



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

School will be conditionally reopening to Pre-School, Reception, Year 1, and Year 6 children on **Tuesday 2nd June 2020** following a whole staff health and safety training day on Monday 1st June 2020.

Returning to school

Preparation for the wider 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 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.

Phased return

- **[The government has confirmed that schools will reopen more widely in a phased manner. Provided the five key tests set by the government are met, this will begin from the week commencing 1 June 2020 when primary schools will be asked to welcome back pupils in Nursery, Reception, Year 1 and Year 6, alongside the existing priority groups. Secondary schools, sixth forms and FE colleges will be asked to offer some face-to-face support to supplement the remote education of pupils in Year 10 and Year 12 who are due to take key exams in the 2020/2021 academic year. The number of pupils in school will be gradually increased based on scientific advice.]**
- Pupils in existing priority groups, (i.e. children of key workers and vulnerable pupils) that have attended school during the partial closure will continue to attend school.
- **[Primary schools]** From 1 June, if we deem it completely safe to do so following relevant risk assessments, we will be welcoming back pupils in Nursery, Reception, Year 1 and Year 6, alongside priority groups.
- The government's ambition is to bring all primary year groups back to school before the Summer holidays, for a month if feasible. This plan will be updated when the government makes any further announcements in relation to this.

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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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 | <p>There have been varying degrees of engagement with learning. Some have been learning, some consolidating and some very little or no school interaction.</p> <ol style="list-style-type: none"> 10. Online learning for those children not in school
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Considerations	Action
<p><u>Schools have not been shut</u></p> <p>The majority of staff have continued to work providing education and support from home and supporting school in its closure 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. All staff are going to start tired and this will impact on their ability to lead, manage and respond to change.</p>	<p>School will offer a reduced provision to key worker and vulnerable children over the half-term holiday. With the exception of the head teacher, any staff on rota over half term will receive their holiday days in lieu, during the week starting 1st June. No staff returning to school on 2nd June will be placed on the rota for half term. Due to the current exceptional circumstances, as the government review their plans to open schools, staff might be contacted to discuss this further where necessary.</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.</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><u>Staffing requirements</u></p> <p>We will be expecting roughly 36 pupils to return to us in the week beginning Tuesday 2nd June and an additional 19 keyworker and vulnerable pupils. Guidance from the DfE advises schools that a safety measure would be to halve the class sizes (typical class size being 30). With that in mind, you would need double the staff, so it would be reasonable to expect that more staff return to school.</p>	<p>A staffing timetable will be established so that teachers and TAs have time in classes delivering lessons, but also time out of class to prepare online resources. This timetable will be established and shared with all staff. Admin staff will likewise be required to be in school so that they can fulfil their role accordingly, as will cleaners and lunchtime supervisors where appropriate. Cleaning hours will initially be increased. The focus on working from home will remain if we have the capacity to do so.</p> <p>Each group will be allocated one or two adults to support them. Those are the only adults that are to come in to contact with those children i.e. a teacher cannot teach one group on Monday and then a different group on Tuesday. With the exception of the head teacher, who will need to continue essential monitoring roles, non-class based staff need to be very aware that they must not routinely come in to contact with groups of children as they could be unknowingly spreading the virus between groups.</p> <p>Staff will have to fulfil roles beyond what they are used to. TAs will be required to take small groups to deliver lessons, under the instruction of a class teacher and we will all have to support with the cleaning of school throughout the day.</p> <p>There will be a requirement to be very flexible as a staff body. If members of staff become unwell (unrelated to Covid-19) in the first instance the headteacher will provide cover. If this is not possible then staff not teaching in phase one, may be required to cover. We will not be appointing external supply staff in phase one.</p> <p>A provisional timetable is on the last page of this document. Please let us know if you would like to raise queries if necessary.</p>
<p><u>Entry/exit of school and movement within</u></p> <p>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</p>	<p>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).</p> <p>School will open at 8.40am and children will be able to arrive up to 9am 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 gate will be locked at 9am. Pre-School and Reception will enter via the Early Years garden gate. Y1 will enter via the white double doors into the school library and Y6 will enter by their outside classroom door. All entry points have been marked for social distancing. Key Worker</p>

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.

children will enter via the hall door from the field or go straight to The Hut depending on the group they are in. 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). In these instances, it will be up to the parent to decide if they can safely leave their child. Parents will not be permitted to enter the school building.

The school day will end at different times for each family. Parents will be allocated a five-minute slot from 2.40pm 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 maintain our safe social bubbles in school, parents and children who are attending school will agree to not visit the play park (next to school) before and after the school day. Any break in social distancing measures outside of school will result in the child's school place being withdrawn, due to the risk it brings into the social bubble for the rest of the children and staff.

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 and socially distant 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. A member of the SLT will go to classrooms throughout the day to collect the class register (unless remote registering is in place).

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, retaining the same seat as they are attending on consecutive days.

The staff room will remain open to adult staff members; however strict social distancing must be in place. It is important for your own wellbeing that you see colleagues and we encourage this, but please do 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.

<p><u>Cleaning/hygiene considerations</u></p> <p>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.</p> <p>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.</p>	<p>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.</p> <p>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.</p> <p>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).</p> <p>Tissues which have been used will be placed into peddle bins with lids, by the children. If peddle bins have not arrived by 2nd June, tissues will be placed into small plastic bags by children which can be tied and then thrown in the bin.</p> <p>All rooms should be well ventilated therefore 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.</p> <p>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. Each Pre-School and Reception child will have their own school teddy which will remain on their table and not go home or be shared. No toys or resources can be brought from home into school.</p> <p>Government advises that there is no additional need for clothes washing after a day in an educational setting. However, to enable parents who wish to wash clothes more frequently we will be asking children to attend in non-uniform. Clothes worn to school must be appropriate for outdoor learning and social distanced P.E. Sensible footwear must be worn. Children must bring their own sunhat to school. Sun cream must be applied at home-staff cannot assist with sun cream application.</p> <p>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>
<p><u>Outdoor play (break and lunch)</u></p> <p>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.</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 will not be used and the tyre park will be dedicated to Y6 only.</p> <p>Break and lunchtimes will be staggered. A lunchtime supervisor will be used to provide safe monitoring of children, from beyond 2m, enabling staff to have a break.</p>

<p><u>Lunchtimes</u></p> <p>We are still required to ensure that our children are fed adequately throughout 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'.</p>	<p>UIFSM and FSM disposable packed lunches will continue to be provided. All other children may order packed lunches from Cater Cater. Children who do not wish to have a school packed lunch may bring their own packed lunch in one lunchbox, which will be kept under their workstation. 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. Where possible lunches will be eaten outside. Each child will be allocated a hoop to sit in to maintain social distancing. Lunchtimes will be staggered, and children will be allocated different parts of the outside space, so social bubbles do not mix. If children cannot eat outside, due to weather conditions, they will eat at their work station in their allocated bubble.</p> <p>A midday supervisor will be in to support the supervision of the children at lunchtime.</p>
<p><u>Supporting medical needs of children</u></p> <p>We need to retain and have a clear understanding of the medical needs of the children in our care. Children might at some point be taught by teachers they are not used to which is why sharing medical information is increasingly important, as is protecting staff from those with symptoms of Covid-19.</p>	<p>Where children have medical needs, we need to be very aware of them. Once groups are established, the pastoral worker will produce a report that itemises the medical requirements of each group. This will be shared with the members of staff responsible for that group and wider staff team. 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 will be 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 (current Y3 classroom) 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, all children and adults within that group should self-isolate for 14 days and not attend the setting. This is why it is so important to not mix with other children and adults outside of your group – it is a protective mechanism. This guidance also applies if an adult presents as unwell and is subsequently tested as positive.</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><u>Re-establishing routines/expectations</u></p> <p>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.</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>Pupil behaviour</p> <p>An annex will be added to the Behaviour Policy to account for the social distancing rules and other expectations of pupils. The annex will also detail 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. Pupils and their parents will be informed about the details of the annex to the Behaviour Policy, ahead of their return to school.</p>
<p><u>Differences in learning and the recovery curriculum</u></p> <p>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.</p>	<p>Focussing on wellbeing</p> <p>We understand that the period of partial closure may not have been a positive experience for many pupils. When pupils return, we will largely 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 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 narrowing of the curriculum. 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.</p> <p>For the remainder of the school year, teachers are to revise the prioritised previously taught content in the core subjects, with a heavy focus on basic skills and gaps in learning. New learning will focus on key content to ensure the foundations are secure for the next year. Reading will be a daily focus.</p> <p>When children are ready to learn, teachers will carry out baseline assessments to ensure they are fully supported in their transition to a new year group in 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.</p> <p>In terms of the wider curriculum, teachers will use the existing pick and mix grids that pupils will be familiar with from home learning. Pick and Mix grids will be split into 5 home tasks and 5 school tasks. Where parents have chosen for their child to remain at home or their child is unable to attend for medical reasons, they can complete any task.</p> <p>Also consider the use of printers and photocopiers. Please make use of the wipes next to the photocopier, in order to reduce risk of transmission.</p>

<p><u>Online learning for children not in school</u></p> <p>Some children will still not be able to attend school. That will be either because they are shielding or unwell, they are not one of the designated year groups, or their parents are unwilling to allow them to come to school. Irrespective of reason, we still need to provide educational support to those children.</p>	<p>Our learning grids will continue as a mechanism for home-learning and support for parents. Teachers will continue to plan as they have done during school closure. These planning grids will be used for at school and at home learning. Teachers will all have more than the required PPA time allocation.</p> <p>Pick and Mix grids will be split into 5 home tasks and 5 school tasks. Where parents have chosen for their child to remain at home or their child is unable to attend for medical reasons, they can complete any task.</p> <p>Teachers who are not required to be teaching groups in school in phase one, will continue to provide online learning for their classes and communicate with parents via email. In addition, they will provide Teams based contact time with children who are remote learning.</p> <p>We will continue to make welfare phone calls to families as required.</p>
<p><u>Childcare provision</u></p> <p>The childcare provision needs to continue running so that we support key worker families. Some of the children that are attending the childcare provision will be able to access the classes that are now open.</p>	<p>The childcare provision is to be split into two groups and moved to the hall and the hut. Specific staff will be supporting these groups-a maximum of two per group. The numbers in the childcare provision will be slightly reduced initially given that some of them will now be attending school as they are in the specific returning year groups.</p>
<p><u>Bereavement</u></p> <p>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 (we are not aware that any of our families have suffered a death as a result of COVID-19).</p>	<p>We have recently produced a bereavement policy which would be followed in the event of a death in the school community. 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 head teacher will refer to the SENDCO where a child has experienced bereavement or has high anxiety and they will coordinate any further referrals.</p>

<p><u>Sensory needs and separation anxieties</u></p> <p>Many children will be looking forward to the return to school but will find being around people difficult, frightening and overwhelming, particularly if we move rapidly from social distancing to a return to school. 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 aware that many will express their sensory issues and anxieties about the proximity of others physically.</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 to be vigilant, looking for signs of stress. 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><u>Special needs</u></p> <p>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.</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.</p> <p>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, then we may seek to suggest that those children are on reduced timetables as they transition back to school. 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><u>Transitions</u></p> <p>Transition arrangements are going to be incredibly important to how effective a return to school is and also how secure and safe the children feel in their new academic year.</p>	<p>Assuming that children return to school before the end of term for at least a month, as suggested by government, then we will be able to plan transition effectively. With Reception and Year 6 already being in school for a full half-term, we will be able to work with them to make that transition to Year 1 and secondary school as successful as possible. Other year groups may need additional time and we can plan this in for the remainder of the year but also in the next academic year. We will not be forced to have rushed transitions. However, we will need to be very aware of the fact that children will arrive in new year groups at varying level of academic ability, lower than what is typical for that time of the year.</p> <p>We will continue to plan for progression from starting points across the curriculum. This will be more vital than ever in the coming years.</p> <p>We will be planning transition activities for our new starters which do not involve them entering our current social bubbles.</p>
<p><u>Uniform for pupils and staff</u></p> <p>Most children will have grown over the time that they have been out of school and so their uniform may not fit. Particularly if we go back to school on short notice, many parents will struggle to get new uniform for their children. This may be exacerbated by financial issues faced by parents without work and issues related to production, import and sale of non-essential goods. So, we will need to consider relaxation of our uniform.</p>	<p>We will welcome all children back without uniform! This message will be shared with parents (however we would rather pupils be clean and tidy, rather than wearing uniform).</p> <p>We feel that it is too much of an expectation to place on parents that their children will wear a different uniform each day. This is not sustainable. Therefore, we have made the choice to relax uniform policy.</p> <p>Clothes worn to school must be appropriate for outdoor learning and social distanced P.E. Sensible footwear must be worn. Children must bring their own sunhat to school. Sun cream must be applied at home-staff cannot assist with sun cream application.</p> <p>Dress code for staff should also be considered carefully. There is no requirement for staff to come to work in formal dress. Staff should dress comfortably; jeans are acceptable but we must maintain a balance to ensure we are respectfully presented. Shorts are also permitted but these should only be tailored ones. No strappy tops or flip-flops – please check if you are unsure.</p>
<p><u>Infection control</u></p> <p>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</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"> • 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. • Cleaning hands more often than usual, ensuring everyone washes their hands thoroughly for 20 seconds using soap or an alcohol-based sanitiser. • Ensuring good respiratory hygiene and displaying posters to promote the steps that should be taken. • Cleaning frequently touched surfaces and equipment often using standard cleaning products. • 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. • Ensuring parents do not enter the school or gather at the school gates. <p>We have developed an enhanced cleaning schedule that will be implemented as the school reopens to more pupils and staff.</p> <p>The use of PPE Reference to PPE in this section means:</p> <ul style="list-style-type: none"> • Fluid-resistant surgical face masks. • Disposable gloves. • Disposable plastic aprons.

	<ul style="list-style-type: none"> • Eye protection, e.g. face visor or goggles. <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. However, for staff wellbeing, should a staff member make a person choice to wear a mask they will be permitted to do so provided it doesn't inhibit interaction between adult and child and that the adult provides this themselves from home.</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"> • Cover both the nose and mouth. • Not be allowed to dangle around the neck. • Not be touched once put on, except when carefully removed before disposal. • Be changed when they become moist or damaged. • Be worn once and then discarded – hands must be cleaned after disposal. <p>When using PPE, staff members will follow PHE's guidelines 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>Safeguarding Ensuring safeguarding arrangements remain effective while the school transitions to opening more widely is a key priority.</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 who remain at home, where appropriate, until all pupils return to school. As we begin to reopen fully, our Safeguarding and Child Protection Policy annex will be reviewed to determine whether it reflects the current ways of working.</p> <p>We will continue to ensure that:</p> <ul style="list-style-type: none"> • The best interests of pupils always come first. • If anyone in the school has a safeguarding concern about a pupil, they act immediately. • A DSL or deputy DSL is always available. • Unsuitable individuals are not permitted to work with pupils or come into contact with pupils whilst on site. • Pupils who remain at home are protected when they are online. <p>Identifying and supporting newly vulnerable pupils</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>

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.

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:

- **Actions for Education and Childcare Settings to Prepare for Wider Opening from 1st June 2020**
- **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**

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.

Provision map based on risk assessment

Phase One

Group	Location	Monday	Tuesday	Wednesday	Thursday	Friday
Pre-School / Reception	Pre-School / Reception Class	Group A NJ	Group A NJ	Deep clean and PPA	Group B LM and VR	Group B LM and VR
Year 1	Year 1 Class	Group A GM AB focus catch up group (pm)	Group A GM		Group B AB GM focus catch up group pm	Group B AB
Year 6	Year 5/6 Class	SA	SA		LJ	IJ
Key worker 1	Hut	SP AW	SP AW	SP AW	SP AW	SP AW
Key worker 2	Hall	JH Rob	JH Rob	JH Rob	JH Rob	JH Rob