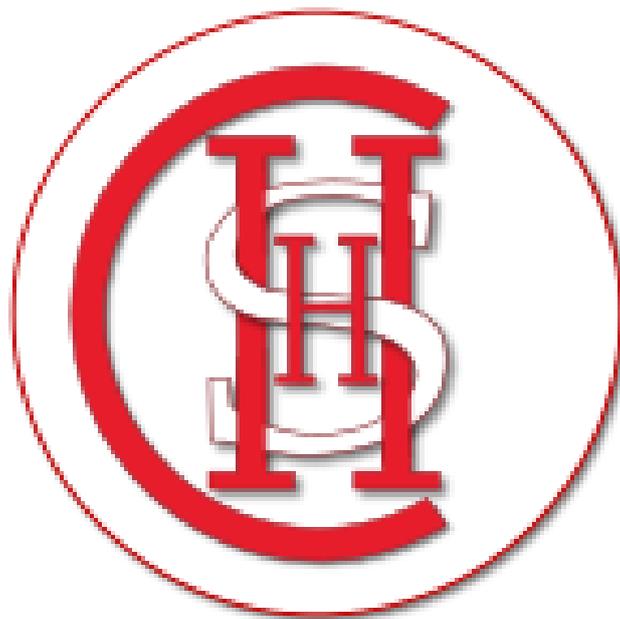


Highters Heath Community School

Coronavirus (COVID19) Full Opening Plan



March 2021

Contents:

- [The aim of this plan](#)
- [Returning to school in March](#)
- [Infection control](#)
- [Premises](#)
- [Behaviour expectations](#)
- [Personnel considerations](#)
- [Curriculum](#)
- [Assessments and exams](#)
- [Wellbeing support](#)
- [Educational trips and visits](#)
- [Attendance](#)
- [Uniform](#)
- [Transitions](#)
- [Safeguarding](#)
- [SEND support](#)
- [Suppliers and procurement](#)
- [Transport](#)
- [Procedures for local lockdown](#)
- [Communication](#)
- [Monitoring and review](#)

Signed by:

_____ Headteacher

Date: _____

_____ Chair of governors

Date: _____

The aim of this plan

This document outlines how the school will welcome back all pupils on 8th March 2021 and the measures that will be put in place to ensure our school community is safe and supported.

This is a live document that will be reviewed by the Head Teacher in conjunction with other key stakeholders as and when the situation develops.

Returning to school in March

Preparation for welcoming all pupils back in March has been undertaken by the Head Teacher and other senior members of staff; however, the governing board retains the responsibility for key decisions and the school's plans will be shared with the board before pupils and staff members return.

The school will work closely with:

- Parents, staff and recognised unions when agreeing the best approaches for the school's circumstances.
- The LA to determine what services are required and agree any specific arrangements during this period.

Opening the school

From the 8th March 2021, following the completion of relevant risk assessments, we will be welcoming back pupils in all year groups.

In welcoming all pupils back, we will be minimising the number of contacts that each pupil has during the school day, as part of implementing the DfE's system of controls outlined later in this plan to reduce the risk of transmission.

Risk assessments

Our risk assessment will be revisited and updated before the school opens in March, to consider additional risks and control measures and ensure the safety of all pupils and staff. We will consult with staff as part of the assessment, to ensure everyone's needs are understood and accounted for.

We will also review and update other relevant risk assessments, considering the need for relevant revised controls in relation to the implications of coronavirus. Sensible and proportionate control measures will be implemented to reduce the risk of transmission to the lowest reasonably practicable level.

Pupil 'bubbles'

Consistent bubbles will be used to ensure the risk of transmission is reduced. We will implement small pupil bubbles equivalent to the size of a full class, where possible. If this is not possible, e.g. if the use of small groups would restrict the normal operation of the school, we will organise larger groups instead.

The Head Teacher will work with all relevant staff to decide on appropriate groupings.

The following control measures will be implemented to ensure bubbles are kept separate from one another whilst at school:

- Large gatherings, such as assemblies, will not take place for more than one bubble at a time.
- Timetables will be organised to ensure bubbles are kept apart and movement around the school site is kept to a minimum.
- Separate classroom areas will be used for different bubbles.

- Break and lunch times will be staggered, with time left in between usage by different bubbles for surfaces in dining areas to be cleaned.
- All communal facilities, e.g. the dining room tables, will be cleaned between usage by different bubbles.
- Start and finish times will be staggered, to avoid large gatherings outside the school.

Staffing arrangements

Risk assessments will also be conducted to account for the new protective measures in place and ensure the school is safe for all members of staff to return to.

Where support staff capacity is available, we will consider using this to support catch-up provision or targeted interventions. TAs will also be deployed to lead groups or cover lessons, under the direction and supervision of a qualified and nominated teacher, where possible. The Head Teacher will ensure the person has the appropriate skills, expertise and experience to carry out the work, and discuss and agree any proposed changes in role or responsibility with the member of staff.

We will ensure appropriate support is available for pupils with SEND by deploying TAs and enabling specialist staff from both within and outside the school to work with pupils in different classes or year groups.

EYFS staffing ratios

The staffing ratios set out in the EYFS framework still apply and will be adhered to. The government has disapplied some requirements in relation to qualifications – these are set out in the ‘Early years foundation stage: coronavirus disapplications’ guidance.

We will use our best endeavours to ensure there is one member of staff on site with a current paediatric first aid (PFA) certificate.

Staff members and pupils classed as clinically extremely vulnerable or clinically vulnerable

Pupils and staff considered clinically vulnerable can attend school.

Pupils and staff who are considered to be clinically extremely vulnerable, and received a letter during the most recent lockdown advising them to shield, should discuss this with the Head Teacher.

We will consider how we can be flexible in how members of staff are deployed to enable them to work remotely where possible or in roles in school where it is possible to maintain social distancing.

Pupils and staff who live with someone who is clinically extremely vulnerable or clinically vulnerable can attend school.

Where an individual has been advised to remain at home by their GP or other medical professional, we will support them to continue working or learning from home.

We are aware that individuals from BAME backgrounds are disproportionately affected by coronavirus; therefore, we will be taking action to safeguard at-risk members of the school community and listen to, discuss, and act on their concerns.

Before- and after-school provision

Breakfast Club provision will resume from 8th March. After school clubs will commence as soon after the start of term as possible. We will consider how such provision can operate alongside our wider protective measures, including keeping pupils within their bubbles where possible. Where it is not possible to maintain these bubbles, we will use small, consistent groups instead.

Reluctance to return to school

All pupils who are not self-isolating or complying with clinical and/or public health advice to stay at home are expected to attend school.

If staff members or parents of pupils with significant risk factors are concerned, the Head Teacher will discuss these concerns with the individuals and provide reassurance of the measures in place to reduce the risk in school. We will try, as far as practicable, to accommodate additional measures where appropriate.

Infection control

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

Following the completion of a risk assessment, we will work through the DfE's system of controls and adopt measures that address the risks we have identified.

Individuals who are unwell

To minimise contact with individuals who are unwell, we will ensure anyone who has symptoms of coronavirus or lives with someone who does, does not attend school until the result of the coronavirus test is known.

If anyone becomes unwell with a new, continuous cough or high temperature, or has a loss of, or change in, their normal taste or smell, they will be sent home and advised to self-isolate, and arrange to have a test to see if they have coronavirus.

If a pupil is awaiting collection, they will be moved to a room where they can be isolated behind a closed door, depending on their age and needs, with adult supervision if required. A window will be opened for ventilation. If the pupil needs to use the bathroom during this time, they will be required to use a separate bathroom, which will be cleaned and disinfected before being used by anyone else.

Any members of staff who have helped someone with symptoms, and any pupils who have been in close contact with them, will not be asked to go home and self-isolate unless they develop symptoms themselves, the symptomatic person subsequently tests positive, or they have been required to do so by NHS Test and Trace.

To meet our duty to engage with the NHS Test and Trace process, we will ensure that staff members and parents understand that they must be ready and willing to:

- Book a test if they, or their child, are displaying symptoms of coronavirus.
- If they, or their child, were to test positive or contacted by NHS Test and Trace, provide details of anyone they have been in close contact with.
- Self-isolate if they have been in close contact someone who develops symptoms of, or tests positive for, coronavirus.

We will ask parents and staff to inform us immediately of their test results. If a pupil or staff member tests negative, they feel well and no longer have symptoms, they may return to school. If they test positive, they will be asked to self-isolate for at least ten days from the first day symptoms appeared, or from the day of the positive test (whichever is sooner) and return to school only once they do not have symptoms other than a cough or loss of sense of smell or taste.

If we are informed of a positive test result, we will contact our local health protection team (HPT) as soon as possible. We will work with the local HPT to understand the action we need to take – this includes sending people home if they have been in close contact with the confirmed case, based on advice from the local HPT. The situation will be monitored closely, and parents will be advised of our plans via letter.

To prepare for this possibility, we will be keeping a record of all pupils and staff members in each group, and any close contact that takes place between pupils and staff in other groups.

Increased hygiene practices

Pupils and staff will be reminded to clean their hands regularly, including when they arrive at school, when they return from breaks, when they move to another room and before and after eating. To ensure this is possible, we will:

- Make handwashing and hand sanitiser stations available across the school.
- Supervise the use of hand sanitiser and support pupils with handwashing if required, e.g. those with complex needs.
- Build these routines into school culture and support them through behaviour expectations, ensuring younger pupils and those with complex needs understand why they must follow them.

We will continue to promote the ‘catch it, bin it, kill it’ approach and ensure there are enough tissues and bins available to support staff and pupils, including those with complex needs, to follow this routine.

Enhanced cleaning measures

Prior to our phased reopening, we developed an enhanced cleaning schedule that was implemented as the school reopened to more pupils and staff. This schedule will remain in place to ensure more frequent cleaning of rooms, shared areas, and frequently touched surfaces and resources.

Pupil groups will not be allocated their own toilets; however, all toilets will be cleaned more regularly than usual.

Equipment and resources

Classroom-based resources, such as books or games, will be used and shared within pupil groups. Pupils and members of staff will be permitted to take shared resources home, but only where this is deemed beneficial to pupils' education and development.

Resources that are shared between groups, such as art and science equipment, will be cleaned frequently and always between use by different bubbles.

Staff and pupils will be advised that individual and very frequently used equipment, such as pencils and pens, should not be shared and that they should have their own. Pupils will be asked to limit the amount of equipment they bring to school to essentials only, such as lunch boxes, coats, books and mobile phones.

Outdoor play equipment will be more frequently cleaned, including equipment used for before- and after-school provision.

Social distancing

Social distancing will be maintained wherever possible. When the school opens fully, the following social distancing measures will be implemented:

- Pupils and staff will be kept in consistent bubbles to reduce the risk of transmission and limit the number of contacts for individuals.
- Adults should maintain a two-metre distance from each other and pupils, where possible.
- Where a two-metre distance is not possible, staff should avoid close face-to-face contact and minimise the time spent within one metre of anyone, unless supporting pupils who have complex needs or who need close contact care – this should be provided as normal.
- Pupils who are old enough should be supported to maintain distance and not touch staff and their peers where possible.
- Pupils in reception will not have desks facing forward, but measures will be in place to ensure they are socially distanced where possible. Pupils in key stage 1 and 2 will be seated side-by-side and facing forwards – any unnecessary classroom furniture will be moved to facilitate this.
- Pupils will be kept in their bubbles for PE, sport and physical activity, contact sports will be avoided, and sports equipment will be thoroughly cleaned by support staff between each use by different bubbles.
- The use of outside space will be maximised to support the delivery of the curriculum.
- Large gatherings, such as assemblies or collective worship, will be limited to one bubble at a time.
- School timetables will be modified to ensure bubbles are kept apart and movement around the school is minimised, and to avoid creating busy corridors, entrances and exits.
- Break and lunch times will be staggered and time for cleaning surfaces between bubbles will be allocated.
- Shared staff spaces will be adapted to ensure staff can maintain an appropriate distance from each other.

- Start and finish times will be staggered to ensure bubbles are kept apart when they arrive at and leave school.
- Parents will not be permitted to gather at the school gates or come into the school building without an appointment.
- Staff can move between bubbles but should continue following the school's social distancing measures as much as possible.
- Parents/carers will be required to wear masks when on the school premises.

The use of PPE

Public Health England (PHE) does not currently recommend the use of face coverings in schools.

Full PPE will only be used by staff where:

- An individual pupil becomes ill with coronavirus symptoms while at school and a two-metre distance cannot be maintained from them.
- A pupil already has routine intimate care needs that involve the use of PPE.

Pupils will not be encouraged to wear masks in school, but will be allowed to do so if this is a factor in reducing anxiety related to returning to school. Staff will be asked to wear masks whilst not in their own work space or bubbles.

Premises

Reactivating the full premises

Some areas of the school have been closed or put on reduced occupancy during the coronavirus pandemic. All critical services (e.g. the alarm system) were maintained in line with their planned preventative maintenance schedule.

The site manager will arrange for any necessary inspections, maintenance work and certification to take place prior to the full opening in March, if these have not already taken place. The usual pre-term building checks will also be undertaken.

Prior to opening and resuming full operation of the premises, the site manager will arrange for the following to take place:

- Ensure the usual water system building management procedures are followed ahead of opening.
- Where possible, recommission all systems before the school opens – this includes gas, heating, water supply, access control and intruder alarm systems, ventilation, mechanical and electrical systems, and catering equipment.
- Check the fire safety systems, including making sure the fire alarm system, fire doors and emergency lights are operational.
- Clean and disinfect all areas and surfaces in line with coronavirus cleaning arrangements.
- Check traps have not dried out on drainage systems and that water seals are in place, and that toilet ventilation systems are working.
- Organise pest control for any infestation, where appropriate, particularly in food preparation areas.

- Deep clean the kitchen before food preparation resumes.

In addition to the above, the site manager will ensure a site assessment is arranged to determine requirements for each area of the site with regards parking, signage, access, safe distance zones and PPE requirements.

Ventilation

To help reduce the spread of coronavirus, focus will be placed on improving general ventilation at the school. We will consider ways to maintain and increase the supply of fresh air, e.g. by opening windows and doors.

Catering

The school kitchens will be open fully from 8th March. We will adhere to the legal requirements that apply regarding provision of food to all pupils who want it, including for those eligible for benefits-related FSM or UIFSM.

Facilitating infection control and social distancing

The site manager and Head Teacher will conduct an audit of all areas of the school to establish the layout of furniture and equipment and determine what social distancing measures will need to be changed or put in place before opening.

We will not be making any significant adaptations to the school site to enable us to welcome back all pupils unless required. Following the audit and completed risk assessment of the site, we will determine any small adaptations that are required.

Corridors will be marked for one-way direction and signs provided where required. The school timetable will be altered to minimise contact between pupil groups and movement around the school will be staggered and reduced wherever possible.

Large gatherings, such as assemblies, will not take place, and breaktimes, lunchtimes, and drop off and collection times will all be staggered to reduce large gatherings and volumes of movement around the school.

The Head Teacher and other key members of staff will determine which lessons and activities could take place outside.

The site manager's responsibility

Insurers will be notified of any changes that are made to the premises that they need to be aware of.

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

Behaviour expectations

Pupil behaviour

The Behavioural Policy will be updated to account for new social distancing rules and other expectations of pupils. The policy will also detail how these rules and expectations will be

enforced, bearing in mind that some pupils will not understand the need for social distancing and may find the rules difficult to adhere to. Pupils and their parents will be informed about the changes to the Behavioural Policy ahead of their return to school.

We will work with any pupils who struggle to re-engage in school and are at risk of being persistently disruptive by providing support for overcoming barriers to behaviour and to help them reintegrate back into school life.

Expectations of staff

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

- Do not come to work if you have coronavirus symptoms, or go home as soon as these develop (informing your line manager), and book a coronavirus test as soon as possible.
- Inform the school of your test results as soon as possible.
- Clean your hands more often than usual with running water and soap and dry them thoroughly, or use alcohol-based hand sanitiser, ensuring that all parts of the hands are covered.
- Use the 'catch it, bin it, kill it' approach.
- Avoid touching your mouth, nose and eyes.
- Clean frequently touched surfaces often using standard products, such as detergents and bleach.
- Think about ways to modify your teaching approach to keep a distance from pupils in your class as much as possible, particularly close face-to-face support (noting that it is understood that this is not possible at all times).
- Stay at the front of the classroom as much as possible, avoiding calling pupils to the front of the class or going to their desk to check on their work if not necessary.
- Help your class to follow the rules on hand cleaning, not touching their faces, 'catch it, bin it, kill it', etc. This includes updating your classroom displays with posters.
- Limit your contact with other staff members, and do not congregate in shared spaces, especially if they are small rooms.
- Make sure you have read the school's updated Behavioural Policy and know what role in it you are being asked to take.

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

Personnel considerations

We are aware that many members of staff will have experienced an overwhelming amount of emotions during the coronavirus pandemic, whether these are related to bereavement, stress, childcare, isolation or other factors.

Prior to opening in March, we developed a timeline for reintegrating staff back into the workplace. All staff will be involved in the planning process to ensure they feel a sense of control and are reassured of the safety measures in place.

Staff will be informed of any updates to policies or protocols surrounding sick pay, sickness absence, infection control measures and changes to their roles or working hours. We will ensure staggered start and finish times are compatible with staff members' domestic and childcare arrangements.

Recruitment

We will resume our usual recruitment processes once return to a full opening of school in March. Pre-appointment checks and interviews will be carried out virtually.

Supply staff and other temporary workers will be able to move between schools, but we will be considering ways to minimise the number of visits to school. If it is necessary to use supply staff and welcome visitors to the school, these individuals will be expected to comply with our arrangements for managing and minimising risk.

Staff training

Before the school opens in March, staff will undergo training to ensure they understand the new ways of working, e.g. in relation to social distancing and delivering the curriculum to pupils both in school and at home, if applicable.

We will also use this time to ensure staff training is refreshed in all relevant areas, e.g. safeguarding and health and safety.

Curriculum

To ensure all pupils are given the appropriate support to catch up and make substantial progress by the end of the academic year, we will ensure that:

- We teach an ambitious and broad curriculum in all subjects from the 8th March, whilst making use of existing flexibilities to create time to cover important missed content.
- We return to the school's normal curriculum in all subjects by the Summer term 2021.
- Curriculum planning is based on the educational needs of pupils, informed by an assessment of pupils' starting points.
- Remote education is integrated into school curriculum planning and pupils are supported to learn from home if they need to.

Reception

Teachers will focus on the prime areas of learning, including communication and language, personal, social and emotional development, and physical development.

Teachers will also work to assess and address gaps in language, early reading and mathematics. We will ensure we are aware of all updates to the '[Early years foundation stage: coronavirus disapplications](#)', making sure changes to the curriculum are made where required.

We will also consider how all groups of children can be given equal opportunities for outdoor learning.

KS1 and KS2

Our priority will be to identify gaps and re-establish good progress in essential areas, such as phonics and reading, increasing vocabulary, writing and mathematics. The curriculum will remain broad, ensuring the majority of pupils are taught a full range of subjects over the year.

Relationships education, RSE and health education

We will begin delivering the statutory relationships and health education/RSE and health education from the Spring term, in line with our Relationships and Health Education Policy/RSE and Health Education Policy.

Teachers will be trained and supported to deliver content on mental health and wellbeing. More information about how we will support pupil wellbeing can be found in the [Wellbeing support](#) section of this plan.

Learning plan

Please see attached timetable example.

Assessments and exams

Early years assessments

The EYFS profile will return in 2020/2021 in accordance with its usual timetable.

Primary assessments

The government has cancelled all statutory assessments for Summer 2021. This means that, in 2021/2022, the following assessments will return in accordance with their usual timetables:

- The phonics screening check
- KS1 tests and teacher assessment
- Year 4 multiplication tables check
- KS2 tests and teacher assessment
- Statutory trialling

The Reception baseline assessment has been postponed until March 2021; as a result, we will be signing up to the early adopter year.

Wellbeing support

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

One of the school's key priorities in relation to wellbeing is ensuring the school community feels safe when we open in March.

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

Establishing routines

When establishing new routines, all staff will work together as a team to help pupils feel safe, understand the school's expectations, and give them a sense of control.

When organising the timetable for the first few weeks of returning, we will ensure pupils are allowed time to regularly reset, express and process their experiences of the coronavirus outbreak. Activities such as mindfulness, listening to music or going outside for fresh air will be planned into a regular schedule.

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

We understand the importance of positivity during this time and will ensure pupils leave the school every day with a positive mindset. This approach will help them to feel safe and look forward to being at school.

The environment

Pupils will likely be experiencing a range of emotions in relation to returning to school, whether this is excitement or anxiety, so we will ensure they feel safe both physically and emotionally. Staff will work together to decide how to create a warm and welcoming environment which builds a sense of belonging despite the necessity of social distancing measures. Safe areas will be created where pupils can spend time if they are feeling overwhelmed.

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

Learning

To ensure pupils' needs are met and they are able to thrive and learn effectively, we will plan the timetable around a framework that supports pupils to grow.

Teachers will be available if pupils want to talk about any aspect of their learning or emotions they are experiencing.

Communication

We understand that knowing procedures and practices are securely in place will help to alleviate anxiety and build a sense of safety and control; therefore, we will clearly communicate our plans to all stakeholders.

Parents were sent a home/school agreement when returning to school in September. This will remain in effect. Parents will be asked to share these guidelines with their child so they know what they will be expected to do once they return, which will also give them a sense of safety and control. Parents and pupils will sign to say they have read, understand and will follow the guidelines.

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

All staff will be informed of the school's plans and what is expected of them before they return in March to ensure they feel well-informed, involved and valued.

When staff return, it is vital that we determine how relationships and communication will be established and maintained when they are part of bubbles. As they will not be able to connect in the staff room or have informal conversations in corridors or their colleagues' classroom, we will consider how staff can stay connected with one another to avoid any feelings of isolation.

Bereavement

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

The Bereavement Policy has been updated with information regarding how bereavement support will be delivered from March. For pupils, staff and families that remain at home because they are following public health/medical advice, the provisions outlined in the amendment to this policy will continue to be followed.

Pastoral staff and the Head Teacher are responsible for coordinating the school's bereavement support approach. They will meet to discuss how best to support pupils and staff that have been affected as and when they return to school. Before returning to school, the Head Teacher will talk to the pupil or staff member about the following:

- Who they can go to for support within the school and externally
- Who within the school community has been informed about the death
- Whether they would like a memorial to be set up within the school

The impact of such news on any other pupils in the school will be considered and direct contact made with them by their class teacher.

The Head Teacher will check in with staff on a regular basis, and following the news of a death in a school community, to ensure they are supported effectively.

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

External support

The following external agencies can provide extra support if required:

- CAMHS
- GPs
- Early help referral teams

Staff wellbeing and workload

The governing board and SLT will have regard to staff work-life balance and wellbeing, understanding that some staff members may be particularly anxious about returning. We will ensure staff are aware of the measures we are putting in place to support them and that they are involved in this process.

In the first few weeks of term, a wellbeing survey will be conducted to identify how staff are coping with being back in school, concerns they have and any support they require from the school.

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

School leaders will consider ways to keep connected with staff, ensuring regular catch-ups are organised and utilised to understand how staff are coping.

Educational trips and visits

Following government Guidance, no Educational visits will take place at the present time. We will resume domestic, non-overnight trips and visits once advised that it is appropriate.

All trips will be carried out in line with protective measures, including keeping pupils within their consistent groups and the COVID-secure measures that are in place at the destination.

The use of outside space will be maximised, and we may take small groups of children to outdoor public spaces, e.g. parks, as long as a risk assessment deems it safe to do so.

We will follow our usual procedures and conduct full risk assessments in relation to all trips and visits to ensure they can be done safely. As part of these risk assessments, we will consider which control measures need to be used and the wider advice on visiting both indoor and outdoor venues.

Attendance

We expect all pupils to return to school in March; therefore, attendance will be mandatory from that date. We will resume taking the attendance register and issue sanctions, including fines, where applicable.

We understand that there will be a small number of pupils still unable to attend in line with public health advice, whether this is due to them having had symptoms themselves, or because they are a close contact of someone who has had coronavirus.

We are also aware that if the rate of disease rises in the local area, pupils who were previously advised to shield may be asked to follow the same steps again until the infection rate reduces. Absence will not be penalised where parents are following clinical and public health advice.

Any pupils who are unable to attend school for the reasons outlined above will be immediately supported to access remote education.

Whilst attendance will be compulsory from March, we will still be aware of the importance of working with pupils and their families to try and understand the reasons and anxieties behind

poor attendance, rather than immediately issuing sanctions. This will include working to understand pupils' personal and family circumstances and health issues. As the school opens, pupils and their families will be reminded that it remains a safe place to continue learning.

The following action will be taken to ensure this is possible:

- Clear and consistent expectations around attendance will be communicated to families.
- We will identify pupils who are reluctant or anxious about returning, or who are at risk of disengagement, and develop plans for supporting and re-engaging them in education.
- The additional catch-up funding provided by the government, existing pastoral and support services, attendance staff and resources, and pupil premium funding will be made available to be used to put measures in place for families who need additional support to secure pupils' regular attendance where appropriate.
- We will work closely with other professionals, as appropriate, to support the return to school, including continuing to notify a pupil's social worker of non-attendance where applicable.

Uniform

Pupil uniform

During the Autumn term, we returned to the regular school uniform policy (with slight changes such as arriving at school with their PE kit on, when it is their 'PE day') and expect all pupils to comply. Non-compliance will be handled in accordance with the Behavioural Policy, however, we also appreciate that with the shops still not open, it may be difficult for parents to buy new items of uniform, and therefore concessions may need to be given.

Parents will not be required to wash pupils' uniform any differently or more frequently than they usually would.

Staff dress code

We expect all staff to follow the dress code when they return to work in March. Staff will not be required to wash their clothes any differently or more frequently than they usually would.

Transitions

Support for new members of staff

Line managers will contact new members of their team prior to starting in March. Induction programmes will be adapted to ensure the appropriate support is offered to new staff members.

Safeguarding

Ensuring safeguarding arrangements remain effective and updated in response to changes while the school transitions to opening fully is a key priority.

Our Child Protection and Safeguarding Policy has been updated (March 2021) to reflect the current ways of working and the requirements of 'Keeping children safe in education' (KCSIE) 2020.

We will continue to ensure that:

- The best interests of pupils always come first.
- If anyone in the school has a safeguarding concern about a pupil, they act immediately.
- A DSL is always available.
- Unsuitable individuals are not permitted to work with pupils or come into contact with pupils whilst on site.
- Pupils who remain at home, e.g. due to self-isolation, are protected when they are online.

Identifying and supporting newly vulnerable pupils

We are aware that some pupils may have been at an increased risk of experiencing harm during the lockdown period, particularly as they were not seen by staff at the school or other agencies. Others may not have provided cause for concern before the lockdown period but have since experienced significant harm during their time at home – these pupils will form part of a newly vulnerable group.

We will continue to take steps to identify and support these pupils as they return to school, accounting for the fact that these pupils may include those that would not usually be considered 'at risk'.

The DSL and their team will be given time and support to enable them to organise and manage their workload effectively. This will include re-engaging with external agencies and ensuring staff, pupils and pupils' families are informed of any services whose work practices may have changed due to the lockdown period.

Safeguarding training will be refreshed for all staff before the school opens fully to ensure everyone is able to respond appropriately to disclosures from pupils and identify signs that could indicate a pupil has experienced significant harm, e.g. changes in behaviour. This training will be provided in the form of full school training, staff briefings and online courses. The training will reflect the updates included in KCSIE, particularly in relation to domestic abuse and extra-familial risks including Child Criminal Exploitation (CCE), child sexual exploitation (CSE) and county lines.

KCSIE includes a particular emphasis on mental health, which will be key to support for pupils at this time. The definition of safeguarding has changed to include mental health explicitly. Staff have had and will continue to have specific training to support this. We will ensure staff are aware that it will take time for pupils to re-establish their relationships with staff and to process their experiences of lockdown. This means that it may take time before pupils are able to share their experiences. Staff will be reminded that **just because a disclosure is not immediate, it does not make it less valid or important.**

Pupils may also express any trauma they have experienced through their behaviour. We will ensure staff are aware of the link between safeguarding and mental health, emphasising that mental health issues can sometimes be indicators of abuse, neglect or exploitation.

A safe place will be provided for pupils to discuss concerns about their experiences of lockdown and make disclosures where necessary.

SEND support

Assessing risks to pupils with SEND returning to school

All pupils with SEND, including those with EHC plans, will be expected to attend school from the beginning of the Autumn term alongside their peers.

The school will consider whether any pupils with SEND will need specific support to prepare for the changes of routines that the return to school or routines within school will involve.

Providing SEND support

Staff, including TAs and specialist staff, will be deployed to provide pupils with the necessary support while they remain within the required bubble groups. Any redeployments will not be made at the expense of supporting pupils with SEND.

The SENDCO, in collaboration with other key members of staff and agencies, is responsible for coordinating the school's SEND support as it opens fully. Specialist staff, therapists, peripatetic teachers and other support will be allowed to move between schools to support pupils and provide interventions as usual, whilst trying to maintain a distance from other staff.

Support for individual pupils

We are aware that pupils with SEND will have had a variety of experiences. While many pupils with an EHC plan will have been attending school on site for some or all of the lockdown period, others will not. There will be many pupils identified as needing SEND support who will have been learning from home throughout this period. There will also be those who were not on the SEND register before the partial closure of the school, but whose experiences during this period will mean that they are now in need of additional SEND support – we recognise that many of these pupils will be those with social, emotional and mental health (SEMH) needs.

Even within these groups, pupils' experiences will not have been uniform. To ensure pupils receive the appropriate support, the SENDCO will ensure they have a clear understanding of the experiences of pupils during the closure period. This will be done in a number of ways, including speaking to pupils and their parents and getting in touch with any external agencies that have been supporting pupils.

All pupils, including those with SEND, will be given catch up support to promote their progress.

Rebuilding relationships

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

Upon their return to school, relationships between staff and pupils and pupils and their peers will also be impacted due to social distancing measures. We will make sure that this change

in relationships is explained to pupils with SEND, whilst also understanding that these pupils may require repeat explanations.

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

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

Re-establishing routines

The re-establishment of routines for pupils with SEND will be vital, bearing in mind that routines when the school opens more widely will involve staggered starts and other changes.

Routines will be made clear to all pupils with SEND and time will be needed for them to embed and understand the changes. Visual timetables will be made to support pupils' understanding of routines, where necessary. We will consider whether additional breaks for movement to support self-regulation and the management of change are required.

Re-establishing expectations

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

We will clearly set out our expectations to all pupils and ensure pupils with SEND are provided with learning aids, e.g. picture books, to support their understanding.

Restarting learning

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

Teachers and support staff will be responsible for establishing the current level of learning for pupils with SEND. Formal assessment will not be used to establish the current learning levels of pupils with SEND, as this could add to pupils' anxieties around re-entering formal education. The SENDCO will work with class teachers and support staff to develop the most appropriate methods of establishing pupils with SEND's current learning level.

For many pupils with SEND, they will need to revisit and re-engage with a lot of their previous learning and skills; therefore, class teachers will plan this work specifically for pupils that require it.

Sensory issues

For many pupils with SEND, a key issue as they return to school will be the management and regulation of sensory issues. Pupils that have been at school during partial closure will have become used to the site being quieter, while those who have been at home will be used to only being around a few people. Pupils will have to readjust to being around more people,

noise and movement. We understand that during this adjustment period, pupils with SEND may express their discomfort through emotional and physical outbursts. The SENDCO and other key staff will consider how this behaviour will be managed and how pupils will be supported – this will include the following measures:

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

Annual reviews of EHC plans

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

- The SENDCO will be given extra time and support to manage any backlog of reviews, as required.
- To maintain social distancing measures, reviews will be held virtually.
- Clear decisions will be made about information gathering and staff will note whether information is from before or after the partial closure period.
- The SENDCO will identify which meetings are the highest priority (e.g. pupils needing a change in placement and those with a significant change of need) and focus on these meetings.

Parents will be engaged to ensure the school can fully understand pupils' experiences during and after the partial closure of the school

Transport

Public transport

We will continue to encourage parents, staff and pupils to walk or cycle to school if possible, or travel in a car instead. If the use of public transport is necessary, we will encourage individuals to use it outside of peak times – we will introduce staggered start times to support this.

When using public transport, all pupils and staff are required to follow the guidelines on social distancing and wear a face covering at all times.

Pupils and staff will be instructed not to touch the front of their face covering during use or when removing them and to wash their hands immediately on arrival at the school. Disposable face coverings will be disposed of in a covered bin, and reusable ones will be placed in a plastic bag that can be taken home. Once face coverings have been stored or disposed of, pupils and staff will be required to wash their hands before going to their classroom.

Procedures for local lockdown

We have developed a Local Lockdown Contingency Plan in preparation for a potential local lockdown.

In the event of local lockdown, we may be required to close to all but vulnerable children and children of critical workers. We will work with the LA to identify pupils in these priority groups and ensure we have the capacity to stay open for them.

Parents will be informed of any changes to their children's attendance immediately.

If we are unable to open for pupils in priority groups for any reason, we will work with the LA to agree the most appropriate solution. If we need to offer pupils places in alternative settings, we will ensure that they and their families are informed of this as soon as possible.

Remote education

If a local lockdown occurs, or a group or small number of pupils need to self-isolate, we will offer immediate remote education to all pupils who are at home.

We will use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos and is linked to our curriculum expectations.

Pupils will be given access to high quality remote education resources. The online tools we select will be used consistently across the school to allow interaction, assessment and feedback. All teaching staff will be trained to use the online tools to ensure effective use.

Pupils who do not have suitable online access will be provided with printed resources, such as textbooks and workbooks.

Expectations of pupils will depend on their age, stage of development, and any SEND.

Attendance

During the period of local lockdown, we expect vulnerable children, those with a social worker, or those who are deemed otherwise vulnerable to attend school, unless they are shielding or clinically vulnerable. For those with an EHC plan, attendance expectations will be determined following the completion of a risk assessment. If their needs can be as safely or more safely met in school, we will expect them to attend.

If a parent does not want to bring a vulnerable child to school, we will discuss with the parent and the child's social worker, if applicable, the reasons for their concerns and take steps in line with the government's guidance on vulnerable children.

Critical workers are not required to take up a school place during this time, but places will be available if they need them. We will discuss with parents who are critical workers the provision that is needed for their children.

Attendance during the local lockdown will be recorded in line with the coronavirus-related measures outlined in the Attendance Policy.

No one displaying symptoms of coronavirus will be allowed to enter the school site.

Pupils with SEND

In the case of local lockdown or renewed partial closure of the school due to a coronavirus outbreak, the school will need to recommence the provision of remote learning. Where this is the case, we will ensure support additional support is in place to help pupils with SEND to access remote education.

Personnel considerations

We will ensure the wellbeing of staff is considered and discuss with them the impact of local lockdown measures.

During the period of lockdown, we will assess the staffing capacity required and discuss our needs and decisions with the LA.

Where staff are clinically vulnerable, or extremely clinically vulnerable, we will work with staff to determine whether it would be safer for them to work from home or at school. If they are comfortable with being in school, we will ensure stringent protective measures are implemented and followed. We are aware that shielding measures may be re-enforced, and will support staff to work from home where this is the case.

Infection control

When operating at a limited capacity, we will continue to follow the stringent infection control measures that are outlined earlier in this plan.

Food provision

If a local lockdown is enforced, we will follow government advice and work with the LA to ensure pupils eligible for FSM continue to receive support.

Communication

Our plans to open and all associated procedures will be communicated to all relevant stakeholders, including pupils, parents, staff, visitors, suppliers and contractors.

Parents will be informed of:

- The protective steps the school is taking to ensure pupils are safe.
- New timetable arrangements, including start and finish times.
- The processes for drop-off and collection.
- The educational resources that can be accessed from home, if their child is following public health/medical advice and will not be returning to school immediately.
- Recommendations in terms of transport to and from the school.
- Safety measures that will be implemented, e.g. social distancing.
- Expectations of pupils in terms of behaviour and attendance.

These arrangements will be communicated via letters, texts, and the website. Parents will be expected to share any relevant information with their children.

Staff will informed of all relevant plans, including infection control measures, timetable changes or changes to their role and expectations of them, and will be given the opportunity to address any specific concerns. Staff meetings and training days will take place before the

school opens, to take staff through all of the arrangements. Staff will be engaged regularly to get their feedback on the arrangements that are in place.

Prior to opening, discussions will be held with all contractors and suppliers to ensure they are prepared to support our plans.

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

Monitoring and review

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

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

Timetable showing expectations of learning:

Week 2

- Support staff in school for normal hours.

Friday 5th March

- No remote education to be set. Teachers to use the day to prepare for week 3 and beyond. The rota will be altered so that no teachers are scheduled to be with groups on this day (for key worker and vulnerable groups).

Week 3 (08/03/2021)

Monday 8th March

- Re-engagement Day- activities similar to SEAL/PSHE. (Renew class contracts, behaviour expectations, bubble norms etc).

Tuesday 8th March-Friday 12th March

- Each morning focus on basic skills in maths, English and reading, shorter sessions (around 30-40 minutes). These sessions need to be broken up with team working, cooperation and speaking & listening activities. This could have an element of basic skills, such as a throwing and catching game, with a counting/times tables focus, or PE. **Keep it light, but keep it learning!**
- Each afternoon, embark on spring 2 topic work. You may choose to keep these sessions activity based e.g. art, craft etc. **Keep it light, but keep it learning!**

Week 4- 6

- Revision of **the most important** autumn and spring KPIs for maths and English, this will mean that the normal learning journey will not be applicable. Your starting point for this will be to first of all identify the KPIs that would have been taught in autumn and spring, and then identify the ones that are vital to help move the learning forward.
- As close to Pre-Covid timetables as possible should be used as the norm. However, forward planning is crucial. When the relevant KPIs have been identified, appropriate time needs to be set aside to teach them. This may or may not mean that some maths and English lessons spill into afternoons. So please be flexible with your timetables, and plan ahead. Guided reading lessons should, from year 2-6, be 3 whole class guided reading sessions each week.
- The aim of doing this, is that at the start of summer term, the children are (as near as possible) ready to access their summer learning for their year group.
- We need to teach ICT and science. We will give more detail on this next week.
- SEN interventions and catch up interventions to start.