

## Manor Primary School Returning to school Action Plan

Returning to school being fully open after the Covid-19 lockdown is going to be hard. It is very hard to predict what it will look like. We are still unclear as to when this will happen. Initial thoughts were June 1<sup>st</sup>. School leaders locally are concerned this is too soon and more time is needed for planning. Daily advice and reviews are being sent to schools so this action plan is a working document. Our experience and actions will be different to other schools depending on our building, staff, children and community needs. This is a complex and we will need to be honest about the difficulties. School will only be opened if the 5 tests set by the government justify the changes at that time, including the rate of infection. Schools are forward planning on this basis that these tests will be met.

<b>A. Children and Parents</b>	<b>Action</b>	<b>Who and by when</b>
1. Hard to predict what a phased return to school will look like and ensure the best practices are put in place to for safety.	Role play through the different scenarios of entering school, sitting in classrooms, lunch times, break times to unpick any issues. (Classroom layout, entry exit points, staggered starts, break times, class sizes, lunches, use of staff room and toilets.)	20/5/20 Full staff briefing via TEAMS. All staff aware of current situation, policies and plans and risk assessments
2. What PPE do we need to open and ensure the best safety for staff and pupils?	Order PPE, cleaning equipment.	KW Ordered PPE 15/5/20 stored in office next to HT office in preparation for opening
3. Some staff fall in to the vulnerable category.	Identify which staff are available to return to work. Ask staff who have identified as vulnerable to provide a clinician letter for HR. Gather information from unions.	Discussions with staff by JM, KK and AC w/c 18/5/20 to identify staff who have been identified as vulnerable. Information from Union (NASUWT Position on the reopening of schools) received in school 19/5/20
4. Staff anxieties	Role play how staff are to be welcomed back in the building after a long period of isolation. Encourage tests if there are symptoms and must stay at home. Use the Ed psych service offer APL health support Don't pretend everything is normal. It will take time to adjust to the new normal. Need to recognise and allow for this by being kind to each other and ourselves. This needs to reviewed daily	21/5/20 Phase Meetings via TEAMS to answer follow questions from staff briefing  22/5/20 Meeting with Cleaning staff to give

	Staff to be given opportunities to talk to SLT about home experiences and any support that can be offered.	overview of plans and to deal with any staff anxieties
5. Need to give clarity to the parents and pupils about the changes in school and what to expect.	Create a video/ posters/ powerpoint/ newsletter with pictures for our parents and children showing what return to school will look	20/5/20 KK and staff prepared classrooms and took pictures to share  21/5/20 Letter to parents outlining procedures for return to school including photographs of settings
6. Routines	For many the re-establishment of routines will be difficult. This could be basic routines such as sleep, and getting up. Allow a period of adjustment to re-learn the school day. Some staff and families will need extra support with routines. Assess needs and implement Early help. Children may be tired by the afternoon and also have irregular eating patterns. Uniform and shoes could be an issue as many children will have grown over this period and clothes may not fit them. An easing of uniform during this phased return would be beneficial to all.	20/5/20 Full staff briefing via TEAMS to discuss routines in school and what information is being communicated to parents  21/5/20 Letter to parents outlining procedures for return to school including photographs of settings, what to do if uniform doesn't fit etc.  20/5/20 KK established timetable for each potential Social Group with planned time for children to be active (daily mile) and PHSCE and Discussion time
7. Need to ensure that the contact is limited to house groups.	Children should be in small consistent groups at all times of the day. Ensure the same teacher is assigned to that group. Create a house system for groups in school. All teaching staff will be allotted a group of maximum 10 pupils (needs to be 2 members of staff to oversee each group for staff personal needs throughout the day and for first aid etc. These are the only pupils they will be working with initially to ensure that safety is in place for all. These pupils and teachers will be given a rota of attendance in school. They must use the same classroom, no	19/5/20 SLT discussion about staffing, allocation of groupings, location of each group, use of toilets, systems for movement around school

	<p>shared areas in use e.g. library, hall, IT suite unless the cleaning of these areas can be assured. Children must sit at the same desk A one-way system around school will be organised.</p>	
<p>8. Managing a phased return to school and ensuring that school is well informed of who is coming in and any concerns. All necessary resources for pupils in place.</p>	<p>Identify the number of pupils returning and agree the required staffing resource and approach. Make it clear to parents that we need to know in advance of children returning to school each week so that we have safety in place. Plan how key workers and vulnerable families will be accommodated in year groups other than the returning year groups of reception and year 1 in the first instance and year 6 after that.</p> <p>Have a list of pupils who are vulnerable and unable to attend. Ensure home learning and welfare support for any families who are not in the phased return due to vulnerabilities. Ensure all medical needs are met (EHC plans reviewed)</p> <p>Agree what returning support is needed for any SEND pupils, vulnerable or disadvantaged. Ensure extra support or resources are in place for these pupils.</p> <p>Review any safeguarding needs for returning pupils and staff. Share information where necessary of safeguarding updates with staff. Check any revised protocols for safeguarding.</p>	<p>13/5/20 New COVID 19 Home school Agreement sent to parents and Parentmail questionnaire to gather information about the potential number of children in Reception, Year 1 and Year 6 who may return to school</p> <p>22/5/20 Message to parents via Parentmail to get confirmation of numbers of year 6 children returning to school if safe to organise social groupings</p> <p>22/5/20 SLT Discussion around vulnerable pupils, support with home learning and target families to contact</p> <p>22/5/20 JM, CM (SENDCo) and HH (EP) discussion about SEND pupils, additional support that may be needed</p>
<p>9. Keeping people safe when entering and exiting the building.</p>	<p>Organise a timetable for entrance and exit to the building. Make it clear no parents are allowed in the building. Contact to a minimum. Ensure timings for coming to and leaving school are clearly communicated with parents and staff.</p>	<p>19/5/20 SLT discussion about safety on site. Timings for the day confirmed, one way system etc.</p>

10. Keeping up to date with concerns and ideas to overcome problems.	Continued liaison with the local authority and supporting cluster of schools.	11/5/20. 12/5/20, 13/5/20, 15/5/20, 20/5/20 JM CEO & MAT Heads Catch up via TEAMS
11. Clear communication with parents and staff	Consider communication for Early Years, Y1 and Y6 in school – Letter to parents communicated via text, website, facebook, twitter. (Attendance, drop off, collection, refer to video for parents and children) Parents can't gather at the gates or entrances. Weekly virtual briefings for staff to keep them informed	21/5/20 Letter to parents via Parentmail outlining procedures for return to school including entrance and exit procedures to avoid gathering on the playground, photographs of settings etc  21/5/20 Phase Meetings via TEAMS to answer follow questions from staff briefing  Next phase meetings planned 29/5/20 All staff invited
12. Pupils and staff having clear protocols of expectation for behaviour around school.	Script for welcome of pupils and expectation of staff in alleviating pupil anxiety. (make clear handwashing rules and catch it, kill it, bin it) Re-establish how we talk to one another and expectations. How we treat one another and our attitude to being in school. Children and staff will be tired. Update behaviour policy and have scripts in place for staff and pupils that repeat rules in consideration of well-being. (Staff welcoming children and overcoming pupils anxieties, ensuring social distancing.)	21/5/20 Discussions with SLT about welcome of pupils and scripts to be used  21/5/20 Phase Meetings via TEAMS to establish expectations around first day and opportunities to re-establish expectations appropriately
13. Catering, lunches, wrap around care.	Discuss the implications of supplying meals and how lunches will be organised.	15/5/20 JM email to Shires to outline initial plans for the return of

	<p>Preferred option is to continue with the vouchers and ask parents to supply their children with a lunch in the first instance. Therefore, no 2 tier system with parents whose children have not returned.</p> <p>No wrap around care or clubs as yet. This is for future consideration. Breakfasts parcels will continue to be available for vulnerable families on our breakfast list.</p>	<p>children to school and strategies to avoid hotspots and problem areas</p> <p>20/5/20 JM CEO &amp; MAT Heads Catch up via TEAMS, discussions around continuing vouchers to all FSM families</p>
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<b>B. Staff</b>	<b>Action</b>	<b>Who and when</b>
1. Some staff fall in to the vulnerable category.	<p>Identify which staff are available to return to work. Ask staff who have identified as vulnerable to provide a clinician letter for HR.</p> <p>Also staff who live with someone who is shielding or clinically vulnerable person.</p>	<p>Discussions with staff by JM, KK and AC w/c 18/5/20 to identify staff who have been identified as vulnerable.</p>
2. Sufficiency in staffing at all times	<p>Consider options if staffing levels can't be maintained.</p> <p>Consider how school is supporting flexible working arrangements, staff may have restrictions on their collection of their own children.</p>	<p>24/5/20 JM establish staff rota taking into account information from Phase Meetings around flexible working arrangements for individual staff</p>
3. Staff anxieties	<p>Put in place measures for staff well-being</p> <p>Encourage tests if there are symptoms and must stay at home.</p> <p>Use the Ed psych service offer</p> <p>APL health support</p>	<p>w/c 11/5/20, 18/5/20 JM, KK, AC regular emails with staff to share information and give positive messages</p> <p>20/5/20 Full staff briefing via TEAMS. All staff aware of policies and plans and procedures for anyone who is unwell</p>

<p>4. Communication with staff</p>	<p>Agree any staff communication, bringing staff in before opening to alleviate worries and give clarity to expectation. Staff need to have adequate notice of attendance at school. There will not be gatherings of staff in meetings. Share with staff workload expectations, marking, teaching, behaviour, first aid, play times.</p> <p>Organise a staff briefing virtual to give an opportunity for question and answer sessions to alleviate concerns and communicate risk management, curriculum expectation, behaviour codes and safeguarding.)</p> <p>Talk to staff about the plans (safety measures, timetable changes, staggered arrivals and exits.) Identify any training needs.</p>	<p>24/5/20 JM establish staff rota, emailed to all staff 26/5/20 to enable opportunities for feedback</p> <p>22/5/20 JM emailed Information for staff around procedures in school, expectations around staff working arrangements, teaching and learning</p> <p>21/5/20 Phase Meetings via TEAMS to answer follow questions from staff briefing on 20/5/20</p> <p>Ongoing</p>
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<b>C. Learning</b>	<b>Action</b>	<b>Who and when</b>
<p>1. Resetting culture and ethos.</p>	<p>Daily talks by the head teacher to create a safe environment, reminding them they are loved and cared for. Respect for each other and themselves recreating ethos and culture of the school. This will then move on to an attitude to learning. (virtual to limit contact between classes and staff)</p>	<p>JM first day back then ongoing</p>
<p>2. Mental health and well-being</p>	<p>Consider the mental health and well-being identifying any pupil that may need additional support so they are ready to learn.</p>	<p>Ongoing</p>
<p>3. Ensuring more time outdoors and safe practices when outdoors.</p>	<p>Timetable outdoors learning to the maximum. Stagger break times. Consider the use of play equipment, not passing a ball using hands. If in the class room then try to have all windows open at all times.</p>	<p>20/5/20 KK established timetable for each potential Social Group.</p> <p>Regular review when children are in school to adapt to meet changing needs</p>

		Risk assessments carried out for outdoor play
4. Making sure equipment is not shared.	Remove all unnecessary equipment from the classrooms. Individual equipment supplied and own water bottle from home. Remove any soft furnishings.	18/5/20 KK established expectations for classroom set up  20/5/20-22/5/20 All staff establish classroom layout using expectations, all unnecessary equipment removed to cupboards
5. Access to the toilets Intimate care in EYFS	Only one child at a time to go to the toilet. Collaboration on the landing to ensure 2 children from classrooms don't go at the same time. EYFS and year 1 children – intimate care – parents telephoned for any changing. Aprons, PPE kit available in case.	Ongoing  Risk assessments carried out and communication with parents around changing and intimate care
6. Organising the Early years classrooms	xx completing this section with xx by 22 <sup>nd</sup> May 2020	AC completed by 22/5/20
7. Organising the year 6 classrooms	All surfaces to be free of objects for continued thorough cleaning. Each child to have individual equipment, tape on desk to not move beyond. Tape on floor to keep the desk in place. Clarity on entering and exiting the classroom.	KK completed by 20/5/20
8. What learning should be taking place and when	Have a structure to the day for all returning children. Reading needs to be a priority. Staff will need to assess learning informally finding out what children have been doing at home. Show and tell sessions will help with this, what they have been doing, what they have learnt and what their lives have been like during lockdown. Assessments academically, socially and emotionally can then take place. Key to this is celebration and recognition, much of what children have learnt will be different to school learning and not on the curriculum. Who has learnt to bake a cake, build a wall or become an expert on....	20/5/20 KK established structure of the day for each potential Social Group. Regular review when children are in school to adapt to meet changing needs and support assessment of individuals needs
9. Home learning	Agree the learning offer for all children who will not be returning to school.	Ongoing KK & AC to communicate with staff about home learning to be sent out every week

<b>D. Protective measures and hygiene</b>	<b>Action</b>	<b>Who and when</b>
1. Be prepared	All to read the guidance on implementing protective measures in education and childcare settings <a href="https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings">https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings</a> Agree how this will be implemented in school. Role play scenarios throughout the day. How will safety messages be communicated around the school?	Ongoing All risk assessments completed and shared with staff. Available on TEAMS for access at any time
2. Risk Assessments	Review all risk assessments to ensure safe return to school.	w/c 18/5/20 JM reviewed all Risk Assessments
3. Numbers of pupils in school	Have a temporary cap on the amount of children accessing the classrooms at any time. Possible mornings only to start the phased return as children will be tired.	21/5/20 JM Timetable shared with staff and parents
4.	Promote the Catch it, Kill it, bin it approach.	Ongoing
5. Cleaning	Agree an enhanced cleaning schedule + supplies (list all touch points to be cleaned toys, books, desks, chairs, doors, sinks, toilets, light switches, bannisters) There needs to be kit for cleaning in the classrooms so staff and children can clean books covers and ipads. Tissues available at all times. Need a schedule for teachers to be cleaning the areas during learning time.	Ongoing Each Social Group to be provided with appropriate cleaning materials Timetable and rota for cleaning each area
6. What to do if someone falls ill	Risk assessments and protocols in place. Follow government guidance on steps to take in school if someone falls ill. (P11) Risk assessment in place for first aid and if someone falls ill. Have a fluid resistant mask, apron, gloves available. Early years to have their own thermometer.	w/c 18/5/20 JM reviewed all Risk Assessments Procedures and protocols shared with all staff
7. Vulnerable staff	Considerations for all vulnerable staff (BAME, medical, disability)	w/c 18/5/20 JM
8. Contractors	Deliveries and outside contractors following safeguarding expectations. Giving clear communication of expectations. (grounds maintenance, catering, deliveries)	w/c 18/5/20 JM Risk Assessments in place
9. Admin staff	Role play through admin staff and ensure the amount of contact with parents, deliveries staff is kept to the minimum.	w/c 18/5/20 JM



<b>E Safeguarding</b>	<b>Action</b>	<b>Who and when</b>
1. Domestic abuse	<p>First actions need to be dedicated towards making the environment safe for all children and allow them to talk about their experiences. Need to be vigilant about children who have experienced abuse during lockdown. There has been a significant rise in domestic abuse during lock down. Many children will have suffered significant harm during this time. We need to be aware that this is a possibility for all our children, not just the ones we had identified as vulnerable. Need to ensure children have safe spaces to talk about their experiences during lockdown. Need to ensure all children have trusted adults who will listen to them and are ready and trained to respond effectively</p> <p><b>All staff to receive a safeguarding briefing on how to respond to disclosures on return to school.</b></p> <p>It might take a long time for children to reveal any abuse. They may communicate this through behaviours rather than disclosure. All staff need to know how to respond appropriately and immediately. Please do not assume that poor behaviour is due to being back in school but could be the child trying to communicate a frustration.</p>	Ongoing – report concerns to DSL
2. Online abuse – threats and access to images that are harmful		SLT Weekly CPD/updates regarding safeguarding in lockdown
3. Online bullying – children’s social lives have been online. There will have been more instances of peer on peer abuse.		
4. Bereavement – training on Educare for all staff.	<p>Information sharing on death with staff and possibly pupils where needed. Anxiety can be caused by lack of information. If children are not seen to return to school children can make assumptions. Some families may be deciding to continue with home learning.</p> <p>As a school we need to be transparent about any changes that have occurred. This can be within the class setting where necessary. There may be some children that have moved to other schools or countries and we might want to wish them goodbye.</p> <p>Take time to talk through how people have recovered from Covid 19, how the NHS have supported, the money raised and the encouragement from the nation. (clapping) Think of ways to show how thankful we are. The children could share messages to the NHS. Pupil voice in celebration.</p> <p>Refer to DSLs any bereavement – there are a number of support mechanisms for children and families.</p>	All staff completed Educare online training and Grief and Loss online course
5. Sensory needs	<p>Many children will find being around others difficult, frightening, over whelming, particularly if we move quickly from social distancing to a return to school. This will need to be supported. Some children may have a fear of people. They will have received a message that other people are dangerous with social distancing. Their experiences will have been just with their immediate family. The noise and increase in people will cause anxieties. Many children might express their anxieties and potentially this might be physical.</p>	Ongoing support for staff  HH (EP) to provide resources for staff to use to support individual children

	Calm, order, clear behaviour scripts must be adhered to. Listen to the children and be vigilant. Many children will be quiet now and need alone time. Look for signs of stress.	
6. Separation anxieties	<p>Children will have become used to being with their families for an extended period. Initial excitement might make way to anxiety. There may be more children that will not separate from their families. These children will think</p> <ul style="list-style-type: none"> <li>• They can keep their family safe if they are with them</li> <li>• They can see that the family are ok if they stay home</li> <li>• They will miss them</li> <li>• They don't want to be surrounded by lots of people</li> <li>• They don't want the stress of formal learning again</li> </ul> <p>There will be more reasons. Constant reassurance that the children and their families are safe, working, shopping, etc. Arrange for the children to telephone parents in extreme circumstances to reassure them.</p>	<p>Ongoing support for staff</p> <p>HH (EP) to provide resources for staff to use to support individual children</p> <p>CM (SENDCo) to access outreach support for individual children</p>
7. Special needs	<p>The impact will be greater for children 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 behaviour, establishing routine again and reassuring them that all is okay. Every class will need to use a visual timetable to reassure all children what the day will look like.</p> <p>Very clear behaviour management will be needed to address any issues as the children will have forgotten the school systems. Use the script. (shouting out, talking over each other, poor language)</p> <p>It might take a couple of weeks to help children establish behaviour norms and retrieve good habits. Use a reward chart which should be seen at all times.</p>	<p>Ongoing support for staff</p> <p>JM, CM (SENDCo), HH (EP) to liaise with parents as appropriate to support children</p>
8. Transitions	<p>Year 6 transition into secondary school – we are using excel spreadsheets to communicate information with the secondary schools. Some secondary schools have made contact for a virtual meeting with the SENDCo.</p> <p>Invite all year 6 children back to have closure, say goodbye and mark the transition.</p>	<p>KK/JN/BR emailing and sending relevant information to secondary schools</p> <p>CM (SENDCo) to contact secondary schools to give verbal handover of information for specific children</p>

### **Return to work plan week 1- 3**

- a) Provision will be split between school provision and continuation of home learning
- b) Year 6 pupils will be phased in first when school deem it safe and appropriate next year group will be phased in.
- c) Daily timings will be staggered and initially finish around lunch time - this will be reviewed weekly with the intention of gradually increasing the daily timings.
- d) Staff will work in 'bubbles'. Staff will only work with one specific group of up to 10 children and will not mix with other groups of children or staff during the school day.
- e) Children will stay inside their own 'bubble' classroom and use specific corridors, toilets, playground zones, entrances/exits as part of their provision.
- f) Free school meal vouchers will continue to be provided for everyone. Initially children will be bringing in packed lunches.
- g) Consideration given to staff training/wellbeing. Planning and prep for following cycle/week.
- h) Pastoral outreach support will continue, eg: doorstep visits, parents collecting home study packs for other year groups.

### **Proposed implementation**

- Provision will be in the form of a model that can start small and gradually grow over time following regular review.
- To reassure staff it is essential to ensure a slow, well managed process of reintegration to school site for the majority of staff. Levels of anxiety will be high. Perceptions confused and widely differing.
- Important that we can clearly demonstrate to staff that time is being given to train and support staff to plan and prepare for pupils' return.
- Essential that all available staff are fully involved in the planning and preparation process in week 1. They will have greater ownership of the finalised and agreed plans. As a result, they will feel more in control, less stressed, better able to adapt and adjust according to the developing context in week 2 with children.
- Week prior to opening to more children an essential period to train staff being asked to work in year groups they are not familiar with. They will require support regarding planning, preparing resources and familiarising themselves with the setting. This will include transition contact with families of children they will be caring for.
- We see reopening as a phased process managed over number weeks for Reception, Year 1 and Year 6.
- In reality, we consider the next two months as a planning and trial period for a larger scaled return to school in September.

<b>Prior to June 1st</b>
<ul style="list-style-type: none"> <li>• No pupils in school training</li> <li>• Whole school deep clean</li> <li>• Training and plan/prep set up classrooms</li> <li>• Trialling and testing systems and procedures, preparing resources and classrooms, site signage, communication with parents to confirm arrangements etc</li> <li>• Final audit of families Rec/Y1/Y6 to assess possible numbers of pupils attending.</li> <li>• Transition calls from school site with families, the child, current and proposed temp teacher.</li> </ul>
<b>Week 1 (1<sup>st</sup> June)</b>
<ul style="list-style-type: none"> <li>• Focus on pupils in year 6.</li> <li>• Pupils groups of up to 10 Staggered start/finish times</li> <li>• Staff in on rota, work shared to other staff who are not in/ home learning continues</li> <li>• We are expecting relatively low response from parents/carers therefore we expect numbers to be lower.</li> </ul>
<b>Week 3 (15<sup>th</sup> June ) Year 1 potentially</b>
<ul style="list-style-type: none"> <li>• Potential introduction of pupils in year 1.</li> <li>• Pupils groups of up to 10 Staggered start/finish times</li> <li>• Staff in on rota, work shared to other staff who are not in/ home learning continues</li> <li>• We are expecting relatively low response from parents/carers therefore we expect numbers to be lower.</li> </ul>
<b>Week 5 (29<sup>th</sup> June ) Reception potentially</b>
<b>Suggested weekly_rotas</b>
<b>Vulnerable/key workers children</b>

- 8.45-3.10pm- Drop off and pick up via Foster Avenue to key worker provision in downstairs dining hall, exit via teaching school ca
- Packed lunches provided from home to be eaten in classrooms
- Activities to be organise, regular opportunities to be outdoors planned for