. Janitors will be required to advise office staff of contractors visit details. Office staff must be advised of the appointment details. A diary of visitors' appointments will be kept in the office.

We already have in place a protocol for contacting home when a young person become ill during the school day and contact is usually made by First aiders with parents and arrangements made to collect young people.