

## St.Michael's Church School

### Returning to School Protocol and Procedures

We have been asked to plan for school to conditionally reopen to Reception, Year 1, and Year 6 children from Monday 1<sup>st</sup> June subject to confirmation by the Government on the 29<sup>th</sup> May 2020.

Our planning has been underpinned by the Department for Education's advice on effective infection protection and control which states the following:



*There are important actions that children and young people, their parents and those who work with them can take during the coronavirus outbreak, to help prevent the spread of the virus.*

*In all education, childcare and social care settings, preventing the spread of coronavirus involves dealing with direct transmission (for instance, when in close contact with those sneezing and coughing) and indirect transmission (via touching contaminated surfaces). A range of approaches and actions should be employed to do this. These can be seen as a hierarchy of controls that, when implemented, creates an inherently safer system, where the risk of transmission of infection is substantially reduced. These include:*

- *minimising contact with individuals who are unwell by ensuring that those who have coronavirus symptoms, or who have someone in their household who does, do not attend childcare settings, schools or colleges*
- *cleaning hands more often than usual - wash hands thoroughly for 20 seconds with running water and soap and dry them thoroughly or use alcohol hand rub or sanitiser ensuring that all parts of the hands are covered*
- *ensuring good respiratory hygiene - promote the 'catch it, bin it, kill it' approach*
- *cleaning frequently touched surfaces often using standard products, such as detergents and bleach*
- *minimising contact and mixing by altering, as much as possible, the environment (such as classroom layout) and timetables (such as staggered break times)*

The following considerations have been taken into account to ensure a return to school is safe and protecting of all adults and children in school.

### **SUMMARY STATEMENTS**

1. **Staffing requirements** : More staff will be required to be in school, but return to the school environment is not possible for all staff
2. **Entry/exit of school and movement within**: The principles of 'staying safe' to reduce transmission must be followed
3. **Cleaning/hygiene considerations** : Spaces within school will need additional and more frequent cleaning and may require non-cleaning staff to assist
4. **Outdoor play (break)**: It is important that children still get break time but this needs to be separate from other groups
5. **Lunchtime** : Children are required to be fed still and this needs to be done in the safest way possible
6. **Supporting medical needs of children** : Our very effective system of administering medication needs to be retained.
7. **Re-establishing routines/expectations**: Be mindful of the change of routine. Children have had very different experiences at home for a long time.
8. **Differences in learning and the recovery curriculum**: Some children have been learning, some consolidating and some have not taken part in Home learning.
9. **Online learning for those children not in school**: Some children will still not be attending and we wish to continue to support their education
10. **Childcare provision**: Some Keyworker children have been in school every day and this will continue.
11. **Bereavement** : Be mindful and prepared for any deaths in the community or triggers for families
12. **Sensory needs and separation anxiety** : Many have spent long periods in quiet houses and some will not want to be parted from their family
13. **Special needs** :Some children will be confused and need support with another transition
14. **Transitions**: Coming back to school – Reception and Year 6 and usual end of school year transitions need planning.
15. **Uniform**- Some children will have grown and won't have uniform; an understanding approach is needed

<b>Considerations: A fuller explanation</b>	<b>Action: What we are planning to do at St.Michael's Church School</b>
<b><u>Schools have not been shut</u></b>  <b>The majority of staff have continued to work providing education and support from home and</b>	School will be closed to all children over the half-term holiday to allow for Deep Clean, classroom preparations and to offer staff a break too.

<p><b>supporting school in its closure plan, often whilst home schooling their own children. We must recognise these experiences, particularly where staff have continued working over the Easter holidays too.</b></p>	<p>The first couple of weeks of school reopening will be focussed on ensuring everyone’s wellbeing is catered for, including adults and the curriculum will need to reflect this.</p> <p>There will be no staff meetings/briefings in school. All staff meetings will continue to take place online to ensure adult groups do not mix.</p>
<p><b><u>Staffing requirements</u></b></p> <p><b>Guidance from the DfE advises schools that a safety measure would be to halve the class sizes (typical class size being 30). With that in mind, we would need double the staff.</b></p>	<p>Teachers and teaching assistants will work together to deliver lessons and support their group throughout the day. Each group (bubble) will be allocated adults to support them. Those are the <u>only</u> adults that are to come in to contact with those children i.e. a teacher cannot teach one group on Monday and then a different group on Tuesday.</p> <p>Staff not able to be in school due to childcare/shielding are planning the online and school curriculum for pupils. Admin staff, site staff, cleaners and some midday supervisors will all support the re-opening of school. Non-class based staff are very aware that they must not come in to contact with groups of children as they could be unknowingly spreading the virus between groups.</p> <p>School will close by 12.30pm each Friday so that staff have entitled non-contact time and cleaners can deep clean effectively. Exit times will be staggered- see section below on entry/exit to school.</p> <p>Staff will have extra roles. Teaching assistants may take small groups and deliver lessons at times (under the instruction of a class teacher) and staff may support with the cleaning of classrooms throughout the day.</p>
<p><b><u>Entry/exit of school and movement within</u></b></p> <p>We need to make plans to reduce the possibility of large groups of the school community gathering at any one time, that includes parents. Entering and exiting school pose potential problems, as does movement within school. Our behaviours have to change so that we limit the potential risk to one another. The DfE acknowledge that schools may change the start and finish times or introduce processes for drop-off and collection arrangements.</p> <p>The DfE guidance does not make reference to young children socially distancing themselves from one another. This is in acknowledgement that it is almost impossible to do so. However, we must try to reduce contact as much as physically possible.</p>	<p>There will be no large gatherings of adults nor children. There will be no whole school Collective Worship for children. It is planned that Collective worship will be class based and will use remote systems such as Video recordings so that these important times in our day can be shared with all groups in school and those pupils still based at home.</p> <p>School will start at 8.45am for Year 1; 9.00am for Reception; 9.15am for Year 6. If your children attend St.Michael’s Ark pre-school, their day will start at 8.45am. Keyworker children’s group begin at 8.30am, entering via the Main School entrance.B.</p> <p>Parents are to walk to school, where possible, and only one parent will be encouraged to bring their child/children to school. Parents of Year 1 are to deliver children to school via the main entrance (Entrance B). Year 6 children are to walk down the path next to the Pre-School entrance (Entrance C). Parents of Reception children are to deliver children to school by the gate nearest to Reception (Entrance A). Parents must arrive on time for entry to school, they must not arrive early or late. In the instance that parents have children in more than one year group, parents can wait with their children in the waiting zones marked on the pavement outside, strictly following social distancing from other parents and children. Parents will be asked to drop off and leave, rather than remain at the school grounds.</p> <p>The school day will end at different times for each year group. Reception will be collected from their classrooms at 2.45pm; Year 1 will be collected at 2.30pm; and Year 6 and Keyworker children will be collected at 3.00pm. This will ensure that parents do not come in to contact with more people than necessary.</p>

	<p>On a Friday, children will eat their lunch in school and exit at the following times: Year 1 12.00 noon, Year R 12.15pm, Year 6 12.30pm</p> <p>Again, parents must not arrive early or late. They must collect their children on time so that teachers can release children safely. Whilst parents are waiting, social distancing must be adhered to.</p> <p>Teachers will not be available to speak to you unless teachers initiate the contact. Teachers must commit their time to ensuring that all children safely leave their care. Parents can contact class teachers through Purple Mash email system if they have queries about the day or they can call to make a phone appointment or email via the school office.</p> <p>The school office is closed to visitors. If parents need to speak with the office team they can still call and receive support over the phone or via email.</p> <p>Children need to move around school in their small groups and not mix with other children, however they are allowed to walk past one another in corridors – the risk of contracting the virus by walking past one another has been assessed as minimal although we will try to operate a one-way system where possible. Timings of the school day have been planned so that contact between different groups of children is limited. Children will have named tables and chairs that are arranged apart from each other.</p>
<p><b><u>Cleaning/hygiene considerations</u></b></p> <p>In order to contain the virus, a strict cleaning regime has been put in place. The government have provided very specific guidance about what we should be doing to effectively clean spaces in school. This will require adults that don't normally identify as cleaners to fulfil those duties throughout the day before the cleaning staff are in school to complete a thorough clean.</p> <p>Handwashing protocols are to be strictly followed and 'catch it, kill it, bin it' is to be promoted. Children are to be encouraged not to touch their mouth, eyes and nose.</p>	<p>After use, adults will disinfect and clean tables, door handles and equipment. Each class will have their own allotted set of classroom cleaning equipment that will be stored safely within the classrooms.</p> <p>Adults and children are to wash their hands on entry to school, before break time, after break, before lunch, after lunch, before leaving school, and anytime that they visit the toilet or cough/sneeze in to their hands. Hand sanitisers are to be made available in classrooms. Where children are struggling to wash independently they may receive support.</p> <p>Children will be allowed to go to the toilet as they would do in a normal school day, and each group has been allocated their own toilet area.</p> <p>If tissues are used, where possible, bins will be emptied regularly. We have purchased lidded bins with no touch sensors to eliminate any potential risks of contamination.</p> <p>All rooms will be well ventilated with doors remaining open. This contravenes fire safety measures, however the risk of spreading the virus is greater than the risk of a fire. However, if a fire alarm is sounded, we will ensure those doors are closed. This measure will reduce the use of door handles significantly. A Fire practice is planned during the first week back in school, so that groups are familiar with new exit routes from their new classroom areas.</p> <p>Government advises that there is no additional need for clothes washing after a day in an educational setting but that clean clothing should be worn each day to school.</p> <p>If we are required to clean an area after a positive case of coronavirus has been identified, we will follow the guidelines outlined by the government.</p>
<p><b><u>Outdoor play (break and lunch)</u></b></p>	<p>Each group will have an allocated space in the playground so that they don't come in to contact with other children from different groups.</p>

<p>Children are to be encouraged to play outdoors as the transmission of the virus is reduced in outdoor spaces. However, we need to reduce the risk of contact between groups of children.</p>	<p>Children are to wear a wristband with an allocated colour. This now forms part of their uniform. They will be able to distinguish between which children they can play with and which children they can't (although they shouldn't come in to contact with other groups anyway).</p> <p>Games that encourage distancing and little touch need to be made available to the children. Each group will have their own resources from their classrooms and the PE cupboard so that they have dedicated outdoor equipment that is taken out and used exclusively by them. This is then gathered back in at the end of their break/ lunch time.</p>
<p><b><u>Lunchtimes</u></b></p> <p>We are still required to ensure that our children are fed adequately throughout the school day but also to reduce risk of infection, therefore we need to manage this time carefully so that it is not a 'pinch-point'.</p>	<p>Children will be provided with a free school lunch- and for the first few weeks, no packed lunches are to be brought into school so that we are assured that all food prepared eliminates any potential contamination from packaging brought in from homes. As we become more confident in managing our new ways of working, we will consider revising this plan. Children will eat lunch as a Bubble group in their classroom or the Main hall. All usual dietary requirements will be adhered to. Teaching staff will assist with the service of lunch to their group. The efficient running of lunchtime systems will be managed by catering and midday supervisor teams who will remain socially distant to each of the groups but will support with food provision and cleaning.</p> <p>They will then support supervision of the children whilst they eat. Seats at tables have been marked to promote social distancing whilst the children eat (sat away from one another).</p> <p>Members of staff responsible for groups will have to rotate between supporting the lunchtime and having their own lunch. Once all children have had their dinner, they are to then play outside for 30 minutes. During this time the midday supervisor will clean the tables and floor whilst a member of staff supervises the children outdoors.</p>
<p><b><u>Supporting medical needs of children</u></b></p> <p>We need to 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.</p>	<p>Where children have medical needs, we need to be very aware of them. Once groups are established, 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. Following that, appropriate medicine and record-keeping will be placed in the correct classroom so that the child has appropriate access to their medication.</p> <p>In exceptional circumstances, if support is required to administer medication or first aid, then any adults external to the group must wear a mask and gloves to further reduce the risk of spreading the virus.</p> <p>If a child in the setting becomes unwell, and displays COVID 19 symptoms, 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 PPE provided to schools by the Local Authority.</p> <p>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. This is why it is so important to not mix with other children and adults outside of the group – it is a protective mechanism. This guidance also applies if an adult presents as unwell and is subsequently tested as positive.</p>

<p><b><u>Re-establishing routines/expectations</u></b></p> <p>For many children starting 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 we will need to allow a period of adjustment and need to re-learn the rhythm of the school.</p>	<p>It is important for the transition back to school to involve a routine being put in place swiftly as children prefer routine and it gives them a sense of comfort. However, some children may struggle and it is important for the school to acknowledge this and offer help where needed.</p> <p>I will share a video with a return to school message for the children, this will be accompanied by some simple guidance for them so that they do not feel overwhelmed and they know the structure of the day and expectations of them.</p> <p>Children are likely to be very tired by the afternoon and so the timetable will need to account for this and organised for more open activities.</p> <p>Children will have been eating at very odd times and may be hungrier so we make additional food available, should it be needed.</p>
<p><b><u>Differences in learning and the recovery curriculum</u></b></p> <p>There will be wide-ranging differences between the amount of work that children have been accessing at home. Some children will have kept up-to-date with the shared lessons whereas others will not have engaged at all, which could very well be through no fault of the family. Access to learning resources and bereavements in the family could be factors. Our provision now needs to reflect that.</p>	<p>Teachers will plan a careful and adapted curriculum to meet the needs of the children. It will not be assumed that children now understand the content delivered through home-learning, and we can't afford to widen gaps in understanding by racing through curriculum content in an attempt to try to catch-up. We will not catch-up in a half-term. We will spend the rest of their time at primary school catching up so there is no rush.</p> <p>During the first week, teachers are to revise previously taught content in the core subjects, with a heavy focus on basic skills. Themed topic work, art, Sport and other foundation subjects will be taught in the afternoons. Reading books will be selected by children for use in school. Books once read, will be stored separately for 36 hours before being returned for general circulation. Reading books will not be brought home. Home reading should continue with own books or through Bug Club.</p> <p>We will not be able to share photocopiers, therefore we have a member of staff who will print all resources and drop them off to specific groups, leaving them outside relevant classrooms.</p>
<p><b><u>Online learning for children not in school</u></b></p> <p>Some children will still not be able to attend school. That will be either because they are shielding or unwell, they are not one of the designated year groups, or their parents are unwilling to allow them to come to school. Irrespective of reason, we will still provide educational support to those children.</p>	<p>Purple Mash email system will continue as a mechanism for home-learning and support for parents, as will resources provided on our Home learning pages on the website. Teaching staff will be responsible for providing the planned learning for each year group- those in school and those home learning. School will be closed on Friday afternoons so that all staff receive adequate PPA time, working from home as required.</p> <p>Class teachers may become less active on Purple Mash and Tapestry as they will now have further teaching responsibilities. Work is still likely to be set on 'To Dos' on Purple Mash and where possible Home learning will match the work set in school.</p>
<p><b><u>Childcare provision</u></b></p> <p>The childcare provision needs to continue running so that we support key worker families. Some of the children that are attending the childcare provision will be able to access the classes that are now open.</p>	<p>The Keyworker/Vulnerable childcare provision will now change to an education provision. Staff will be allocated to support this mixed age and flexi-timetabled group. The numbers in the Keyworker groups may be reduced given that some of them will now be attending school as they are in the specific returning year groups. Allocation of groups for these pupils will be discussed directly with parents before school re-commences.</p>
<p><b><u>Bereavement</u></b></p> <p>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.</p>	<p>The local authority have supplied 'Bereavement Advice' with support materials and books referenced. These will be used by staff if children require additional support. We have a team who will support children pastorally if they require it, however this means that they are not be part of any class group cycle so that they can support children ,socially distanced, without fear of further infection. Where possible, they will</p>

	<p>utilise outdoor spaces to conduct pastoral meetings, further reducing the risk of infection.</p> <p>Parents will be asked to share information about how their child is feeling and any emotional experiences/responses during lock down so that staff are fully able to support. This will form part of the final survey that must be completed before attending.</p>
<p><b><u>Sensory needs and separation anxieties</u></b></p> <p>Many children will be looking forward to the return to school but will find being around people difficult, frightening and overwhelming, particularly if we move rapidly from social distancing to a return to school</p>	<p>We will be aware of any sensory issues being highlighted and it is imperative that there is control in walking around the setting so that this can be controlled well. Staff will need to make particular effort in making sure classrooms are relatively quiet spaces so that those that are not used to the noise and find it upsetting can adjust. Children will be made aware this could be an issue and should speak with a member of staff if they feel they need some down time.</p> <p>Staff are also aware that a lot of the children haven't left their families for a long while and they might find it difficult to leave them. Teachers are to plan settling in activities as the children enter (particularly the younger children) so that they don't feel additionally upset or anxious.</p>
<p><b><u>Special needs</u></b></p> <p>The impact of all these issues will be even greater for those with special needs. Their learning will have been impacted as will issues of being or not being in school, managing change, routines and anxieties. There will be particular issues with managing transitions into school and where there is a change of setting.</p>	<p>For our SEN children the biggest hurdle will be expectations of behaviour, establishing routine again and reassuring them that all is ok.</p> <p>The groups will have a visual timetable every morning to reassure the children how the day will look.</p> <p>If behaviour is an issue for individual children and that leads to us not being able to ensure the safety of others, in terms of the virus control, then we may suggest that those children are on reduced timetables as they transition back to school.</p>
<p><b><u>Transitions</u></b></p> <p>Transition arrangements are going to be incredibly important to how effective a return to school is and also how secure and safe the children feel in their new academic year.</p>	<p>If children return to school before the end of term, then we may be able to plan transition effectively. With Reception and Year 1 already being in school for a full half-term, we will be able to ensure that they transition to Year 1 and 2 effectively. For our Year 6, it is hoped that some transition to secondary school may still take place- but has not yet been confirmed. Other year groups may need additional time and we can plan this in for the remainder of the year but also in the next academic year. We will not be forced to have rushed transitions.</p>
<p><b><u>Uniform</u></b></p> <p>Most children will have grown over the time that they have been out of school and so their uniform may not fit.</p> <p>Children will be welcomed back into school, not penalised for not having the right uniform.</p>	<p>We want children to wear PE uniform to school each day as we know this can also be washed and dried more easily and this allows for children to access sports activities each day.</p> <p>An addition to the uniform will be a rubber wristband. This wristband will be coloured for each different group. The children will be placed in to their groups and receive the appropriate wristband on their first day. They will be expected to wear that wristband whilst they are at school.</p> <p>The colour will ensure that children know which other children they can mix with in their year group. And it will be very easy for other adults to spot children mixing and discourage it from happening.</p>