Covid19:
Return to School

Action Plan 2020

Hawksworth CE Primary School

Covid19: Return to School Action Plan 19.5.2020

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Author and Review dates

Author: Mr D. Norris Headteacher 19.5.2020 (Template provided by the ALPT Trust)
Reviewed: SLT - Mrs S. Oliver, Assistant Headteacher and Mrs J. Hyde, School Business Manager 22.5.2020
Reviewed: Mr G. Pratt Chair of Governors, Mrs N. Cameron Vice Chair and full-governing body 22.5.2020

Issue	Actions Needed	Success Criteria
• To reduce the risk of the virus spreading amongst staff and children • Children contaminating resources • Maintaining social distancing in teaching areas (2m distance) • Ensure social distancing at break and lunch times • Ensure social distancing at drop off and pick up times • Ensure social distancing staff meetings and briefings • Ensure social distancing during movement round school • Staff to be safe when having to carry out intimate care/medical issues	• tell children, parents, carers, or any visitors, such as suppliers, not to visit school if they are displaying any symptoms of coronavirus (sign displayed on gate). No visitors to enter school. Letters posted and parcels to be dropped off into a labelled box under the main entrance canopy. • Morning school times staggered for Year 6 8:50am, Year 1 9.05am, Reception 9.20am. Encourage parents to use the car drop off zone. • parents and carers not to gather at school gates and to leave the school premises immediately after dropping their child off. • ensure class sizes are kept as small as possible – no more than 12 children – ensuring 2m distance between each pupil. • staggered lunch times, break times and the movement of pupils around the school to reduce large groups of children gathering: playground and field split into **two** zones (Upper and Lower Zone). 2 morning break times: 10:15am – 10:30am (group 1: class 1 and key workers)10:30am –10:45am (group 2: Class 2 and 4) • only one year group at a time to use corridors when starting school day, break, lunchtime and at the end of the day. (2m distance) • lunchtime: children to eat in the school hall and classrooms. Children to bring packed lunches (those entitled to free school meals will have 'grab	• The risk of virus spreading in school is reduced significantly for both staff and children. • As best as possible social distancing is ensured for all (2m distance) • Ensured social distancing at break and lunch times • Ensured social distancing at drop off and pick up times • Ensured social distancing staff meetings and briefings • Ensured social distancing during movement round school • Ensured social distancing at lunchtimes

bag meals' and bottled water) and their own named water bottle.
- lunchtime divided into **2** sessions and children to use two separate exits and entrances.
  session 1 two groups inside hall/classrooms 11.45am to 12.15 then outside from12.20 to 1:00.
  Session 2 two groups outside 11:50am to 12:20 then inside 12.20 to 1.10.
- School to provide children with resources (pencil/pen/ruler) items to be disinfected at the end of the day.
- ensure all staff and children wash their hands with soap and water for 20 seconds frequently, and are encouraged not to touch their face, while using a tissue or elbow to cough or sneeze and using bins for tissue waste. If children or young people have trouble washing their hands, ensure help is available.
- inform parents, carers about the measures that you are taking and get their help to implement them. Encourage parents to remind children to wash their hands at school.
- increase cleaning of surfaces in classrooms, including desks and handles, and within toilet blocks and cloakrooms, adhering to guidance on cleaning of non-healthcare settings
- Staff to have access to visors/masks/rubber gloves and aprons.
- Staff briefings/meetings to be held in the school hall – 2m distance rule.
- End of the school day times staggered:
  Reception 2:45pm pick up
  Year 1 3:00pm pick up
  Year 6 3:15pm pick up

Issue	Actions Needed	Success Criteria
• The majority of school have remained open for vulnerable children and children of key workers • Staff have continued to work, alternating between home and school • This included the Easter holidays • Some staff will be in school during the Spring Bank half term holiday • Some staff have been providing home learning tasks (daily) whilst home-schooling their own children • Many may have had additional worries (and will continue to have additional worries) about members of their family • Many staff have concerns about their own children returning to school	• First staff meeting will focus on wellbeing of staff and not CPD • Expectations beyond the school day will be removed (no taking books home to mark and time allocated for home learning tasks during the school day) • Additional PPA will be provided to allow staff to focus on end of year reports • We will not add to teachers' workload by expecting too much in relation to assessing academic subjects. Instead, staff will be encouraged to assess and address children's wellbeing and social and mental health • Assessments on *O Track* will be carried forward from Spring 1, and not required again until Autumn • In planning meetings, it will be made clear to staff which subjects need greater emphasis • Staff will be encouraged to talk to senior leaders about their personal situation and support will be signposted	• After the first half term staff are more settled and readier to plan for the next stage • After the Summer half term staff meeting routines have been re-established • The normal timetable for staff meetings, to include subject specific issues, are re-established after the Summer half term • Staff feel well-supported during the return period and feel more confident about leaving vulnerable family members • Staff are better-equipped to continue to assess and address children's social and mental health • Normal timetable arrangements have been re-established after the Summer half term • Staff have valued time to talk about their particular issues

Issue	Actions Needed	Success Criteria
• Recognise that it may be more difficult than anticipated to re-establish routines (the vast majority of children feel more secure when routines are set, and they know what is expected of them. Similarly, so do the vast majority of staff.) • This goes beyond school routines: daily life routines for staff and children • Some sleep patterns may have been disrupted • The issues often associated with beginning of a new term will be magnified • School leaders may have to allow for a period of adjustment • Getting back into routines will need to be a priority. • Be ready for many younger children feeling tired in the afternoon • Children may find it difficult to leave their parents at the start of the day – this will create further difficulties in making provision for social distancing of adults dropping off	• Aim to establish routines as quickly as possible (this could provide much emotional support) • Recognise that some families may struggle with getting back into routines • Support these families where it is needed • Provide more open type activities in the afternoon (because children will be tired) - so adjustments to the timetable may be needed • Children will have established different eating patterns – they may feel hungry more frequently – snack times will continue to be at morning/afternoon breaktime • A one-way system will be introduced for the younger children to be dropped off. This will enable parents to accompany their children to the door if required. (walk to Class 1 door and drop off your child and then leave – please **do not queue/wait** on the sloped path to Class 1)	• The school is back to appropriate working routines in a very short time (well within the first half term back) • Children respond well to the routines that have been set for them • There are few, if any, issues that can be associated with a return to school • Staff are very much back into routines also, and this is helping children to settle • Staff have dealt well with children from families that are finding it difficult to get back into routines • The adjustments made to the timetable (especially in the afternoon) have gone down well and helped children to settle • Snack times seem to have done their job as children are not saying they are hungry • Most children are coming into school happily

Issue	Actions Needed	Success Criteria
• Recognise that different people will have had very different experiences during the lockdown period • Some will have been in school throughout • Many children will have been at home – all having had different experiences • For some, it will take time for them to re-establish and re-learn the expectations of the school, particularly learning and behaviour • Settling to learning may be difficult for some children initially	• Ensure that behaviour expectations are re-established as quickly as possible. Staff should be mindful that this is a time of huge change for these children and some leniency may be required. Restorative practice should be revisited with children to aid this. • However, place much emphasis on the school being a safe environment and that children are loved and cared for • Remind children about how they speak to each other; how they treat each other and the expectations with regards to attitudes • Place much emphasis on respecting each other • Aim to re-establish the culture and Christian ethos that existed before • Once this is established, place much emphasis on attitudes to learning	• Patterns of behaviour have been re-established and the school's expectations regarding behaviour have been adhered to • Children are polite and caring • Staff are careful about the way they approach potentially difficult situations and take extra care with the words they use • Children are reminded regularly of the school's expectations • Children know what is expected of them and feel cared for • There have been additional activities organised aimed at helping children to be kind to each other and to listen to each other • Everyone believes that the school is the same place that it used to be • Attitudes to learning are very positive and much in line with what they used to be

Issue	Actions Needed	Success Criteria
• Many children will be looking forward to returning to school, but some will find the transition difficult • This will especially be the case as we move quite rapidly from social distancing to a return to school • Many children will be overwhelmed by the implicit message that other people could be dangerous to their health • Again, many will not have experienced other people apart from their immediate family being in their personal space • Be aware that some may have sensory issues and anxiety about the proximity of others physically – this may especially be the case with SEND pupils	• Be aware of the sensory issues, especially when moving around the school • Lunchtimes, breaktimes and moving around school will be timetabled and staggered • Identify children who may require extra support e.g. bereavement. Direct staff to the learning mentor and SLT for advice on how best to deliver this within their group. • Always aim for calm and quiet and be aware of a need for quiet space for individuals who need it • Allow children opportunities to access quiet classroom spaces for reflection • Help children to understand that if they crave space that it is not unusual and talk to them about it • As most children have not been in crowded rooms for some time, they may find the classroom over whelming. Keep noise levels as low as possible	• Movement around the school is calm and well-ordered • Lunchtimes are also orderly with greater levels of calm evident • Children know that it is not unusual for them to want to go to a quiet area and the quiet places are being used • The noise levels in classrooms are particularly low • Very few, if any, children mention that they are unsettled because of noise levels around the school

Issue	Actions Needed	Success Criteria

• Most children will have become used to being with their parents for extended periods
 	
• Even for the children who are excited to come back to school to see their friends, this could be a source of potential anxiety
 	
• There will be some children who will struggle with this separation and experience anxiety
 	
• Children may well worry about their parents going to work, either as key workers or those returning after the lockdown
 	
• Most children separate from their families quite easily but there will be a few who did not, even before this lockdown period
 	
• Staff are likely to know the most vulnerable in this respect, however these numbers may now grow
 	
• Children may find it difficult to leave their parents at the start of the day – this will create further difficulties in making provision for social distancing of adults dropping off
	• Talk to children to reassure them:
	
	  1. It is perfectly ok to miss their family
	
	  2. It is perfectly ok to not to want to be surrounded by lots of people
	
	• Staff should constantly reassure children that their parents are safe
	
	• A one-way system will be introduced for the younger children to be dropped off. This will enable parents to accompany their children to the door if required.
		• Children do not feel anxiety about being separated from their families
		
		• The regular talks with children have helped them with coming to terms with being away from their family members
		
		• Children know they can talk to a member of staff when they feel insecure
		
		• Most children are coming into school happily

Issue	Actions Needed	Success Criteria
• It is important that re-building relationships will be a key factor in a successful return to school • This may well not happen overnight • Accept that most children will have spent months in the company of only their parents and could well struggle to separate • They are unlikely to have played with friends where they have had to compromise and may find following rules difficult	• Ensure that all playing is supervised and scaffolded • Remind children how to play together • Remind children how things are done at this school; reinforce school Christian values and vision • Help them to regain their identity and the culture and ethos that comes with it • Use rewards to reinforce messages of being one unit e.g. dojos to be awarded within the small groups • Emphasise to staff that they may well have to be very patient with some children • Remind those children, that will need it, how to speak at school • Use daily Circle Time as an opportunity to check in with children, and as a safe place to explore issues such as these	• After an initial period of support, children are back into routines regarding playing at break and lunchtimes • Children demonstrate consideration for each other during play • Rewards have been established and are used sensitively and correctly • Children speak with respect to one another

Issue	Actions Needed	Success Criteria
• It is inevitable that some children will have been doing a great deal of home learning whilst others may have done very little • It is important that teachers respond to what children have done, not what they were expected to have done • There is a need to be aware that many children will have forgotten much of their learning	• Whilst it is important to get a sense of where children are in their learning, there will be a need to assess informally and not subject children to formal tests as soon as they return • Building relationships will need to be prioritised • Put energy into celebrating and valuing what children have achieved • Build in time for children to share their experiences of lockdown, including providing them with a chance to showcase the learning they did at home • In this way, there is room for celebrating the learning that children did that is not part of the curriculum • Staff to recognise that many children will not have done what had been set for them and that some children will have been through trauma	• Staff have a good idea of which children will have done much learning at home and those that have not • No formal testing has taken place • Children have had opportunities to talk about what they did during lockdown • Good relationships at all levels have been re-established • There have been opportunities provided for all children to show what they did, especially the more practical elements of home learning • There has been a strong sense of celebrating the learning children did at home with very little talk about what children did not do • Teachers have been relaxed about aspects of learning that children did not cover

Issue	Actions Needed	Success Criteria
- Children will have had different access to learning during the lockdown - For some, they have parents who have been able to take on the role of 'teacher' and oversee the home learning - For others, there may be a whole range of issues impacting on their ability to learn at home: - Space to work - Parents' commitment to home learning - Parents' skills - Parents' interest or capability - Access to online facilities - Older children will have been able to be more independent as learners, and this may well be helpful, especially for upper Key Stage 2 children	- Some, or many, children may feel they have missed out on learning and may be anxious or stressed as a result - It is important to acknowledge that this has not been the children's fault - Look for examples of children who have shown resilience, patience, and kindness at home - Be careful not to discriminate against children who have not been able to do much work online	- Teachers have been able to talk individually with children about what they did achieve and how much of it they can still recall - Teachers have a good idea about gaps in learning and have made adjustments accordingly - Credit has been given to children who showed characteristics such as resilience, patience, and kindness - Teachers accept that some children did not have online access

Issue	Actions Needed	Success Criteria
Domestic Violence • It is important to be aware that a small minority (hopefully) of children will have experienced domestic violence during the lockdown (we know there has been a significant rise in DV) • It is important that we are alert to children who may not have come under the radar before and be aware that some may have suffered significant harm during this time **Online Abuse** • Some children may have experienced threats and possible abuse online. Exposure to harmful images may well have increased **Online Bullying** • As children have moved more of their social lives online, we need to be aware of increased risk of online peer to peer abuse	• It is important that during time back at school that you provide more opportunities for children to talk about their experiences • It is also important that every school ensures that there is a high focus on creating a safe environment • Create 'safe spaces' for children to talk about their experiences • Ensure that all children have access to 'trusted' adults who are trained to listen and can respond effectively • All staff, on their return to school, will received safeguarding briefing on how to respond to disclosures • Be aware that it may take some children a long time to disclose or reveal any abuse • Some, may be revealed through changes in behaviour and other indicators • Do not assume that poor behaviour is associated with just being back at school	• Children have been encouraged to talk with a member of staff that they feel comfortable with about any issues that concern them • Systems are well-established to deal with issues of disclosure • Safe environments have been established as a matter of priority • Safe spaces have been established for children so that they can feel comfortable about talking • All staff have received a safeguarding briefing when they returned to school, so they are very alert to certain issues • Staff are aware that some children may take longer than others to disclose important information • Staff are alert to any changes in behaviour by individuals

Issue	Actions Needed	Success Criteria
• Pupils and staff may well have experienced bereavement • Not all pupils will return to school. This could be for a variety of reasons e.g. parents deciding to continue home education, etc. • It is important that we do not allow children to create rumours or to be led by inaccurate information on social media • Illness of family members, friends or peers will be a greater source of anxiety for some pupils and staff • In relation to illness and death, we all will have experienced something that was outside our expectations • There is a likelihood that this could lead to more anxiety and may make children and adults more risk-averse	• Be as transparent as you can about any changes that have occurred, including bereavement • Use daily opportunities to visit these issues • Focus on the excellent work of the NHS and how they have helped people to recover from their illnesses • Talk about the 'Thursday clapping' and the fundraising that is and has taken place • Ensure members of staff are ready to meet the needs of any individuals who have experienced a loss or have abnormal fears • Provide staff members and school community with access to outside resources that can help (see links)	• Children know about any changes that have occurred to staff and to children in various classes • Much talk has been happening about the NHS and the excellent work they have done • Children have had opportunities to talk about what they did to celebrate the NHS work (rainbows and clapping) • The NHS has been used as an example of gathering strength from adversity • Staff are in an excellent position to support any individual who has lost a close member of their family or a friend of their family

Issue	Actions Needed	Success Criteria
• The impact of all these issues will be even greater for children with special needs • Not only will their learning have been impacted upon, so will their anxiety about not carrying out the routines of being at school • Some will have had issues about dealing with the changes when the lockdown came in the first place • There are likely to be issues with managing transition into school • This will be compounded if there is also a change of setting	• For most SEN children the biggest hurdle will be that of managing expectations of behaviour, establishing routines once more and reassuring them that everything is ok • Visual timetables could be used daily to reassure them what the day will look like (if appropriate) • Excellent behaviour management needs to be in place using positive reinforcement as many may well have forgotten how to behave (shouting out, talking over each other, poor language) • Arrangements need to be made for those children that will struggle • Accept that it may take a few weeks to re-establish routines and appropriate behaviour	• Children with special needs have returned to school and settled down into familiar routines • Children with special needs feel safe and are happy to be back at school • There are very few issues related to behaviour (and certainly no more than usual) • There is excellent behaviour management re-established • Where children have struggled, they have been identified quickly and helped by individuals so that they settle back quickly • Staff have been patient and recognised that for some children it has taken a long time for them to settle once more • Children know what is acceptable and what is not

Issue	Actions Needed	Success Criteria
• Staff may feel a need to follow the National Curriculum and begin catching children up straight away. This could cause additional anxieties to children and staff **July/September** • The maths and science curriculum are presented on a year by year basis within a two year cycle, and with as much as at least a term being missed there is a need to consider how to adjust. • For English, reading is the main issue (see next page) it may be slightly easier to close the gap because the English curriculum of the National Curriculum is outlined in two-yearly blocks • For the foundation subjects, adjustments can be made over a longer time, with learning being spread over a longer period	• SLT to identify the priorities for the year groups that are returning, bearing in mind that not all children are returning **July/September** • Subject leaders for core subjects to identify the potential gaps in learning • Subject leaders to work with staff to make necessary adjustments • Leaders of Foundation subjects to consider which topic areas have been missed and to assess if these can be visited through other topics later in the key stage	• Weekly timetables demonstrate a focus on mental health and wellbeing and areas of academic learning missed **July/September** • A closing the gap plan has been established and presented to staff • All teachers are comfortable and confident with the adjustments made

Issue	Actions Needed	Success Criteria
• Reading is a key skill, integral to learning in all areas of the curriculum • Younger children require daily reading and phonics to progress towards becoming independent learners • It is also important for older children regarding their reading fluency • There will be those children that will have read regularly (daily) and others who will not have read at all during the lockdown • Children may have gone from regular phonics input to little or no input	• With younger children, in phonics, there will be a need to informally assess where they are to enable staff to plan for learning moving forward • There will be a positive emphasis on reading throughout school e.g. daily story time, guided reading, individual reading opportunities etc. • Look for more opportunities to provide children with reading challenges, in some cases it could be related to the book being read to the class • Ensure children are carrying out research which requires them to read to obtain the information they need • Continue to use resources which have been successful as home learning tasks	• Phonics and reading learning are well-planned and delivered by staff • Where needed, additional phonics sessions have been organised to support children in need • Reading aloud to the class is prioritised with staff choosing books that grab the children's interest • Children are being directed to carry out more research which involves reading

Issue	Actions Needed	Success Criteria
• Good transition usually requires physical visits to new schools (Y6 to Y7) and classes (EYFS to Y1,Y2 to Y3, Y4 to Y5) • Liaison with high schools is difficult at the moment, and have issues with staff not all being available for work	• A transition plan will be put in place once more information is released from the government about the expectations for the rest of the summer term. • Key staff to liaise with high schools to explore transition opportunities as the situation develops • In school, the June/July period will focus heavily on wellbeing, safeguarding, routines, reassuring children, and transition • A special focus needs to be given to new early years entrants and to Year 6 leavers • An enhanced section on our school website will be set up for parents of the new EYFS pupils, including video tours of the classrooms and school environment • A section on the Year 6 class page on the school website will also be provided for transition – including videos, downloads, and information from the various high schools	• Arrangements for the new academic year have been shared with all children and their parents • Year 6 children will have been provided with opportunities to make a smooth transition to their secondary school • Adapted arrangements for early years children have taken place with parents being very reassured about safety and induction processes • During the period before the end of the academic year much has been done to focus on children's wellbeing, safeguarding routines, and social interaction

Staff wellbeing

Education Support:

https://www.educationsupport.org.uk/

Tel: 08000 562 561

Anna Freud National Centre for Children and Families: Supporting Staff Wellbeing:

https://www.annafreud.org/what-we-do/schools-in-mind/resources-for-schools/supporting-staff-wellbeing-in-schools/

Mentally Healthy Schools:

https://www.mentallyhealthyschools.org.uk/whole-school-approach/supporting-staff-wellbeing/

Mind:

https://www.mind.org.uk/

Pupil wellbeing

Education Endowment Foundation: Improving social and emotional learning in Primary Schools:

https://educationendowmentfoundation.org.uk/tools/guidance-reports/social-and-emotional-learning/

Young Minds:

https://youngminds.org.uk/

Charlie Waller Memorial Trust:

https://www.cwmt.org.uk/schools-families

LGfL Wellbeing Connected:

http://wbc.lgfl.org.uk/

Safeguarding

NSPCC:

https://www.nspcc.org.uk/keeping-children-safe/

Parentzone:

https://parentzone.org.uk/parents

UK Safer Internet Centre:

https://www.saferinternet.org.uk/advice-centre/teachers-and-school-staff

Think U know resources:

https://www.thinkuknow.co.uk/

Childnet:

https://www.childnet.com/

Bereavement

Child Bereavement UK Helpline:

https://www.childbereavementuk.org/

Tel: 0800 02 888 40

Cruse Bereavement Care Helpline:

https://www.cruse.org.uk/

0808 808 1677

Winston's Wish:

https://www.winstonswish.org/

Supporting a bereaved pupil:

http://sabp.lgfl.org.uk/