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www.muswellhillprimary.co.uk
Entrance: 26-28 Dukes Ave, N10

3 January 2022

Dear Parents and Carers,

Happy New Year to you all.

We hope you and yours are safe and well and have managed to navigate the Christmas break without too much upset and disruption.

We look forward to seeing you and your children returning as planned on **Wednesday 5th January 2022**.

As some of you may be aware, government/public health guidance has been updated and changed a few times over the holiday period.

A summary of the key points that apply to Muswell Hill Primary School are outlined below. The next review is on **Wednesday 26th January 2022**.

1. Changes to isolation periods for those who test positive for COVID-19

There are no differences between Omicron or the Delta variant anymore.

The isolation period is reduced to **7 days** in most circumstances **unless you** cannot test for any reason. Individuals may now take LFD tests on day 6 and day 7 of their self-isolation period. Those who receive two negative test results are no longer required to complete 10 full days of self-isolation.

The first test must be taken **no earlier than day 6** of the self-isolation period and tests must be **taken 24 hours apart**. This also applies to all children, with LFD testing at parental or guardian discretion. **If both these test results are negative**, and your child does not have a high temperature, they may end their self-isolation **after the second negative test result** and return to school from **day 8**.

Please remember that Day 1 of isolation is from the day following the positive test result.

2. Daily testing for close contacts of someone with COVID-19

People who are fully vaccinated, or children and young people aged between 5 and 18 years and 6 months, identified as a close contact of someone with COVID-19, should take an LFD test every day for seven days and continue to attend their setting as normal, unless they have a positive test result or develop symptoms at any time.

3. Plan B and the need for remote/blended learning

Our priority is to **keep the school open** and for the children to continue face-to-face learning. Guidance now states, where workforce issues arise, we can use staff more flexibly to ensure we remain open, whilst ensuring we continue to have appropriate support in place for learners with SEND. We had an extremely challenging autumn term with many staff absences which took its toll on all staff and the budget. We will continue to work hard to keep everything going and only as a last resort will we move to remote learning as outlined in our Contingency Plan. Where possible, we



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will explore a more blended approach which will no doubt create challenges for home and school. If this is the case, we will try to limit the disruption to as few days as we possibly can.

Guidance continues to prioritise vulnerable children attending school if remote learning is implemented. A detailed explanation of these children is outlined in the Appendix at the end of this letter.

Following test updates from all staff on the 4th and 5th January 2022, we will be in a better position to assess where our challenges will lie in the week ahead. We will write to you on Tuesday night if anything further arises before we see you all on Wednesday.

We want to reassure you that we have CO2 monitors in every classroom that are helping us keep track of the quality of air flow and the robust ventilation processes we have in place throughout the day.

How you can support us and your child(ren) in the coming term

1. If your child currently has COVID-19, please email or call the office on Tuesday morning. All staff have a full day of training, so we won't be able to get back to anyone until Wednesday. Elaine will be in the office so please call back if you don't get through immediately.
2. Please ensure your child takes a Lateral Flow Device (LFD) test on Tuesday or Wednesday morning before returning to school.
3. As the cold weather returns, we would like to remind you to dress your child in layers with an appropriate coat and footwear. We will continue to get outside as much as possible during the day.
4. Children should come into school in their PE kits on their PE days. Please make sure they have trainers in school on those days. Staff will send out any timetable changes on Friday 7th January 2022, in advance of the first full school week.
5. Please support your child in reducing the number of resources, materials and extras they bring to school. A water bottle and a reading book should continue to be their priority. Thanks to your generosity and the PSA's fundraising events, class budgets are available for teachers to buy resources for their classes from this week.
6. Where possible, label gloves, hats and clothing to help them identify their belongings easily.
7. Please continue to share with us close contact information and any positive test results; continue also to err on the side of caution by keeping your child off school if they are unwell. Don't hesitate



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to call the office to speak to Sarah or anyone of us, if you have any queries about symptoms, have any questions or need clarification on any guidance. We know it is not easy to keep up with all the changes and make sense of it all.

Wishing you all a peaceful 2022.
Really looking forward to seeing you on Wednesday.

Best wishes,
Mandi

For any further information you can visit the following websites for detailed guidance:

https://www.gov.uk/government/publications/what-parents-and-carers-need-to-know-about-early-years-providers-schools-and-colleges-during-the-coronavirus-covid-19-outbreak?utm_source=2%20January%202022%20C19&utm_medium=Daily%20Email%20C19&utm_campaign=DfE%20C19

https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance/stay-at-home-guidance-for-households-with-possible-coronavirus-covid-19-infection?utm_source=2%20January%202022%20C19&utm_medium=Daily%20Email%20C19&utm_campaign=DfE%20C19

https://www.gov.uk/government/news/jcvi-issues-new-vaccination-advice-for-children-and-young-people?utm_source=2%20January%202022%20C19&utm_medium=Daily%20Email%20C19&utm_campaign=DfE%20C19

https://www.gov.uk/government/publications/coronavirus-covid-19-maintaining-educational-provision/guidance-for-schools-colleges-and-local-authorities-on-maintaining-educational-provision?utm_source=2%20January%202022%20C19&utm_medium=Daily%20Email%20C19&utm_campaign=DfE%20C19

https://www.gov.uk/government/collections/guidance-for-schools-coronavirus-covid-19?utm_source=2%20January%202022%20C19&utm_medium=Daily%20Email%20C19&utm_campaign=DfE%20C19



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Appendix – Government update to the definition of vulnerable children

For many children, continuing to have the protective factor of face-to-face education is vital. Throughout the pandemic, settings have continued to provide on-site places for this group of children. As has been the case since March 2020, there are three categories of children and young people who should benefit from on-site provision:

- those with a social worker
- those with an Education, Health and Care Plan
- a group of children considered locally, including by settings and local authorities, to be 'otherwise vulnerable'

We are updating our [guidance on children of critical workers and vulnerable children who can access school or education settings](#) to include a broader definition of children classified as vulnerable. In addition to the above, this list now includes:

- children known to children's social care services in the past
- children whose home circumstances might be particularly challenging because of domestic abuse, parental offending, adult mental health issues, and drug and alcohol addiction

The intention of providing a broader definition is to support local decision making about children who might face increased risk inside or outside the home if they are unable to attend their setting, or who could not reasonably continue to learn remotely. The list is not intended to be exhaustive and local assessment will be based on knowledge of family and community risk.

We have also written to all multi-agency safeguarding partnerships in England to ask them to work with wider partners including early years providers, schools and colleges to review their plans to support vulnerable children in their areas. We have asked for plans to ensure those who need the protective factor of face-to-face education provision are benefitting from it or that there are checks on children and young people's wellbeing if they cannot be safely brought into their setting. We have also asked partnerships to check that vulnerable children and young people have re-engaged in their education following the holiday period.

