

Returning to school Action Plan & Staggered Entry Plan
Purley C of E primary School



Returning to schools being fully open after the Covid-19 lockdown is going to be challenging. It is very hard to try and predict what it will look like or when or how it will happen. Regardless of whether it is as early as June, or possibly not until September or even later, we have to hope that we will have a proper chance to plan and not 48 hours' notice from a press conference. We must be aware that it will be a very different experience for every school and for the different people - children, staff and parents - within the school. We have some experience of returning to school that we can draw on. We experience this in miniature at the end of each summer holiday, but this return will be much more complex. We will need to be honest with ourselves and each other about how difficult this experience will be.

There are going to be a number of key things to consider and include in our plans for the return to school for all.

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Considerations

Action

By whom?

Schools have not been shut

Despite the news headlines, we know that the school has not been closed and many school staff have continued to work, including during the school holidays. Furthermore, all of teachers have continued to work providing education and support from home. We must recognise these experiences, particularly where staff have continued working over the Easter holidays too.

Staff are going to start tired and this will impact on their ability to lead, manage and respond to change so may need some emotional support.

Don't pretend that everything is normal

For many of us, adults and children, the return to school will be greeted with a huge sigh of relief and we will want to pretend that the world is returning to how it was, but we will all have been changed by the experience of Corona. It will take time for us to adjust to the 'new' normal. We will need to recognise and allow for this by being kind to each other and ourselves.

Re-establishing routines

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

- There will be no staff meetings but ad hoc meeting for the first two weeks.
- Ensure meetings are an opportunity to focus on wellbeing of staff and discuss any children of concern.
- Staff are not expected to mark books but feedback only verbally for the first few weeks allowing them to go home after the children have left.
- Staff are only expected to spend the first few weeks back assessing the children's academic, social and emotional needs through running open activities, talking, playing and enjoying the broad curriculum such as PE, Music, Art/ DT etc
- All staff must be given time to talk with SLT regarding their own experiences at home and any support we can offer.

SLT

- All staff and children will be reminded that we will take our time to return to 'normal' and it will be done in a holistic way. If we acknowledge the huge historical event we lived through and report that we can allow ourselves to blend back in to normal when all parties show they are ready. This will be reviewed daily by SLT and weekly by all staff.
- If wellbeing is cared for, the children will hit the ground running when they are ready and make up the lost learning relatively quickly as evidenced in other countries.

SLT

- 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.

SLT

Teachers

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.

Re-establishing expectations

We are aware that different people will have had very different experiences during the lockdown. Some will have been in school throughout,, though for them school will have been a very different place. The majority of children will have been at home and each of them will have had their own experience. It will take time to re-establish and re-learn the expectations of school behaviour and learning. We know that much of learning is based on practice and we will all be out of practice with this.

Differences in learning and recovery

Across schools there will be a huge range in what learning children have engaged in while not in school. There will be children who have spent every day, including the holidays, engaged in formal learning activities and completed every piece of work set by the school. Equally, there will be children who have not engaged in any focused learning activity for the entire time they were not in school. Most children will come somewhere in between. We will need to respond to what children have learnt, not what we expected them to have learnt. We will need to understand what children have learnt and what they have forgotten. Even more, those who have been a carer for a sick relative or dealt with grief for someone they couldn't see. This learning and possible trauma is not on the curriculum but will be key to who our children are.

- Children will be very tired (as will staff) by afternoon and so the timetable will need to account for this and organise for more open activities.
- Children will have been eating at very odd times and may be more hungry – we can provide snacks for morning break in KS2 as we do in KS1 until their eating patterns return to normal.

- The key here is re-establishing behaviour expectations, how we speak to each other, how we treat each other and our attitude to being in school. The learning will happen when this is all established.
- Daily talks with the class to remind them all is well, creating a safe environment, reminding them they are loved and cared for. With this they are reminded of respect for each other, love for each other and what that looks like again, thus re-creating the ethos and culture we had. This will then move on to the children's attitude towards learning. Reminding them of our school values of love, courage and wisdom and how these can be displayed daily.

- Teacher should pick up where they left off. It cannot be assumed that children now understand the content delivered through home learning.
- Some will not have physically written for a while and a reminder of our handwriting policy will be needed.
- Assessing learning: We will do this informally, to restart children's schooling with re-building relationships and not exacerbating the anxieties about restarting formal schooling. It will be more important to value and celebrate what children have learnt. The teachers will spend time allowing the children to 'show and tell' what they have been doing, what they have learned and what their lives have been like over the lockdown. We can then assess them academically as well as socially and emotionally. Key to this is celebration and recognition, will be to remember that much of what children may have learnt will be very different to 'school learning' and certainly not on the curriculum. We will need to take time to find out who has learnt to bake a cake, build a wall, become an expert on the Roman Army or the life of an Amazonian dolphin.
- Also consider minimal use of photocopiers and printers due to the need to disinfect them

Head
teacher
SLT
Staff

Teachers
Head
teacher

Commented [AF1]: Re-establishing positive experiences. This in turn will produce positive feeling and finally positive behaviours. We need a lot of time to reestablish this.

Exclusion

For many schools there are divisions between access to learning during the lock down for different children.

Successful accessing of learning from home depends on many factors. As children become older, they may become more independent in their learning. But for the majority of children, learning will depend on the role of parent as 'teacher'. This depends on parental skills, interest and commitment. It is further impacted by the parents' work commitments, educational and language levels. Further there are issues of space to learn, as well as access to physical and online resources.

Difference between those who have been on site and those who have not

There will be significant differences for children who have and have not been on the school site during the lock down. It would be wrong to assume that those who have been in school are OK. We need to remember that some of these are our most vulnerable families and their transition will need to be supported. They will be very comfortable with no social distancing, attending school and not worried about 'catching' something more than the children who have stayed home for months constantly being reminded they cannot go outside. The children will have had very different messages and experiences, but not necessarily academically different.

Safeguarding Domestic Abuse

<ul style="list-style-type: none">Teachers' responses will be key to how children are able to reintegrate into school and the people that they will become.	Teachers
<ul style="list-style-type: none">We have done what we can to support children in accessing online learning; however, a number of parents have not had the capability to get their child logged on and accessing the tasks regularly for different reasons.Some children may feel they have missed out. We must acknowledge that this may not have been their fault that they did not manage to carry out much 'learning'.Whilst we will celebrate the 'learning' online we will also look at what children are doing to entertain themselves, how they have shown resilience, patience and kindness at home so as not to discriminate against the children who have not been able to do much work online or offline work that was provided via the school website.	Teachers
<ul style="list-style-type: none">We will ensure we use their experience to highlight to children that it is safe in school as long as we wash our hands, keep some distance and use a tissue to sneeze or cough. The children who have been in school during lockdown will be proof that it can be done and can be used as positive examples.This may in turn boost their confidence and mental well-being as they may feel hard done by for having to have gone to school. This will allow us to celebrate their achievements with going to school and keeping safe.They can model to the other children how they kept safe and still managed to have a great time playing and learning.	Teachers
<ul style="list-style-type: none">The first half term will be dedicated to creating a safe environment for all children and allow them many regular opportunities to talk about their experiences.	All staff DSL DDSL

We will need to be really vigilant about children who have experienced abuse during the lock down. There has been a significant rise in domestic abuse during the lock down. Many children will have suffered significant harm during this time. We need to be aware of this as a possibility for all our children, not just the ones we had identified as vulnerable.

Online abuse

In addition, we need to be aware of the threats and possible abuse that children may have experienced online during this time. There are increased risks from adults and the exposure to harmful images and threats.

Online bullying

Further, as the lock down has forced more and more of children's social lives to move online, we need to be aware of the increased risk of online peer on peer abuse.

Bereavement

Children will 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.

<ul style="list-style-type: none"> • We will need to ensure that children have safe spaces to talk about their experiences during the lockdown. We will need to ensure that all children have access to trusted adults who will listen to them and are ready and trained to respond to them effectively. This will be 1:1, small group sessions and whole class. • All staff to receive a safeguarding briefing on how to respond to disclosures on return to school. • We need to remember that it may take a long time for children to reveal any abuse. They may communicate it through behaviour and other indicators, rather than through disclosure. All staff need to be aware of this and be able to respond appropriately and immediately. We are not to assume poor behaviour is due to being back in school but could be the child trying to communicate a frustration. • Continue to make welfare calls to families whose children are not attending school 	<p>ELSA EHA</p>
<ul style="list-style-type: none"> • As a school family we are transparent about any changes that have occurred. It is essential that we are clear with children, who has not returned to our setting for reasons other than bereavement e.g. parents deciding to continue with home education, etc. • The school will take time to look at how many people recovered from the illness due to the skills and care of the NHS, the money that was raised to support them, the encouragement given by the nation (clapping) and find a way to let them know how thankful we are. The children can come up with a way to share the message to NHS but also the great success of this number to the community and be a voice of celebration. • SENDCo will refer to appropriate agencies, if required, where a child has experienced bereavement or be suffering fear or anxiety and one of our ELSA trained staff will support them too. 	<p>Staff ELSA SENDCo</p>

Commented [AF2]: We need to be aware that all children may demonstrate more/new subconscious behaviours (behaviours that show they are anxious, can't cope etc). This will need to be monitored so that it can be managed accordingly.

Sensory needs

Many children will be looking forward to the return to school but will find being around people difficult, frightening and overwhelming. We will need to be aware of this and support it. For some children this will be exacerbated by a fear of people in general. Having experienced weeks, or even months, of social distancing, children will have received an implicit message that other people are dangerous. Further, their experience of other people, beyond their immediate family, within their personal space will have been limited.

We need to be aware that many will express their sensory issues and anxieties about the proximity of others physically.

Separation anxieties

The majority of children will have become use to being with their parents and immediate family for an extended period. Even for those who are excited to regain their freedom and see their friends, this is a potential source of anxiety. There will be children who struggle with this separation and experience anxiety while they are in school, particularly where their family includes key workers or those going back to work in crowded spaces.

- We will be aware of any sensory issues being highlighted and it is imperative that there is control in walking, gathering etc. Calm and orderly, quiet where necessary but always quiet space available. Many children will be used to quiet now and alone time and may crave it. Staff will make all available space including intervention spaces, the library and hall for separating children out where required, creating opportunities for small, calm group work where children are struggling in the classroom environment.
- 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.
- Many children have not been in a room with more than a few people for months and life has probably been very quiet, so the classroom will seem very noisy. Staff must ensure the level of noise is kept low where possible, but where it is not, then always reminding children where the quiet spaces are.
- All staff to be vigilant, looking for signs of stress.

All staff
ELSA
SENDCo

Many children separate from their families easily every day, but even in normal circumstances some do not. Staff know who those children are, however, now there may be many more who do not want to leave their family for a number of reasons including, but not limited to the following:

- They can keep their family safe if they are with them
- They can see that the family are ok if they stay home
- They will miss them
- They don't want to be surrounded by lots of people
- They don't want the stress of formal learning again

Staff will reassure the children that the family are safe, all working, shopping etc just as we would when a child shows these anxieties. If required, staff can call parents in the middle of the day to check in and reassure the child they have spoken to family and all is well.

In exceptional circumstances, where the child is particularly distressed, we can arrange for children/parent to talk in the middle of the day.

All staff
SENDCo
ELSA
SLT

Commented [AF3]: Ref my comment from previous section.

Special needs

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.

Supporting medical needs of children

We need retain and have a clear understanding of the medical needs of the children in our care. Children might 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.

<ul style="list-style-type: none">• For most of our SEN children the biggest hurdle will be expectations of behaviour, establishing routine again and reassuring them that all is ok.• A visual timetable every morning to reassure the children how the day will look.• The class will need excellent behaviour management using our school rules and values as many children will have forgotten how to behave (shouting out, talking over each other, poor language). It may take a significant amount of time to get those good habits back, so patience will be a virtue!• If appropriate for the individual, create a reward chart with the behaviours we do want to see and at the end of the day discuss with the child how they think they did.• Update children's SAP plans if additional provision is needed.	SENDCo ELSA
<ul style="list-style-type: none">• Where children have medical needs, we need to be very aware of them. The office 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. This is especially important for the Key worker Bubble.• Appropriate medicine and record-keeping will be placed in the correct classroom so that the child has appropriate access to their medication.• If support is required to administer medication, then adults must wear a mask and gloves to further reduce the risk of spreading the virus, proceeded by thorough hand-washing. • 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 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. Once the child is collected, both spaces will be thoroughly cleaned by a member of staff wearing both gloves and a mask.	SLT Governors
The designated isolation space is as follows; Badger group room	

Commented [AF4]: This will only come if the emphasis of the teachers/staff is on positive experiences. The behaviour management is secondary to that.

Uniform

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, schools will need to consider relaxation of their uniform codes. Children will need to be welcomed back into school, not penalised for not having the right uniform.

Support for staff

As school communities we will need to support our staff, including those who have experienced loss and trauma. Some will have been in school without a real break throughout the crisis, while others may have been working exclusively from home. Others will not have been working at all. We need to consider particularly the stress Headteachers have faced and their need for support. Many have made difficult decisions and

- The child should then be tested for coronavirus. 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.
- Remind parents of the need to register before carrying out test. Guidance on accessing test provided by the office if needed.
- This guidance also applies if an adult presents as unwell and is subsequently tested as positive.

- Welcome all children back, with or without uniform! This message will be shared with parents.
- Where parents are struggling the school will provide them with 2 weeks to get the correct uniform or we will provide them with uniform. This won't be until September.
- The school (FOPS) will provide a pre-loved uniform sale or swap in the first term to aid with providing appropriately fitted uniform to as many children as possible.
- If parents can concentrate on obtaining shoes the school will help to provide the uniform. For those parents who are not PP they will be billed for the uniform but given until February to pay the full amount back.

All staff
Head
teacher
FOPS

- Governors will need to focus on wellbeing of staff over the coming year and first half term particularly.
- Data will not be accurate as it will be from Easter break and children will be being assessed carefully over the Autumn term. The newest accurate data will not be available until December. Many children will not have moved forward in their learning and therefore it may take up to 18 months to recover.
- The focus will be on assessing children, supporting children and creating the correct healthy environment so that when children are ready to learn they will fly rather than writing reports.

SLT
Governors

had to respond to a barrage of government guidance.
There is a clear role for governors to support all their staff, particularly school leaders.

Staffing

Teacher workload

Staggered entry and exit to support social distancing

The DfE in their road map have announced conditional reopening from June 1st for some year groups.

It is important to reduce contact as much as possible. Our risk assessments indicate that the class groups need to be limited to 8 children so

<ul style="list-style-type: none"> • Governors must accept there will be some 'feeling our way' based on what we know about how children learn, how we know our families and from DfE / Safeguarding/ Educational psychologist advice. • The Governors will need to ensure all their communication with staff is relating to children's and adult's wellbeing during Autumn term. • The return to school will undoubtedly offer the DSLs many new disclosures to deal with, stressed and emotional parents and this will take a lot of time as well as cause emotional upset for the staff. • Staff will be given information on CARE FIRST and the offer the service available to them as well as LA support and the school insurance offer 	
<ul style="list-style-type: none"> • Carry out a risk assessment for number of children and adult ratio. • Look at social distancing and carry out a plan to see the number of children who can come back initially. • Staff will have to fulfil roles beyond what they are used to e.g. teaching groups and cleaning the school. • A provisional rota will be provided as soon as possible 	SLT
<ul style="list-style-type: none"> • Teachers will plan lessons that may be accessed at home or at school so that those not returning will continue to work independently through the channels provided by Purley during the lockdown. • Class TAs will monitor Goggle classroom and feedback to pupils alerting the class teacher if needed, • Children in school will continue to work on the work set by the class teachers. In addition, time will be spent on wellbeing, socialising with distance, talking, PE and topic. • Wednesdays will be allocated as a PPA day to allow teachers to plan and catch up with children who remain at home. • KF to write to parents to communicate that online support for children will be less active on Google classroom. 	
<p>Entry for children: (in order of entry)</p> <ul style="list-style-type: none"> • Key workers • Essential workers / Families returning to work • FS children • Year 1 • Year 6 • Years 2, 3, 4, 5 <p>Class teachers will teach FS, Y1 and Y6 in their own classrooms.</p>	

Commented [MB5]: Is this the order we would choose? Would you want to get Year 5 transitioning into Year 6 as soon as possible?

Does this take family groupings into consideration?

that distance is maintained especially on the playground and in circulation areas.

We need to make plans to reduce the possibility of groups gathering at one time.

Mrs Pickering will teach the keyworker children with support from TAs
Key worker children will remain with their own class on rota days.
If there is a substantial increase in the numbers of Key worker children, the hall will be used as an additional classroom.

Key worker children to be admitted into school at 9:00a.m.
Bubble 1, 9:10-9:20 (Butterflies)
Bubble 2, 9:20-9:30 (Ladybirds)

Collective worship will take place in classrooms daily at 1:15

Key worker group leave 3:00
Group 1 leave 2:15
Group 2 leave 2:30

Family groups will stay together in the same group.

- Key worker children remain in classes until end of day to ensure that they only mix in their own bubble for that day.
- A new behaviour plan to be written with socially distancing rules for staff and pupils. (V LJ)
- The staffroom will remain open to adults, however strict social distancing must be in place. It is important for well-being for staff to see colleagues. If possible use outdoors.
- The school office will not be accessible for parents to drop into.

Some of these measures may not be possible in EYFS

- Children to have their own pencils and rubbers etc
- Children to have their own water bottle they fill
- Children to work independently on tasks but verbally receive support
- Children to be grouped and rotated over the week
- Staggered play –play areas, playground – ball court on a rota
- Fluid and/or staggered drop off and pick up times for parents
- No parents waiting in playground to drop off and pick up
- Children to go to toilet with a pass – 1 at a time
- Girls toilet changed to owl class, Boys toilet changed to hedgehog class, Badger class to use disabled toilet. Staff to use staffroom toilet.
- Year 6 entry to school via back entrance.
- Outdoor lessons as much as possible.

Social distancing

Lunchtime/ Breaktimes

- Children will bring lunchboxes as they normally do. Those accessing school meals will receive a grab bag. Pupils will eat either in classrooms or in dedicated playground area
Badger class- front of school
Hedgehog class EYFS area
Owl class lower playground and ball court area
Woodpecker class- upper playground.

Keep hygiene at its highest

- Each class/ bubble will be allocated play equipment used exclusively by them.
- Lunchtime assistants will be allocated to each class allowing teachers to have a break.
- Encourage games that do not involve touching
- Cleaner in every night and clean as though we have D&V
- Wednesdays for a deeper clean
- Class teacher wipe down own class at regular intervals door handles desks at least twice a day early finish to allow for this.
- All children to wash hands on entry to school, before lunch, after lunch and before leaving. Also at any time they visit the toilets or cough/sneeze
- Children to wash thoroughly when they get home.
- School to stock up on soap and appropriate cleaning products.
- Children and adults to wear fresh clothes daily.
- Individual stationary. KS2 own pencil cases kept at school.
- Thorough cleaning of lunchboxes daily or use school meals served in a paper bag
- Restrict resources to be day specific
- Bins emptied regularly especially when tissues are used.
- Classroom internal doors should be kept open . Should the fire alarm sound the doors must be closed.
- If we are required to clean an area following a positive case of coronavirus we must follow the guidelines <https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings>

Head
teacher
CH
LL
Cleaning
staff

Finance

Additional financial pressures could include

- If staff cannot return to work
- Providing extra snacks for children
- Additional cleaning materials

Head
teacher
LL
Govs

Review:

<ul style="list-style-type: none">• Additional sanitation materials• Additional resources to allow children their own without sharing• Staff PPE for when pupil intimate contact is needed.• Welfare calls to families where children are not attending school	
Daily with staff Weekly with Governors.	Head teacher CoG