

Milton School

Coronavirus (COVID-19) Re-Introduction Plan

The aim of this plan

This document outlines how the school will reopen to more pupils and the measures that will be put in place to ensure our school community is safe and that everyone is supported.

This is a live document that will be reviewed by **SLT** in conjunction with other key stakeholders as the situation develops.

Contents:

- The aim of this plan
- Returning to school
- Premises
- Social distancing
- Behaviour expectations
- Infection control
- Transport
- Food provision
- Suppliers and procurement
- Curriculum
- Transitions
- Personnel considerations
- Attendance
- Uniform
- Safeguarding
- SEND support
- Wellbeing support
- Policy amendments
- Communication
- Monitoring and review
- Eligibility to return to school flowchart

Returning to school

Preparation for the wider reopening of the school will be undertaken by the Principal 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/Carers, staff, Governors and recognised unions when agreeing the best approaches for the school's circumstances.
- The LA / ICAT/ Governors to determine what services are required and agree any specific arrangements during this period.

Phased return

Pupils in existing priority groups, (i.e. children of critical workers and vulnerable pupils) that have accessed outreach during the partial closure will continue to do so if required.

The **Principal**, in conjunction with all teachers, will coordinate all pupils to have an opportunity to come into school starting from 8th June 2020.

Pupils will be able to access pastoral support, academic support, practical support, or a combination of these. Parents/Carers and Carers will be contacted directly by their class teacher to arrange them coming into school if they need to. Any concerns identified will be handled as required.

The '[Eligibility to return to school flowchart](#)' at the end of this plan may provide additional clarity when determining whether a pupil is eligible to return to school.

Pupils that are not able to return to the school site will continue to be supported to learn from home.

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

Pupil groups – 'Bubbles'

The likely number of pupils returning to school will be identified by contacting Parents/Carers phone, email & Epraise – this number will be used to agree what staffing resource is required.

To reduce contact between pupils and staff as far as possible, people will only be allowed to mix in a small group.

The **Principal** will work with all relevant staff to decide on appropriate groupings. We will work on the basic principle that class sizes are no more than 4 pupils and two staff and that one teacher will be allocated to oversee their classes. Where there are teacher shortages, support staff may be asked to lead groups under the direction of the class teacher.

These groups will be kept separate from each other as far as possible; however, brief, transitory contact such as passing in a corridor is allowed.

Upon reopening, we will aim to:

- Ensure pupils are in the same small groups on their allocated day, and different groups are not mixed during the day, or on subsequent days.
- Ensure that the same staff members are assigned to each group and, as far as possible, these stay the same during the day on subsequent days [bear in mind that some rotation of staff maybe required to cover illness etc]
- Ensure that, wherever possible, pupils use the same classroom or area of the school throughout the day and that each area is thoroughly cleaned at the end of the day.

If we are not able to achieve these small groups at any point, we will discuss options with the **LA**.

Pupils will be advised via email, phone, text not to socialise with each other in groups outside of school.

Staffing arrangements

An audit of all staff will be conducted to assess who is able to return to school and who will need to continue working from home due to their underlying health issues or those of the people they live with.

This audit will be reviewed on a continuous basis to establish whether the circumstances of any staff member have changed.

SLT will work with all key stakeholders to determine what staffing arrangements will be implemented as the school opens more widely. These arrangements will be recorded and communicated via email to all staff members. Staff members will then be able to contact their line managers with any questions or concerns. Staffing arrangements will be kept as consistent as possible, but any changes will be clearly communicated to all members of staff. Staff surveys have been completed to help address any concerns of staff returning to work.

If there are not enough staff available to cover the pupil groups on allocated days, we will consider the following approaches to manage any staffing shortfalls:

- Bringing in additional teachers to help
- CSA's / DSA's from another group to assist
- Reducing pupil numbers

Staff members and pupils in high-risk situations

Staff members and pupils who have been classed as clinically extremely vulnerable will continue to work and learn at home until the government says it is safe for them to return to school.

Staff members or pupils who live with someone who is clinically vulnerable, but not extremely vulnerable, will be able to attend school. If they live with someone who is extremely vulnerable, they will not be expected to attend school unless they are able to follow stringent social distancing measures.

The '[Eligibility to return to school flowchart](#)' at the end of this plan may provide additional clarity when making decisions.

Any pupil or staff member that remains at home will be supported to work or learn from home.

Before and after-school provision

Following the completion of this risk assessment, we have determined that it is not safe to restart any after-school provision at this time. We will review the risk assessment on a regular basis and any changes will be clearly communicated to staff, pupils and Parents/Carers.

Reluctance to return to school

Pupils in eligible groups will be strongly encouraged to attend school so that they can gain the educational and wellbeing benefits of doing so.

Parents/Carers may be reluctant to send their child back to school, and staff may be reluctant to return to work. Where this is the case, the parent or staff member should contact their class teacher in the first instance to discuss their concerns.

Premises

Reactivating the premises

During the partial closure of the school, some areas of the school were closed or put on reduced occupancy. All critical services (e.g. the alarm system) were maintained in line with their planned preventative maintenance schedule. Some routine maintenance work and inspections could not take place. As a result, the **site supervisor** will arrange for any necessary inspections, maintenance work and certification to take place prior to the school reopening more widely.

Prior to resuming normal operation of the premises, the **Site Supervisor** will arrange for the following to take place:

- Commission a water treatment specialist to chlorinate and flush the complete system for all hot and cold water systems (including drinking water) and certify the water system is safe before the buildings are reoccupied – this will be done approximately one week before the school reopens.
- Recommission all systems before the school reopens, as would normally be done after a long holiday period – this includes gas, heating, water supply, access control and intruder alarm systems, ventilation, mechanical and electrical systems, and catering equipment.
- Check the fire safety systems, including making sure that all fire doors are operational, and the fire alarm system and emergency lights are operational.
- Clean and disinfect all areas and surfaces.
- Organise pest control for insect infestation, where appropriate, particularly in food preparation areas.
- Deep clean the kitchen before food preparation resumes (no hot lunches currently on site)
- A check list has been completed of relevant tasks related to re-opening of the school site

Facilitating social distancing and infection control

The **Site Supervisor and SLT** will conduct a net capacity audit of all areas of the school premises to determine a safe level of occupation. This audit will also determine which classrooms are available to use and whether any other rooms need to be used as

temporary classrooms. The findings from this audit will be used to help determine what social distancing measures will need to be put in place upon reopening.

Classes will be organised into smaller groups, and classrooms and other learning environments will be rearranged so that enough space is maintained between seats and desks where possible.

The school timetable will be altered to facilitate social distancing. The Principal and other key members of staff will determine which lessons and activities will be delivered, and which of these could take place outside. The timetable will be planned in a way that reduces and staggers movement around the school.

Assemblies, break and lunchtimes, and drop off and collection times will all be staggered to reduce large gatherings and volumes of movement around the school.

All soft furnishings, soft toys, toys that are hard to clean and other unnecessary items will be moved from classrooms and other learning environments to locked storage cupboards.

Windows will be kept open as far as possible to ensure good ventilation. The use of lifts will be avoided unless essential.

External visitors will only be allowed on site for essential work, e.g. essential building maintenance work. Visitors will only come into the building if absolutely necessary, e.g. to provide essential support for a pupil.

The Site Supervisor's responsibility

The site supervisor will be responsible for ensuring all the necessary actions are taken in advance of the school opening.

The School Business Managers responsibility

The **SBM** will be responsible for ensuring insurers will be notified of any changes that are made to the premises that they need to be aware of.

Social distancing

The following social distancing measures will be implemented when the school reopens:

- Increased cleaning of classroom surfaces, including desks and handles, will be carried out.

- Pupils and staff will be encouraged to frequently wash their hands with soap and water for at least 20 seconds, on arrival, break times, departing school, etc
- Class sizes will be halved, and classrooms rearranged to ensure seating positions are two metres apart. There will be no more than 4 pupils & two staff per classroom
- Lower school pupils (Year 1 – Y6) will need to arrive at 0930 on their allocated day and follow instruction from staff on duty and floor markings.
- Lower school pupils (Year 1 – Y6) will leave the school site at 1230 on their allocated day and follow instruction from staff on duty and floor markings.
- Upper school pupils (Year 7 – Y11) will need to arrive at 0900 on their allocated day and follow instruction from staff on duty
- Upper school pupils (Year 7 – Y11) will leave the school site at 1200 on their allocated day and follow instruction from staff on duty
- Parents/Carers will not be allowed to gather at the school gates. They will wait in the front playground on markers that are two meters apart to collect their child, they will follow the markers and direction from staff.
- Parents/Carers will not be allowed into the school unless it is essential.
- Pupils will be encouraged not to use public transport to get to and from school. Other methods, such as cycling or walking, will be promoted. Where it is not possible for pupils to walk or cycle to school, they will be required to follow social distancing guidelines when using public transport.
- Breaktimes, and the movement of pupils around the school will be staggered as appropriate to avoid large groups of pupils gathering.
- There is no lunch on the school site, all pupils will have their lunch at home.
- The playground will be open so pupils are able to go outside during their breaktimes and lunchtimes; however, they will be required to follow social distancing guidelines. If social distancing rules cannot be followed on the playground, it will be closed.

- Lower school will have breaktime on the front playground, and Upper school will have breaktime on the back playground. Teacher must communicate between themselves if they want to use any of these for outdoor learning to avoid large groups or crossovers.
- Pupils will not be allowed on the outdoor equipment, climbing frames, fitness equipment.
- Pupils will be required to follow social distancing guidelines when participating in PE and sports activities. These class sizes will be limited to ensure pupils can adhere to guidelines during team sports and activities.
- Pupils will not mix with others that are not in their class or group.
- The number of pupils in a class will be kept to a minimum, depending on staffing requirements.

- Assemblies will not be held in large groups; however, class teachers may hold assemblies with the pupils in their class.

These measures will be reviewed **weekly** by **SLT** in conjunction with key stakeholders, and in line with any government guidance.

Where social distancing cannot be achieved, other options will be discussed with the **LA/ ICAT/Governors**

To support the measures above, the following protective measures will also be implemented. We will:

- Inform Parents/Carers that they must keep their child at home if they have symptoms of coronavirus.
- Ensure staff who are symptomatic do not attend work.
- Ensure staff and children adopt frequent hand cleaning and good respiratory hygiene practices.
- Regularly clean the setting.
- Minimise contact and mixing between groups of children and staff.

More information on these measures can be found in the '[Infection control](#)' section of this plan.

Behaviour expectations

Pupil behaviour

The **Behaviour Policy** will be updated to account for the social distancing rules and other expectations of pupils. The policy 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/Carers will be informed about the changes to the **Behaviour Policy** ahead of their return to school.

Staff behaviour

Staff will also be asked to adhere to the following basic principles as much as they can:

- Do not come to work if you have coronavirus symptoms or go home as soon as these develop (informing SLT) and access a test as soon as possible.

- Clean your hands more often than usual 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.
- Use the 'catch it, bin it, kill it' approach.
- Avoid touching your mouth, nose and eyes.
- Clean frequently touched surfaces often, using standard cleaning products
- Think about ways to modify your teaching approach to keep a distance from children in your class as much as possible, particularly close face-to-face support (noting that it is understood that this is not possible at all times).
- Consider avoiding calling pupils to the front of the class or going to their desk to check on their work if not necessary.
- Help your class to follow the rules on hand cleaning, not touching their faces, 'catch it, bin it, kill it', etc. This includes updating your classrooms displays with posters.
- Prevent your class from sharing equipment and resources, e.g. stationery.
- Keep your classroom door and windows open if possible, for airflow.
- Limit the number of pupils from your class using the toilet at any one time.
- Limit your contact with other staff members, and do not congregate in shared spaces, especially if they are small rooms.
- The staffroom is not to be used
- Make sure you have read the school's updated **Behaviour Policy** and know what role in it you are being asked to take.

We understand that following some of the above principles will be extremely challenging, so staff will not face any stringent action if they are unable to follow them. If a staff member is unable to follow these principles, they should speak to the Principal.

Infection control

The school's **Infection Control Policy** will be implemented as appropriate.

To ensure the risk of transmission of infection is substantially reduced when the school reopens, we will implement the following controls:

- 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/Carers do not enter the school or gather at the school gates.

We have developed an enhanced cleaning schedule that will be implemented as the school reopens to more pupils and staff.

The use of PPE

Reference to PPE in this section means:

- Fluid-resistant surgical face masks.
- Disposable gloves.
- Disposable plastic aprons.
- Eye protection, e.g. face visor or goggles.

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.

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.

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.

When using face masks, staff will adhere to the following rules – face masks must:

- 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.

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.

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.

Disposing of PPE

Where the wearer of PPE does not have coronavirus symptoms, the equipment will be placed in a refuse bag and be disposed of as normal domestic waste.

PPE that has been worn by, or near, someone with coronavirus symptoms will be disposed of by:

- Putting it in a plastic rubbish bag and tying it when full.
- Placing the rubbish bag in a second rubbish bag and tying it.
- Putting it in a suitable container and secure place marked for storage for 72 hours.

Waste will be stored safely and securely kept away from pupils. Waste will not be put in communal waste areas until it has been stored for at least 72 hours. This waste does not require a dedicated clinical waste collection. This will be in the bunker in the school car park.

In line with government guidance, pupils and staff will be asked to remove homemade non-disposable face coverings when they arrive at school. The wearer will be asked to bring a plastic bag to school to put the face covering into in order to take it home – the wearer must clean their hands once they have removed the face covering. If a staff member or pupil (or their parent) does not want to remove their face covering while at school, they should speak to the **Principal** or the most senior member of staff on site.

Testing and those who are unwell

Staff members are already eligible for testing. The school is able to book tests using an [online digital portal](#) and staff are also able to use this portal to book tests for themselves. The **Principal** will decide on a case-by-case basis whether to book tests. The **SBM** will book tests for staff if required.

All pupils eligible to attend will have access to testing if they display symptoms of coronavirus, along with members of their household – Parents/Carers will be informed of this.

Any staff member or pupil displaying symptoms of coronavirus will be asked to self-isolate for a minimum of 7 days from the appearance of the symptoms. 14 Days for their household or until a test has been completed and returned negative.

Parents/Carers will contact the school office on 01709 570246 if their child is displaying symptoms. Staff members will contact the school absence line if they are displaying symptoms, rather than attending work.

Cover arrangements will be made to account for staff members who are required to self-isolate.

If a pupil or staff member starts displaying symptoms while they are at school, they will be asked to go home – arrangements will be made with the pupil's Parents/Carers to pick them up. If a pupil cannot be collected from school as their parent is a critical worker, the **class teacher or SLT lead** will speak to the child's parent as soon as possible to discuss what other arrangements can be made. The DT Room will be used if any pupil needs to isolate whilst awaiting collection from a parent.

Once the pupil or member of staff tests negative, they can return to the school.

If a pupils or staff member starts to show symptoms, the rest of the class group will be informed and asked to self-isolate until a test of that pupil or staff member can be completed.

If a pupil or member of staff tests positive, the rest of their class or group will be advised to self-isolate for 14 days & will not be allowed back into school until this time has passed.

If a pupil or member of staff test come back negative, the class group will be informed and allowed to return into school.

Transport

Pupils and staff are encouraged to walk or cycle to school or be dropped off by a member of their household. Where this is not possible, and pupils and staff need to use public transport, they are required to follow guidelines on social distancing.

To minimise the number of pupils gathering outside the school gates, we are introducing staggered pick up and drop off times (Lower school 0930-1230, Upper school 0900-1200). Once there is a plan in for school transport to re-start Parents/Carers & pupils will be informed.

As a temporary measure, the school timetable has been amended in line with the staggered pick up and drop off times.

reopening.

Food provision

There is no on-site food provision, pupils will have their lunch at home. There will also be no cooking lessons in school. We will continue to support eligible pupils and their families to access food vouchers where needed.

Suppliers and procurement

Procurement Policy Note 02/20 (PPN 02/20)

In line with the PPN 02/20, we have continued to pay suppliers, with some variations to their payment and contractual arrangements, during the coronavirus pandemic. These interim arrangements were recorded when they were made with each supplier and include the following details:

- Value for money obtained where advance payment was agreed – advance payments are capped at 25 percent of the value of the contract and only apply until the end of June 2020
 - Risks entailed by advance payment
 - Reconciliation of agreed contract variance
 - Review of the payment of disputed invoices and those where invoice errors have been noted
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- Review of temporary authorisation of staff to make payments, outside the delegation
 - Review of authorisation relating to card payments

The **SBM** has kept a record of the school's approach to applying the measures in the PPN 02/20, including details of the agreed approach, supporting rationale, details of payments made, and an assessment of risk and contractual changes. This record will be retained after the PPN 02/20 application period expires for future audit purposes, in line with the school's **Records Management Policy**.

Reviewing supply chains

The **SBM** will review all the school's supply chains to assess their performance, effectiveness and resilience during the partial school closure, and to determine what measures need to remain in place or change as the school begins to reopen more fully. When conducting the review of supply chains, the **SBM** will:

- Review the interim arrangements put in place with each supplier.

- Investigate the audit trail to ensure any contracts subject to the interim model payment terms did not include profit to the supplier.

- Review any suppliers that are underperforming and subject to an existing improvement plan.
- Determine which suppliers may be subject to new standards, increases or decreases in volume or frequency as a result of the return to partial or full activity.
- Enter talks with all suppliers to gauge their ability to maintain the agreed contract terms.

Procurement review

The **SBM** will also arrange for a wider procurement review to take place at an appropriate time, where they will:

- Review the school's strategic requirements for all services.
- Develop a procurement strategy, with the right input performance measures and value-based output measures across all cost areas necessary to attain optimal performance.
- Translate the procurement strategy into simple and robust procedures and systems that can be executed to deliver the strategy.
- Optimise the role of finance staff with an agile value team structure to reflect clear accountabilities and deliver against agreed targets.
- Adopt disciplines and management systems to capture value benefits and drive sustainable change.

Curriculum

For all pupils that return to school, we will:

- A recovery curriculum
- Focus on the re-introduction to the school site
- Consider pupils' mental health and wellbeing and identify any pupils who may need additional support to ensure they are ready to learn.
- Identify and plan how best to support the education of high needs groups.
- Agree what learning is appropriate.
- Outdoor learning/activities as much as possible

We will use our best endeavours to support both pupils who are attending school and those who remain at home. The normal curriculum will not be followed during this re-introduction to the school.

Activities will be designed to be accessible for all pupils, whether they are in school or at home. We will utilise online resources to maintain frequent contact with pupils who remain at home, such as video calls, emails, Epraise & Twitter and arrange phone calls for those without internet access.

Pupils will still receive work from their class teacher on a weekly basis, to support learning when not accessing face to face learning. Class teams will lead one wellbeing video class call a week. Times/days to be arranged.

Pupils that remain at home will continue to be supported. Each child's class teacher or CSA will contact the child's family at least twice a week to catch up on how the child is doing and to answer any questions.

Focussing on wellbeing

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.

More information about how we will support wellbeing can be found in the [Wellbeing support](#) section of this plan.

Reviewing and assessing

It is likely that a lot of what was taught to pupils during the period of the academic year prior to partial closure may have not been retained by pupils. We are also aware that it will be challenging to accurately gauge what pupils have learnt during the partial closure. When we move to more formal learning, class teachers will first focus on recapping on what pupils have already been taught.

Conducting a curriculum audit

The SLT and class teachers will meet to conduct a curriculum audit where the following will be considered:

- What skills, content and knowledge are important to cover in the remainder of the academic year and the 2020/2021 academic year?

- In what sequence should these skills, content and knowledge be taught?
- How often should these skills, content and knowledge be revisited?
- Can the current curriculum be adapted to circumvent any missing knowledge?
- Can similar units of study be combined?
- Can a topic-based approach be adopted to cover multiple areas of knowledge and skills?

Learning plan

Pupils will follow a recovery curriculum and in the first instance to participate in 'All About Me' well-being project and a reorientation back into school.

Transitions

The re-introduction to school will widely be a transition for all members of the school community, impacting both those who have outreach services and those who remained at home. We recognise that this is a period of high anxiety and that we must take time to rebuild relationships and allow people to readjust to new routines. More about how we will support the wellbeing of the school community can be found in the [Wellbeing support](#) section of this plan.

Information sharing

The process for sharing information, both between members of staff and different settings, will involve class teachers, heads of schools, SENCOs, DSLs and pastoral staff.

We will contact pupils' receiving schools/colleges as soon as possible to ensure arrangements are in place to support transitions. To establish an effective process of exchanging information, we will:

- Mrs Preece will be the member of staff to coordinate all transition activity.
- Set up clear communications between staff in our school and, if applicable, staff in receiving schools.
- Allow more time for the process to take place, to account for members of staff who are not back in school yet.
- Ensure the relevant staff have access to all the information they need.
- Encourage staff to make notes for transition as early as possible, whilst they are still familiar with the pupils in their classes.
- Plan for the transfer of paper records in the new academic year.
- Ensure that key safeguarding information is shared.

We will ask current settings to provide us with the relevant information as early as possible to ensure we are prepared to support new pupils. To ensure smooth transitions for all, we will:

- Mr Redfern will be the member of staff to coordinate all transition activity.
- Set up direct communication channels between our school and pupils' previous settings.
- Ensure key safeguarding information is received before pupils attend the school for the first time.
- Engage in discussions with the previous schools to identify vulnerable pupils and their families, and those that may have lacked the IT or other resources to engage in effective learning from home and may be at a disadvantage when they return.
- Consider additional vulnerabilities and anxieties that pupils may experience due to the coronavirus pandemic, including bereavement or family separation.
- Provide extra written material to Parents/Carers about our school and its practices.

Transition into Reception or Year 1

To support children who will be new to the setting, we will contact the child's previous provision to gather relevant information ahead of their transition. Due to the closure of many settings, we understand that there may be less information available about the child and their developmental stages before they attend our school; therefore, we will adapt our practices accordingly.

It has not been possible for our school to effectively build relationships with families and pupils, so pupils will be entering a new and unfamiliar setting with less preparation than usual. We will consider how to build these relationships prior to pupils starting, e.g. through virtual meetings with Parents/Carers.

The following actions will also be undertaken to support pupils as they start school:

- Information sharing with nurseries will be facilitated, even if this is during the Autumn term
- Families will be offered opportunities to get to know the school prior to the pupil starting – this will only be done in person if it is safe to do so and virtual tours will be made available to families
- The information we share with Parents/Carers will be accessible to all – we will develop written communications and conduct online meetings and phone calls
- A photobook will be provided to pupils to show them what they can expect when they come to the school

Transition between classes

It may be the case that some pupils will not return to the school before the start of the 2020/2021 academic year. Where this is the case, the school will consider, on a case-by-case basis, whether pupils should spend some time with their previous teacher or in their previous classroom, prior to moving to their new class. These details will be confirmed with Parents/Carers.

Where this is not deemed necessary or possible, we will communicate with pupils and their Parents/Carers clearly about who their new class teacher will be. The new class teacher will get in touch with pupils and their Parents/Carers to begin building relationships prior to their return to school.

School leavers

When it is safe to do so we will consider ways that pupils can be invited back so that they are able to say goodbye and mark this transition. We will share these plans with pupils, parents/carers as appropriate.

Support for Parents/Carers

As part of any transition, we will aim to establish relationships with pupils and their families to ensure they feel welcomed, valued, and informed.

Support for new members of staff

Assistant Principals Upper & Lower will contact new members of their team starting in September. Induction programmes will be adapted to ensure the appropriate support is offered to new staff members.

Personnel considerations

Recruitment

Recruitment processes will continue in line with the **Safer Recruitment Policy**.

If it is not safe for interviews to be conducted face-to-face, they will be conducted virtually, via telephone or video calls. Interview questions and tasks will be adapted to ensure they suit the virtual platform.

Pre-employment information will be requested electronically and verified for DBS checks prior to a virtual interview taking place. The applicant will be informed of the requirement to bring the original versions of ID documents when they first attend their new role at the school.

Any consultations on a potential restructure or redundancies that were postponed due to the partial closure will recommence when staff return.

Staff training

Prior to the phased reopening, staff will undergo training to ensure they understand the new ways of working, e.g. in relation to social distancing and delivering the curriculum to pupils both in school and at home.

All staff have been encouraged to undertake development opportunities during the partial school closure. SLT will review all the new skills learnt by staff during this time and have a discussion about how these skills can be used within school.

Attendance

No one with coronavirus symptoms should attend the school for any reason. If someone in their household is clinically vulnerable, they should only attend if stringent social distancing can be adhered to, and the child is able to understand and follow these instructions.

Parents/Carers are required to notify the school following the normal procedure if their child is unable to attend. Parents/Carers will not be fined for non-attendance at this time and the school will not be held to account for attendance levels. The school will continue to inform social workers where children with a social worker do not attend.

The school will resume taking its attendance register and continue to complete the online [educational setting status form](#) which gives the DfE daily updates on how many pupils and staff are attending.

Uniform

Pupil uniform

The rules around pupils' uniform have been relaxed to ensure Parents/Carers do not have to purchase new uniform for their children during this time. We ask that pupils come in suitable footwear/clothing/hats to access learning outside if required.

Please can you apply sun cream to your child before they come to school on warm/hot days. As staff will be unable to support this due to social distancing.

Staff dress code

The dress code for staff has been relaxed to account for the advice that staff should wash their clothes every day when they return from school.

Staff must ensure that they dress appropriately for work and not wear clothing that would be deemed inappropriate.

Safeguarding

Ensuring safeguarding arrangements remain effective while the school transitions to opening more widely is a key priority.

Our **Child Protection and Safeguarding Policy** was updated 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 policy will be reviewed to determine whether it reflects the current ways of working.

We will continue to ensure that:

- 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.

Identifying and supporting newly vulnerable pupils

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.

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 Safeguarding Team 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.

Safeguarding training will be refreshed for all staff before the school reopens fully to ensure everyone is able to respond appropriately to disclosures from pupils and identify signs that could indicate a pupil has experienced significant harm, e.g. changes in behaviour. This training will be provided via Educare along with other courses such as prevent, mental health and wellbeing of pupils etc.

Attendance

The school will determine when poor attendance becomes a safeguarding issue, considering pupils' personal circumstances, e.g. whether they or a member of their family has an underlying health condition and is continuing to shield themselves.

As the school reopens, pupils and their families will be reminded that it remains a safe place to continue learning.

SEND support

Assessing risks to our pupils returning to school

From 8th June 2020 we will offer places to all children and young people with SEND whose risk assessment determined that was the right course of action. These risk assessments will be kept up to date to reflect any changes in circumstances.

As the government is now strongly encouraging pupils in vulnerable groups, including those with an EHC plan, to attend school, the class teacher will review the risk assessments of all pupils who may require one. This risk assessment will be used to determine whether it would be safe for the pupil to return to school. The risk assessment will consider areas including:

- The potential health risks to the pupil from coronavirus, bearing in mind any underlying health conditions.
- The risk to the pupil if some or all elements of their EHC plan cannot be delivered for the time being and the risk if support cannot be delivered in the normal manner or in the usual setting, and the opportunities to meet the needs in a different way temporarily, e.g. at home or virtually.
- The ability of the pupil's Parents/Carers or carers at home to ensure their health and care needs can be met safely week-round or for multiple weeks, bearing in mind the family's access to respite.

- Any risk to siblings or family members if the pupil's condition prevents or inhibits self-regulation, and if their behaviours cannot be supported or managed by Parents/Carers or carers at home.
- The potential impact to the pupil's wellbeing of changes to routine or the way in which provision is delivered.
- Any safeguarding risks for children with a social worker if they are not in school and the need to support care placements for LAC.
- Any other out-of-school risk or vulnerability, e.g. a pupil becoming involved in dangerous behaviour or situations (including the risk of exploitation).
- The ability for the pupil's Parents/Carers or carers to sustain the levels of care and support the pupil needs for a long period of time, and what access they have to respite and short break services.

When conducting this risk assessment, we will also consider the capacity for the pupil to understand and follow the social distancing measures that have been put in place by the school.

Where it is determined that the pupil is unable to continue to be supported at home, the school, LA and clinical commissioning groups will work together with the pupil's Parents/Carers to ensure that the pupil can return promptly to the setting.

If the risk assessment determines that a pupil's needs continue to be met more safely at home, the school will work with the LA and the pupil's Parents/Carers to consider whether moving either equipment or services to the pupil's home would enable them to be supported there.

Risk assessments for pupils who remain at home will continue to be reviewed so that decisions about the pupil's education can be guided by the findings, assessments about the support the pupil is receiving can be reviewed, and the school can plan for the pupil's return to school when appropriate.

Rebuilding relationships

All pupils, and particularly those with SEND, will need time and space to re-establish their relationships with staff and their peers. For example, those pupils that have remained at school will have to adapt to more pupils being around them, and those pupils that remained at home will have to adapt to the transition from online relationships to face-to-face relationships.

Upon their return to school, relationships between staff and pupils and pupils and their peers will also be impacted due to social distancing measures. We will make sure that this change in relationships is explained to our pupils, while also understanding that these pupils may require repeat explanations.

Staff deployment will be kept as consistent as possible to help rebuild relationships. Support staff will be given time with pupils to build relationships away from learning expectations.

We are aware that our pupils may have feelings of rejection and fear during this time and that these feelings may be communicated physically. This behaviour will be managed in a supportive rather than punitive manner.

Re-establishing routines

The re-establishment of routines for our pupils will be vital, bearing in mind that routines when the school reopens more widely will involve staggered starts and part-time timetables. We are also aware that our pupils will need time to re-establish the bodily routines of getting up, eating and going to the toilet to fit in with the school day.

Routines will be made clear to all our pupils and time will be allowed for them to embed. Visual timetables will be made to support pupils' understanding of routines. We will consider whether additional breaks for movement to support self-regulation and the management of change are required.

Re-establishing expectations

The expectations of pupils for areas such as their behaviour and how they act around school will be different, e.g. pupils will be expected to adhere to some form of social distancing rules. We understand that it may be more challenging for our pupils to meet these expectations.

We will clearly set out our expectations to all pupils and ensure our pupils are provided with visual aids to support their understanding.

Restarting learning

Pupils will have had different learning experiences during the partial closure – this means they will academically be in different places and teachers will need to build on where each pupil is.

Teachers and CSA's will be responsible for establishing the current level of learning for pupils. Formal assessment will not be used to establish pupils current learning levels, as this could add to pupils' anxieties around re-entering formal education.

Re-engaging with support services

The support pupils have received from external services during the closure, such as speech and language therapy, occupational therapy and educational psychologists, will be established. The Safeguarding Support will be responsible for ensuring this support is continued and that any other in-school support is restarted as required.

Sensory issues

For many our pupils, a key issue as they return to school will be the management and regulation of sensory issues. We understand that during this adjustment period, our pupils may express their discomfort through emotional and physical outbursts. The class staff will consider how this behaviour will be managed and how pupils will be supported – this will include the following measures:

- Flexibility with fidgeting and movement will be allowed (while considering social distancing measures) to support pupils to self-regulate and manage sensory overload.
- Calm and safe spaces will be allocated throughout the school where pupils can go to if they are experiencing sensory overload.
- The school's policies for the management of emotional and physical outbursts will be reviewed to ensure they are supportive of pupils while keeping staff and all pupils safe.

Assessing targets

The school will not review the targets set for our pupils as soon as pupils return to school, to allow pupils time to adjust to new routines and expectations.

Annual reviews of EHC plans

In line with local advice, the school have continued to conduct annual reviews of EHC plans during the partial closure period. To ensure the school understands the needs of pupils with an EHC plan as the school opens more widely, the following actions will be taken:

- To maintain social distancing measures, reviews will be held virtually
- Clear decisions will be made about information gathering and staff will note whether information is from the pre- or post-partial closure period
- The Reviews Facilitator will identify which meetings are the highest priority (e.g. transition reviews, pupils needing a change in placement and those with a significant change of need) and focus on these meetings
- Parents/Carers will be engaged to ensure the school can fully understand pupils' experiences during partial closure

Members of the school community have experienced overwhelming emotions during the coronavirus pandemic, and we will ensure that everyone feels supported.

When planning for each stage of reintegration, the implications for the wellbeing of pupils, staff and families will always be considered. One of the school's key priorities in relation to wellbeing is ensuring that the school community feels safe as we reopen more widely.

We will work to discuss what wider support services are available and to secure services for additional support and early help where possible and consider how these might apply to pupils who were not previously affected.

Establishing new routines

When establishing new routines, all staff will work together as a team to build a sense of ownership and control which will contribute to the feeling of safety.

Clear guidelines and expectations will be given to staff, pupils and families for the new routines that will apply once the school opens more widely. This will be adapted as required and any adaptations will be fully communicated to all members of the school community to ensure they know exactly what is expected of them and have a sense of control.

Communication

We understand that knowing procedures and practices are securely in place will alleviate anxiety and build a sense of safety and control; therefore, at each stage of the wider reopening, we will clearly communicate the plan to all stakeholders.

Parents/Carers will be sent a letter prior to their child returning to school that will contain clear guidelines about how the school will operate and expectations. Parents/Carers will be asked to share these guidelines with their child so they know what they will be expected to do once they return, which will also give them a sense of safety and control. These will include photos and videos of the school site.

Staff have kept in touch with Parents/Carers during the partial closure and will make sure they speak to Parents/Carers prior to their child returning to school to ensure we know about any other relevant information, e.g. bereavements, illnesses and family challenges. Appropriate support will be put in place to support pupils based on this information.

When pupils return to school, they will be told exactly what they need to do in relation to social distancing and infection control measures by the staff that are in contact with them. Pupils will be told why these measures need to be in place and will be given the chance to discuss their ideas about how the school can make it work so they feel they have some control over what is happening.

Pupils will be involved in making displays about the expectations that can be put up around the school to remind people of them.

Welcoming pupils

We understand that pupils who are returning to school may be anxious about doing so after an extended period. Familiar staff members will be there to welcome pupils into the school, as appropriate.

The environment

Staff will work together to decide how to create a warm and welcoming environment which fosters a sense of belonging despite the necessity of social distancing measures. Safe areas will be created where pupils can spend time if they are feeling overwhelmed.

We understand that staff, pupils and families will have experienced many overwhelming emotions during the coronavirus pandemic, and some may have faced loss and trauma. We will ensure that an emotionally safe environment is fostered that nurtures and supports pupils focussing on rebuilding and reconnecting.

Taking time to reconnect

We understand that both pupils and staff will need to reconnect and reintegrate back into school; therefore, formal learning will not be restarted immediately. Some pupils will not have had face-to-face interaction with their peers for a long time and many pupils will have experienced anxieties. We will, therefore, prioritise pupils' emotional and social needs as we begin to reopen.

Embedding wellbeing

Pupils will be given regular opportunities to discuss how they are feeling, and class teachers will deliver activities that help to build pupils' resilience and offer strategies to use during difficult moments.

Regular resets will be built into the daily routines, where pupils can proactively calm themselves. Class teachers will incorporate activities such as mindfulness breathing, wellbeing walks and listening to music into their lesson plans. The class teacher will tell pupils how these activities will help and follow up with the pupils about what works for them and adapt activities as appropriate.

Learning

For pupils that are returning to school from being at home, they will need time to adjust to learning in a school environment. From a wellbeing perspective, we will focus on the enjoyment of being together – no time pressures will be put on academic learning and we will focus on the social and emotional needs of pupils.

We understand that pupils will have had different experiences of home learning. Pupils will be reassured that there will be plenty of time to catch up with learning.

Staff workload and wellbeing

The **governing board** and **SLT** are aware that staff wellbeing is of the utmost importance. To support staff as they settle into a new working routine, flexible working practices will be implemented, and a good work-life balance promoted.

Upon staff members' return to school, a wellbeing survey has been conducted to identify whether staff feel ready to return to work, any concerns they have about returning and any support they require from the school.

As part of resource and curriculum planning, the **SLT** and **governing board** will consider how staff who remain at home can be supported to focus on remote education, while staff in school focus on face-to-face provision. If necessary, it may be that additional resource needs to be brought in – where this is the case, we will ensure it is done safely and appropriately.

We will promote a culture of communication and openness with all staff. Support systems will be made clear to all staff to ensure they understand where they can go to if they require additional support.

The **Principal** will consider arranging for staff wellbeing sessions to take place to give staff strategies to deal with issues that may be affecting them. Occupational Health & the Employee assistance programme are available for all staff to access if requires. All line managers are Mental Health First Aiders, along with an additional 2, plus 2 Mental Health Champions who are available for any staff who need support.

Daily staff briefings will be held in class teams, while adhering to social distancing measures. These briefings will be used to check in with each other, build the capacity of the team, share what is working, and discuss what practices may need adapting.

Bereavement

Our school understands that some members of our community may have experienced loss due to coronavirus. We must ensure we have provisions in place to support these members of our school community.

The **Bereavement Policy** has been updated with information regarding how bereavement support will be delivered during the partial school closure, taking into account that not all support can be delivered face-to-face. For pupils, staff and families that remain at home when the school begins its phased reopening, the provisions outlined in the amendment to this policy will continue to be followed.

As the school begins to reopen to more staff and pupils, we can deliver bereavement support on a more face-to-face basis, in line with the usual provisions in the **Bereavement Policy**.

SLT & Mental Health Team are responsible for coordinating the school's bereavement support approach. They will meet to discuss how best to support pupils and staff that have been affected as and when they return to school. Before returning to school, the **Principal** will talk to the pupil or staff member to speak to them about the following:

- Do they require any further support at this time?
- Who within the school community has been informed about the death?
- Who they can go to for support within the school and externally?
- Whether they would like a memorial to be set up within the school

Contact will be maintained with the affected families at all times to ensure they are receiving the support they need.

Wellbeing team

The wellbeing team, along with Mental Health First Aiders will be available for pupil , staff and family support.

External support

The following list of external agencies has been put together that can provide extra support if required:

- CAMHS
- GPs
- Early help referral teams

Policy amendments

The following school policies have been amended to account for measures that have been put in place during the coronavirus pandemic and partial school closure:

- **Child Protection and Safeguarding Policy**
- **Infection Control Policy**
- **Admissions Policy**
- **Complaints Procedures Policy**
- **Bereavement Policy**
- **Behavioural Policy**

SLT, **governing board** and other relevant stakeholders will review all the amended policies to assess whether any further changes need to be made.

All staff will be required to familiarise themselves with the updated policies and procedures.

Communication

Our plans to reopen and all associated procedures will be communicated to all relevant stakeholders, including pupils, Parents/Carers, staff, visitors, suppliers and contractors.

Parents/Carers will be informed of:

- What days/times their child will be able to attend when the school opens more widely.
- What protective steps the school is taking to ensure pupils are safe.
- New timetable arrangements, including start and finish times.
- The processes for drop-off and collection.
- The educational resources they can access from home if their child is not returning to school.
- Recommendations in terms of transport to and from the school.
- Safety measures that will be implemented, e.g. social distancing.
- Expectations of pupils in terms of behaviour and attendance.

These arrangements will be communicated via email and the school website. Parents/Carers will be expected to share the above information with their children.

Staff will be informed of all relevant plans, including safety measures, timetable changes and staggered arrival and departure times, and will have opportunities to discuss anything relating to the new measures. An online staff meeting will take place before the school opens more widely, to take staff through all the arrangements. Staff will be engaged regularly to get their feedback on the arrangements that are in place.

Cleaning staff/contractors will be informed of the additional cleaning requirements and additional time for these to be completed will be agreed.

Monitoring and review

The **SLT** will review all solutions used during the partial school closure and how they might be part of sustainable future operation.

This plan will be reviewed continually in line with guidance from the government and PHE.

Any changes to the plan will be communicated to all relevant stakeholders.

Eligibility to return to school flowchart



