



## **Newnham St Peter's C of E Primary School and Pre-School** **Returning to School Protocol/ Procedures and Plan from 1st September**

School will be reopening to Reception to Year 6 children on **Thursday 3<sup>rd</sup> of September 2020** and to pre-school from **7<sup>th</sup> September 2020**. September 1<sup>st</sup> and 2<sup>nd</sup> will be whole staff INSET days. These will include an update on health and safety and safeguarding prior to full opening as well as a focus on the Recovery Curriculum and mental health.

### **Returning to school**

Preparation for the full reopening of the school will be undertaken by the headteacher and other senior members of staff; however, the governing board retains the responsibility for key decisions. The school's and the school's plans will be shared with the board before more pupils and staff return.

The school will work closely with:

- Parents, staff and recognised unions when agreeing the best approaches for the school's circumstances.
- The LA to determine what services are required and agree any specific arrangements during this period.

### **Risk assessments**

A risk assessment will be carried out before the school opens to more pupils, to ensure sensible measures are put in place to protect pupils and staff. We will consult with staff as part of the assessment, to ensure everyone's needs are understood and accounted for. This risk assessment will address the following areas of risk:

- Safety of the school premises
- Cleaning measures
- Infection control and the ability to implement protective measures, e.g. social distancing
- Supporting staff and pupil wellbeing
- Supporting pupils' learning
- Safeguarding
- Communication of plans and procedures

Our planning is underpinned by the Department for Education's advice on effective infection protection and control which states the following:

*There are important actions that children and young people, their parents and those who work with them can take during the coronavirus outbreak, to help prevent the spread of the virus.*

*In all education, childcare and social care settings, preventing the spread of coronavirus involves dealing with direct transmission (for instance, when in close contact with those sneezing and coughing) and indirect transmission (via touching contaminated surfaces). A range of approaches and actions should be employed to do this. These can be seen as a hierarchy of controls that, when implemented, creates an inherently safer system, where the risk of transmission of infection is substantially reduced. These include:*

- ✓ *minimising contact with individuals who are unwell by ensuring that those who have coronavirus symptoms, or who have someone in their household who does, do not attend childcare settings, schools or colleges*
- ✓ *cleaning hands more often than usual - wash hands thoroughly for 20 seconds with running water and soap and dry them thoroughly or use alcohol hand rub or sanitiser ensuring that all parts of the hands are covered*
- ✓ *ensuring good respiratory hygiene - promote the 'catch it, bin it, kill it' approach*
- ✓ *cleaning frequently touched surfaces often using standard products, such as detergents and bleach*
- ✓ *minimising contact and mixing by altering, as much as possible, the environment (such as classroom layout) and timetables (such as staggered break times)*

The following considerations need to be, and have been planned for to ensure a return to school is as safe and protecting as is possible for all adults and children in school.

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- 1. Schools have not been shut**  
Teachers have been working full time and will be tired.
- 2. Staffing requirements**  
More staff will be required to be in school, but working from home must be retained when possible
- 3. Entry/exit of school and movement within**  
The principles of 'staying safe' to reduce transmission must be adhered to
- 4. Cleaning/hygiene considerations**  
Spaces within school will need routine cleaning and will require non-cleaning staff to do so
- 5. Outdoor play (break and lunch)**  
It is important that children still get break time but this needs to be separate from other groups
- 6. Lunchtime**  
Children are required to be fed at school and this needs to be done in the safest way possible
- 7. Supporting medical needs of children**  
Our very effective system of administering medication needs to be retained.
- 8. Re-establishing routines/expectations**  
Be mindful of the change of routine. Children have had very different experiences and expectations at home for a long time.
- 9. Differences in learning and a recovery curriculum**  
There have been varying degrees of engagement with learning. Some have been learning, some consolidating and some very little or no school interaction.
- 10. Online learning for those children not in school**  
Some children will still not be attending and we have a duty to continue to support their education.
- 11. Childcare provision**  
Some families require wrap around care.
- 12. Bereavement**  
Be mindful and prepared for any deaths in the community or triggers for families.
- 13. Sensory needs and separation anxiety**  
Many have spent long periods in quiet houses and some will not want to be parted from their family
- 14. Special needs**  
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Returning to normal expectations and maintaining a sense of school identity

Considerations	Action
<p><b><u>Schools have not been shut</u></b></p> <p><b>The majority of staff have continued to work providing education and support from home and supporting school in its closure and partial reopening plan, sometimes whilst home schooling their own children. We must recognise these experiences, particularly where staff have continued working over the Easter holidays and May bank holiday and half term too. Over the summer holidays staff have had the additional responsibility of preparing their classrooms to meet the latest risk assessment guidance. Just like the children, staff have not experienced a normal pattern of working for 6 months Despite the summer holiday all staff will need time to adjust and this will impact on their ability to lead, manage and respond to change.</b></p>	<p>.</p> <p>The first couple of weeks of school reopening will be focussed on ensuring everyone's wellbeing is catered for, including adults. So the curriculum will need to reflect this. Staff wellbeing, alongside pupil wellbeing will be a focus during the September INSET days</p> <p>We will plan for a routine remote staff meeting on Wednesday as normal but ad hoc meetings might be called instead to discuss provision and next steps where needed.</p>
<p><b><u>Staffing requirements</u></b></p> <p><b>There will need to be as little as possible movement of adults between bubbles</b></p>	<p>PE/ music specialist staff will be allocated to one class a day leading to whole afternoons of PE or music. The pastoral, support worker will work with one class for part of each morning and then be allocated to one class each afternoon. Nurture groups will include pupils from one class online rather than mixed age groups. The headteacher will visit one class a day for collective worship and will carry out monitoring duties without breaking the integrity of class bubbles.</p> <p>The teaching assistant for Year 5 and 6 is shared across two classes and will work with one class for a whole day at a time.</p>

**Entry/exit of school and movement within**

**We need to make plans to reduce the possibility of large groups of the school community gathering at any one time, that very much includes parents. Therefore, entering school and exiting school pose potential problems, as does movement within school. Our behaviours have to change so that we limit the potential risk to one another. The DfE acknowledges that schools may change the start and finish times or introduce processes for drop-off and collection arrangements.**

**The DfE guidance does not make reference to children socially distancing themselves from one another. This is in acknowledgement that it is impossible to do so. However, we must try to reduce contact as much as physically possible.**

There will be no large gatherings of adults or children. Where possible, meetings will take place remotely, in the school hall (or outside) so that adults can appropriately socially distance. Likewise, there will be no gatherings for children and collective worship will be delivered via Teams (delivered remotely to classrooms).

School will open at 8.30am and children will be able to arrive up to 8:45am through the playground gate via a one-way system where parents will exit via the main front gate. Parents will be allocated a five-minute drop-off slot. The playground gates will be locked at 8:45 am. Pre-School Y1 and Reception will enter via the Early Years garden gate. Y1/2 will enter via the white double doors into the school library. Y3/4 and Y6 will enter by their outside classroom door. Y5 will enter via the conservatory attached to their classroom All entry points have been marked for social distancing. Breakfast Club children will enter via the hall door from the field. By school starting at the same time for each year group, this will prevent parents with more than one child in different year groups waiting on site for other classrooms to open.

Parents are to be encouraged to walk to school where possible and only one parent will be permitted on the school grounds. Parents must arrive at their allocated time for entry to school, they must not arrive early or late. Parents will be asked to drop off and leave, rather than remaining on school grounds. If children do not want to separate from their parent, staff will be unable to use physical contact to coax them in (handholding for example).

The school day will end at different times for each family. Parents will be allocated a five-minute slot from 3pm to collect their children. Parents must arrive at their allocated time for collection, they must not arrive early or late. Parents will be asked to collect and leave, rather than remaining on school grounds. Children must be collected from the door where they were dropped off (as above). To support the safety of our social bubbles in school, parents and children who are attending school will agree to follow the current guidance on social distancing outside of school.

Teachers will not be available to speak to. Teachers must commit their time to ensuring that a routine is established which allows all children to safely leave their care. Pupils should be seated at the end of the day so that they can then be called to their classroom door to leave and be pointed in the direction of their parent or carer. As stated previously, Teachers will not be available to speak to. Parents can however contact teachers via email or telephone call if they have queries about the day or they can call to make a phone appointment.

Parents will be encouraged to discuss non-urgent issues over the phone. The office will not be open for parents to drop-in to. Registers will be completed online by class teachers.

Children need to move around school in their small groups and not mix with other children, however they are permitted to walk passed one another in corridors – the risk of contracting the virus by walking passed one another has been assessed as minimal however a class specific route system will be in place and explained.

Teachers will need to consider timings of the school day so that contact between different groups of children is limited. A timetable will be shared by SLT that includes breaks and lunchtimes.

Where possible (difficult with EYFS) children should remain in the same setting and area of the room throughout the day.

The staff room will remain open to adult staff members; however strict social distancing must be in place. It is important for staff own wellbeing that they see colleagues and we encourage this, but staff must not contravene social distancing measures as this undermines the hard work of colleagues, builds anxiety and will increase risk of infection

should anyone present with symptoms. A second staff room will be available to reduce contact between staff teams.

**Cleaning/hygiene considerations**

**In order to contain the virus, a strict cleaning regime needs to be in place. The government have provided very specific guidance about what we should be doing to effectively clean spaces in school. This will require adults that don't normally identify as cleaners to fulfil those duties throughout the day before the cleaning staff are in school to complete a thorough clean.**

**Handwashing protocols are to be strictly followed and 'catch it, kill it, bin it' is to be promoted. Children are to be encouraged not to touch their mouth, eyes and nose.**

At various intervals, adults will disinfect and clean tables, door handles and equipment. Each class will have their own allotted set of classroom cleaning equipment that will be stored appropriately within the classrooms.

Adults and children are to wash their hands on entry to school, before break time, after break, before lunch, after lunch, whenever they re-enter the building from outside, before leaving school, and anytime that they visit the toilet or cough/sneeze in to their hands. Soap and water will be available in each classroom. Where children are struggling to wash independently, they may receive support assuming the adult supporting is also washing their hands.

Children should be allowed to go to the toilet as they would do in a normal school day, however staff need to be very aware of how many other children are also using the toilet and ensure that children wash their hands afterwards. With the exception of Pre-School and Reception, only one child will be allowed to enter their allocated toilet block at any one time. Each social bubble will have an allocated toilet cubicle and sink (two for Reception and Pre-School and two for Year 3 and 4).

Tissues which have been used will be placed into peddle bins with lids, by the children

All rooms should be well ventilated therefore interior doors should remain open. This **contravenes fire safety measures, however the risk of spreading the virus is greater than the risk of a fire.** However, if a fire alarm is sounded, you must ensure those doors are closed. This measure will reduce the use of door handles significantly. Where possible windows should be open.

Each child will be provided with their own zip wallet which will contain their own stationary equipment and wellbeing resources therefore reducing the need to share resources. school.

Government advises that there is no additional need for clothes washing after a day in an educational setting. Uniform will be worn by all children from Reception to Year 6. Children will be asked to wear PE kit on PE days. Children who are attending sports clubs will be able to get changed at the end of the school day, they will be asked to go home in their PE kit rather than changing back into school uniform

If we are required to clean an area after a positive case of coronavirus has been identified, we must follow the guidelines outlined within this document:  
<https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings>

<p><b><u>Outdoor play (break and lunch)</u></b></p> <p><b>Children are to be encouraged to play outdoors as the transmission of the virus is reduced significantly in outdoor spaces. However, we need to reduce the risk of contact between groups of children.</b></p>	<p>Each group will have an allocated area to play in so that they don't come in to contact with other children from different groups. This will be planned and shared with staff.</p> <p>Games that encourage distancing need to be made available to the children. However, outdoor equipment should not be used unless we are able to ensure that it is appropriately cleaned between groups of children using it, and that multiple groups do not use it simultaneously. Therefore, resources will be gathered for each group from their classrooms or P.E equipment store so that they have dedicated outdoor equipment that is taken out and used exclusively by them at any break time. The trim trail and tyre parks will be allocated to a bubble at a time for a week</p> <p>Break and lunchtimes will be staggered. A lunchtime supervisor will be used to provide safe monitoring of children, from beyond 2m. Lunchtime supervisors are attached to class bubbles</p>
<p><b><u>Lunchtimes</u></b></p> <p><b>We are still required to ensure that our children have access to hot meals during the school day but also to reduce risk of infection, therefore we need to manage this time carefully so that it is not a 'pinch-point'.</b></p>	<p>School dinners will be provided by Cater Cater. Lunches will be delivered directly to classrooms. Children who do not wish to have a school dinner may bring their own packed lunch in one lunchbox. All children must bring their own water bottle each day. Teachers and TAs in classrooms should avoid contact with lunchboxes and water bottles wherever possible. At lunchtime play children will be allocated different parts of the outside space, so social bubbles will not mix.</p> <p>A midday supervisor will be allocated to each bubble to support the supervision of the children at lunchtime.</p>
<p><b><u>Supporting medical needs of children</u></b></p> <p><b>We need to retain and have a clear understanding of the medical needs of the children in our care. Children will not always have access to the family support worker to which is why sharing medical information is increasingly important, as is protecting staff from those with symptoms of Covid-19.</b></p>	<p>Where children have medical needs, we need to be very aware of them. The Pastoral worker oversees individual health care plans that itemises the medical requirements of each child. These will be shared with the members of staff responsible for the relevant bubble and wider staff team during whole school INSET. Following that, appropriate medicine and record-keeping will be placed in the correct classroom so that the child has appropriate access to their medication. Where children have individual health care plans, these have been reviewed and adapted where necessary in light of COVID-19.</p> <p>If support is required to administer medication, then adults must wear a mask, apron and gloves to further reduce the risk of spreading the virus, proceeded by thorough hand-washing.</p> <p>If a child in the setting becomes unwell, the existing guidelines will be followed i.e. the child will be removed to a designated isolated space (old library room) where they can be monitored and supported until they are collected by their parents or carers. There will also be a designated toilet assigned to children who fall ill (male staff toilet). This toilet must then not be used by other pupils or staff until the area has been cleaned after the child is collected when both spaces will be thoroughly cleaned by a member of staff wearing adequate PPE.</p> <p>The child should then be tested for coronavirus as soon as possible. If the test is negative the child could return to the setting assuming they are well enough. If the test is positive, the child must self-isolate for a minimum period of 10 days. If they have tested positive whilst not showing any symptoms but develop symptoms during the isolation period, they should restart the 10-day isolation period from the day they develop. Other members of the family should self-isolate for 14 days from when the symptomatic person first had symptoms. Any members of staff who have helped someone with symptoms and any pupils who have been in close contact with them will not need to go home to self-isolate unless they develop symptoms themselves. For each suspected and or confirmed case of COVID 19 the school will engage with Test and Trace process, refer to PHE and follow the guidance given.</p>

	<p>First Aid: Any incidents that require treatment should be dealt with by a member of staff wearing gloves. Hands should be washed, or hand sanitised, thoroughly before and afterwards.</p>
<p><b><u>Re-establishing routines/expectations</u></b></p> <p><b>For many the re-establishment of routines will be difficult. This will not just be for school routines; it will also be for those basic daily life routines, such as sleep and getting up. We know that this is difficult and a source of anxiety at the beginning of every term, but this will be on a larger scale. We will need to allow a period of adjustment and be aware of the impact of trying to re-establish these routines for staff, parents and children. We will need to re-learn the rhythm of the school.</b></p>	<p>It is important for the transition back to school to involve a routine being put in place swiftly as children prefer routine and it gives them a sense of comfort. However, some families may struggle and it is important for the school to acknowledge this and offer help where needed.</p> <p>Social stories will be prepared and shared with children on their return to school and daily so that they do not feel overwhelmed and they know the structure of the day and expectations of them.</p> <p>Children will be very tired (as will staff) by the afternoon and so the timetable will need to account for this and organise for more open activities.</p> <p><b>Pupil behaviour</b></p> <p>An annex has been added to the <b>Behaviour Policy</b> to account for the social distancing rules and other expectations of pupils. The annex details how these rules and expectations will be enforced, bearing in mind that some pupils will not understand the need for social distancing and may find the rules difficult to adhere to, the behaviour annex is available on the school website.</p>

<p><b><u>Differences in learning and the recovery curriculum</u></b></p> <p><b>There will be wide-ranging differences between the amount of work that children have been accessing at home. Some children will have kept up-to-date with the shared lessons whereas others will not have engaged at all, which could very well be through no fault of the family. Access to learning resources and bereavements in the family could be factors, so we need to not assume that children just simply couldn't be bothered to access. Our provision now needs to reflect that.</b></p>	<p><b>Focussing on wellbeing</b></p> <p>We understand that the period of full and partial closure may not have been a positive experience for many pupils. When pupils return, we will initially focus on wellbeing and allow pupils to reconnect with peers, the learning environment and curriculum content. Teachers will plan team building activities and focus on PSHE and growth mind-set to help pupils re-engage with school routines.</p> <p>Teachers will carefully consider and plan their curriculum delivery, taking identified priorities for each year group and the guidance of subject leaders into account. This will lead to an inevitable prioritising of core English and mathematical skills. It cannot be assumed that children now understand the content delivered through home-learning, and we can't afford to widen gaps in understanding by racing through curriculum content in an attempt to try to catch-up. We will not catch-up in a half-term. Thought and care will be given to future planning in future years in order to narrow gaps which have arisen as a result of the COVID-19 closure. Catch up funding will be spent wisely to address needs as and when it is allocated across the year.</p> <p>As soon as children are ready to learn, teachers will carry out baseline assessments to ensure they are fully supported with closing gaps and moving forward. Due to the large numbers of children who returned for part of the summer term we are hoping that, for the majority of children this will be in the first full week of the autumn term. We will then be able to share key priorities with parents by the end of September</p> <p>In terms of recording of work, we will retain what we would normally do, with the children being encouraged to take pride in the presentation of their work. Some will have not physically written for a while and will need to retrain themselves to write neatly. We have planned for additional time to be given to handwriting as well as adapting some of our curriculum activities to focus on mark making skills.</p> <p>Staff will be encouraged to do more 'in the moment marking' to provide immediate feedback and minimise the contact they have with books. Staff will not be able to take books home to mark and the school will be mindful of the number of hours staff are spending on site.</p> <p>In terms of the wider curriculum aspects from the long term plan have been closed that encourage outdoor learning or explore themes that support the recovery curriculum. We will make good use of our local environment but there will be no trips in the Autumn term.</p>
<p><b><u>Online learning for children not in school</u></b></p> <p><b>Some children may not be able to attend school for a period of time if they are self-isolating or if bubbles are required to isolate. Where families have travelled abroad over the summer some families may initially need to complete quarantine periods</b></p>	<p>It is likely that there will be periods of time where children are unable to attend school because they are in a family that is required to self-isolate. Potentially a class bubble may be required to self-isolate. In exceptional circumstances schools may be required to close again.</p> <p>In the event of a child be absent from school but well enough to access learning the school will provide learning online. In addition to the resources used during school closure families will have access to Seesaw and Teams. Seesaw will be used throughout the year to build on the increased levels of parental engagement evidenced during school closure. This will enable children to share work they have done in school with parents and at home with teachers via pictures, recording etc.</p> <p>We will continue to make welfare phone calls to families as required.</p> <p>The family support worker will spend time with children on their return to school.</p>

<p><b><u>Childcare provision</u></b></p> <p><b>Several families require wrap around care. This needs to be delivered in a way that protects the integrity of the school's bubbles.</b></p>	<p>Wrap around care will be introduced as of September 3<sup>rd</sup>. The school hall, and outdoor facilities and Hut will be used to ensure that there is sufficient distance between children from each bubble. Hall tables will be set up around the perimeter of the hall for breakfast club with a separate table for each bubble and bubbles facing away from each other.</p>
<p><b><u>Bereavement</u></b></p> <p><b>Children may be increasingly aware of 'death' as it has been discussed widely and openly. Children may feel greater levels of stress or anxiety throughout the day and they will especially be upset if they have lost a loved one during this period</b></p>	<p>The head teacher is available to support families and children pastorally if necessary. We also have close links with St Peter's Church and we are supported by the curate.</p> <p>The family Support worker has materials to support children on an individual or group level</p> <p>The head teacher will refer to the Family support worker where a child has experienced bereavement or has high anxiety and they will coordinate any further referrals. The family Support worker has access to in -school materials to support children on an individual or group level.</p> <p>The school has access to a wide range of support for both emotional and financial needs.</p>
<p><b><u>Sensory needs and separation anxieties</u></b></p> <p><b>Most children attended school for a minimum of 8 days in the summer term. This had a significant and positive impact on levels of anxiety and will support them in the full return to school in September.</b></p> <p><b>A small number of children have not attended school since March. In September all children will be returning to a full class and they will be mixing with significantly more people that they have been used to</b></p> <p><b>Many children will be looking forward to the return to school but will find being around people difficult, frightening and overwhelming. We will need to be aware of this and support it. For some children this will be exacerbated by a fear of people in general. Having experienced weeks, or even months, of social distancing, children will have received an implicit message that other people are dangerous. Further, their experience of other people, beyond their immediate family, within their personal space will have been limited. For many the hustle and bustle, movement and number of people in school will be difficult. We need to be</b></p>	<p>Staff will receive training on COVID 19 related trauma and how to support children as well as the DfE's new statutory guidance on mental health during the INSET days. Staff safeguarding training will be updated to include the latest KCSIE updates that relate to mental health.</p> <p>We will be aware of any sensory issues being highlighted and it is imperative that there is control in walking around the school site so that this can be controlled well. Staff will need to make particular effort in making sure classrooms are relatively quiet spaces so that those that are not used to the noise and find it upsetting can adjust.</p> <p>Children will be made aware this could be an issue and should speak with a member of staff if they feel they need some down time.</p> <p>All staff will be vigilant, looking for signs of stress.</p> <p>All children will be provided with an individual pot of playdough to support with sensory soothing.</p> <p>Staff need to also be aware that a lot of the children haven't left their families for a long while and they might find it difficult to leave them. Teachers are to plan settling in activities as the children enter (particularly the younger children) so that they don't feel additionally upset or anxious.</p>

<p>aware that many will express their sensory issues and anxieties about the proximity of others physically.</p>	
<p><b><u>Special needs</u></b></p> <p><b>The impact of all these issues will be even greater for those with special needs. Their learning will have been impacted as will issues of being or not being in school, managing change, routines and anxieties. There will be particular issues with managing transitions into school and where there is a change of setting.</b></p>	<p>For most of our SEND children the biggest hurdle will be expectations of learning behaviour, establishing routine again and reassuring them that all is ok. The use of a visual timetable every morning to reassure the wider group of children how the day will look will be a key tool in the early days and weeks.</p> <p>The class will need excellent behaviour management using positive reinforcement as many children will have forgotten how to behave (shouting out, talking over each other, poor language). It is important that all staff consistently follow the school behaviour policy and annex. If staff need to 'send' children away from their social bubble for behaviour reasons, they will need to request for the headteacher to supervise the child. Children may not remember how to behave immediately and may take a couple of weeks to get those good habits back, so patience will be a virtue!</p> <p>If behaviour is an issue for individual children and that leads to us not being able to ensure the safety of others, in terms of the virus control, the school has the right to contact the parents and ask them to collect the child, if they are unable to maintain social distancing measures due to behaviour.</p> <p>SEND children will have access to their individual toolkits. In consultation with teaching staff, the SENDCO will update My Plans to include a target around returning to school and individual needs. These will be completed ASAP and as children return to school.</p>
<p><b><u>Transitions</u></b></p> <p><b>Transition arrangements have not been able to be carried out in the usual way this year.</b></p>	<p>Reception parents have been provided with the information they need via telephone calls, post and email. They have been offered an individually timetabled visit to school on September the 3<sup>rd</sup>. All parents of children who did not attend school in the summer term have also been offered an opportunity to make individual appointments over the summer holidays.</p> <p>Teachers have written letters to children to tell them about the new class arrangements.</p> <p>Classes have been organised so that most children will have their previous teacher again in September. Where this is not possible (children moving into Year 3) these children will have the same teaching assistant and have been taught before by one of the two job share teachers. Where four children are moving from Reception to Year 1 /2 this has</p>

	<p>been done in close consultation with the parents. To maintain friendships these children will be able to play with other Year 1 children during outdoor playtimes</p>
<p><b><u>Uniform for pupils and staff</u></b></p> <p><b>Current guidance state that there is no requirement for children’s clothing to be washed daily. Uniform helps to install a sense of normality. Parents have had the summer holidays to prepare for a full return to school</b></p>	<p>The school’s uniform code will apply as of September. Where families are experiencing financial hardship the school has access to grants and the PTFA provide a full range of good condition pre-loved uniform for minimal cost.</p> <p>On PE days the children will be asked to arrive in PE kit as there is no additional space for changing. Where pupils are attending after school sports clubs they may change into their PE kit at the end of the day as this will involve fewer children. To reduce the number of times that children get changed in school they will be asked to go home in PE kit.</p> <p>Staff will return to a smart casual dress code. However, on days when staff are involved in PE lessons, as with the children, they may wear PE kit all day. Staff will also need to be dressed appropriately for the activities that they are delivering. This will include more outdoor sessions; in line with the Recovery Curriculum and school risk assessments.</p>
<p><b><u>Infection control</u></b></p> <p><b>We understand that without PPE it is very challenging to ensure staff can carry out their roles safely. The government has confirmed that its stance on PPE in schools is constantly developing – we will update this section as required</b></p>	<p>To ensure the risk of transmission of infection is substantially reduced when the school reopens, we will implement the following controls:</p> <ul style="list-style-type: none"> <li>• Minimising contact with individuals who are unwell by ensuring that those who have coronavirus symptoms, or who live with someone who does, do not attend school.</li> <li>• Cleaning hands more often than usual, ensuring everyone washes their hands thoroughly for 20 seconds using soap or an alcohol-based sanitiser.</li> <li>• Ensuring good respiratory hygiene and displaying posters to promote the steps that should be taken.</li> <li>• Cleaning frequently touched surfaces and equipment often using standard cleaning products.</li> <li>• Minimising contact and mixing by altering the school environment, including classroom layouts, limiting the number of pupils who use toilet facilities at any time, staggering timetables and altering the way pupils move around school.</li> <li>• Ensuring parents do not enter the school or gather at the school gates.</li> </ul> <p>We have developed an enhanced cleaning schedule that will be implemented as the school reopens to more pupils and staff.</p> <p><b>The use of PPE</b> Reference to PPE in this section means:</p> <ul style="list-style-type: none"> <li>• Fluid-resistant surgical face masks.</li> <li>• Disposable gloves.</li> <li>• Disposable plastic aprons.</li> <li>• Eye protection, e.g. face visor or goggles.</li> </ul> <p>The government has said that the majority of school staff will not require PPE beyond what they would normally need for their work, even if they are not always able to maintain a distance of 2 metres from others</p>

	<p>PPE will be provided where staff are caring for pupils whose intimate care needs already require the use of PPE or in certain cases where a pupil becomes unwell with coronavirus symptoms.</p> <p>If a pupil becomes unwell with symptoms of coronavirus whilst at school and needs direct personal care until they can go home, a face mask will be worn by the supervising staff member if a 2-metre distance cannot be maintained. If contact with the pupil is necessary, gloves, an apron and face mask will be worn. If a risk assessment determines that there is a risk of splashing to the eyes, e.g. from coughing, spitting or vomiting, eye protection will also be worn.</p> <p>When using face masks, staff will adhere to the following rules – face masks must:</p> <ul style="list-style-type: none"> <li>• Cover both the nose and mouth.</li> <li>• Not be allowed to dangle around the neck.</li> <li>• Not be touched once put on, except when carefully removed before disposal.</li> <li>• Be changed when they become moist or damaged.</li> <li>• Be worn once and then discarded – hands must be cleaned after disposal.</li> </ul> <p>When using PPE, staff members will follow <a href="#">PHE's guidelines</a> on putting on and taking off equipment. PHE's infographics will be displayed in areas of the school where PPE is likely to be used.</p> <p>The safety of our staff is paramount, so additional risk assessments will be conducted to determine whether PPE is required for other tasks and activities, and we will do our utmost to ensure staff are provided with the PPE they need.</p> <p>We will use our local supply chains to obtain the relevant PPE. Where this is not possible, and there is an unmet urgent need for PPE in order to operate safely, we will approach our nearest local resilience forum.</p>
<p><b>Safeguarding</b>  <b>Ensuring safeguarding arrangements remain effective while the school transitions to opening more widely is a key priority.</b></p>	<p>Our Safeguarding and Child Protection Policy was updated with an annex during the partial closure to include provisions for keeping pupils safe – we will continue to follow these procedures for pupils when they are required to be at home, the safeguarding policy will be further updated in September to take into account the KCSIE update.</p> <p>Where pupils have had a lot more online access than normal during school closure we will be focusing on online safety in the autumn term (this is in addition to the online safety work that was prepared for parents to deliver during school closure)</p> <p>We will continue to ensure that:</p> <ul style="list-style-type: none"> <li>• The best interests of pupils always come first.</li> <li>• If anyone in the school has a safeguarding concern about a pupil, they act immediately.</li> <li>• A DSL or deputy DSL is always available.</li> <li>• Unsuitable individuals are not permitted to work with pupils or come into contact with pupils whilst on site.</li> <li>• Pupils who remain at home are protected when they are online.</li> </ul> <p><b>Identifying and supporting newly vulnerable pupils</b></p> <p>We are aware that some pupils may have been at an increased risk of experiencing harm during the lockdown period, particularly as they were not seen by staff at the school or other agencies. Others may not have provided cause for concern before the lockdown period but have since experienced significant harm during their time at home – these pupils will form part of a newly vulnerable group.</p> <p>We will take steps to identify and support these pupils as they return to school, accounting for the fact that these pupils may not be those that would usually be considered 'at risk'. The DSL and deputy DSL will be given time and support to enable them to organise and manage their workload effectively. This will include re-engaging with external agencies and ensuring staff, pupils and pupils' families are informed of any services whose work practices may have changed due to the lockdown period.</p>

**This return to school plan has been written using guidance taken from:**

- **Central Government**
- **Gloucestershire Local Authority**
- **Department for Education**
- **Public Health England**

**This includes:**

- **Opening Schools for More Children and Young People: Initial Planning Framework for Schools in England**
- **COVID-19: Implementing Protective Measures in Education and Childcare Settings**
- **COVID-19: Safeguarding in Schools, Colleges and Other Providers**
- **Supporting Vulnerable Children and Young People during the Coronavirus Outbreak**
- **COVID-19: SEND Risk Assessment Guidance**
- **Guidance for full opening of schools (updated 7<sup>th</sup> August)**

**For a full list of this guidance, please see our COVID-19 checklist.**

**This checklist will be updated and plans will be reviewed in light of any new guidance.**