

## Doxey Primary School's Recovery Plan / Protocols COVID 19 Full reopening September 2020

The following plan outlines risks that may increase the spread of COVID 19. Steps and protocols will be put into place to minimise these risks of spread following the current government guidelines. This plan will be reviewed by staff weekly to ensure it is as effective as possible.

Considerations	Actions to mitigate concerns	Notes:
<p><u>School has not been shut</u></p> <p>The majority of staff have continued to work providing education and support from home and supporting school in its closure plan, often whilst home schooling their own children. We must recognise these experiences. All staff are going to start tired and this will impact on their ability to lead, manage and respond to change.</p>	<p>All staff must receive a full Summer holiday.</p> <p>The first couple of weeks of school reopening will be focussed on ensuring everyone's wellbeing is catered for, including adults.</p> <p>PD Day will go ahead as planned (1.9.2020) Whole staff meeting will be held in hall socially distanced. This will ensure the same message is given to all staff regarding risk assessments and this plan. Also an opportunity to discuss and address any concerns.</p>	<p>This document and other risk assessments to be emailed to staff prior to PD Day</p> <p>PD day went ahead as planned.</p>
<p><u>Staffing requirements</u></p> <p>It is the government's plan that all pupils in all year groups will return to school full time from the beginning of September.</p>	<p>All staff should return to school to their September position. Shielding of clinically vulnerable officially ends on August 1<sup>st</sup> 2020.</p> <p>Staff will have to fulfil roles beyond what they are used to. We will all have to support with the cleaning of school throughout the day. This will be less than the partial 'bubble' cleaning regime but will still be necessary – see below.</p>	
<p><u>Entry/exit of school and movement within</u></p> <p>We need to make plans to reduce the possibility of large groups of the school community gathering at any one time, that very much includes parents. Therefore, entering school 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</p>	<p>We are proposing 4 large bubbles:</p> <ul style="list-style-type: none"> <li>• EYFS</li> <li>• KS1</li> <li>• LKS2</li> <li>• UKS2</li> </ul> <p>Careful consideration has been given to the reopening of before and after school provision. We are currently collecting numbers of pupils whose parents would require this. I feel we should aim to open if safe as if we cannot, other schools may not, and this will have an impact on staffing in all</p>	<p>This may need to be reviewed.</p> <p>Review bagels second week- Bagel provision not yet able to be reinstated. 30.09.2020</p>

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<p><b>change the start and finish times or introduce processes for drop-off and collection arrangements.</b></p> <p><b>The DfE guidance does not make reference to children socially distancing themselves from one another. This is in acknowledgement that it is impossible to do so.</b></p>	<p>schools. We are aware that this may mean a cross phase contamination, but siblings already create this issue as does our planned PPA sessions. I have spoken to PPA cover and they are all happy to go ahead with PPA as planned (PE, Art, Computing) even though this means these staff seeing all pupils over the week.</p> <p>There will be no mass gatherings of adults nor children. Where possible, meetings will take place in large spaces (or outside) so that adults can appropriately socially distance. Likewise, there will be no assemblies for children. We are looking for ways to hold assemblies – either in classrooms or perhaps in phases in the hall. More information to follow. We feel assemblies are important – especially at the beginning of a new school year</p> <p>We have 4 different entrances to school and a very large playground. We are going to trial arrival at the same time for the first 3 day week. There will not be bagels served on the playground (no bagels for the first week at least – we may serve in classrooms after this – under review)</p> <p>Gates will open at 08:40 and KS2 pupils to line up as normal for the first day. During the first day we will train pupils for this to change slightly – From the second day Year 5 will line up outside the old Year 4 cloakroom (They will use this so that the corridor cloakroom can be for Y3 and 4 as this is the same phase bubble) Classrooms will need to be set up with side by side seating (horseshoe or rows) you may want to specify the lining up order based on this?</p> <p>In the instance that parents have children in more than one year group, parents may wait with their children in the playground, strictly following social distancing from other parents and children. Parents will be asked to drop off and leave, rather than remain on school grounds. <b>There will be no handover chat.</b> If a parent is late they must go to the front entrance and wait outside.</p> <p>Teachers will not be available to speak to unless teachers initiate the contact. (EYFS exception here- see below) Teachers must commit their time to ensuring that all children safely leave their care. Parents can contact teachers through their email or dojo if they have queries about the day or they can call to make a phone appointment.</p> <p>EYFS parents may enter the classrooms to drop their children off and assist with hand sanitisation.</p>	<p>Teachers to be by door at 08:45 – allowing children already lined up into the classroom.</p> <p>Phonics teaching to be reviewed and begun after initial assessment. (TW to discuss with SN)</p> <p>Books and marking will be as normal but staff and pupils should keep their own pens and pencils.</p>

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	<p><b>The school office is inaccessible.</b> The office will not be open for parents to drop-in to. However, parents can obviously still call and receive support over the phone or via email.</p> <p>The staff room will remain open to adults; however strict social distancing must be in place at all times. No more than 6 members of staff can be in the Staff room at any one time, but another 6 can use the community room which will have some staff room chairs in. It is important for your own wellbeing that you see colleagues and I encourage this, but please do not contravene social distancing measures otherwise multiple groups could be at risk of infection should anyone present with symptoms. Please ensure that you clean all surfaces that you come into contact with, prior to and after use. Antibacterial wipes and spray will be available in the staffroom for this.</p> <p>Staff toilets (Ladies and Gentlemen in disabled in KS2) are to be wiped down prior to and after use and hands washed appropriately. Only one member of staff can be in the toilets at any one time.</p>	<p>Move some chairs into community room - <a href="#">Done</a></p>
<p><u><b>Cleaning/hygiene considerations</b></u></p> <p><b>In order to contain the virus, a strict cleaning regime needs to be 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.</b></p> <p><b>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.</b></p>	<p>At various intervals, (a minimum of start of day, break time, before and after lunch) 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 appropriately within the classrooms.</p> <p>Adults and children are to wash their hands/sanitise 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. Where children are struggling to wash independently they may receive support assuming the adult supporting is also washing their hands.</p> <p>Children should be allowed to go to the toilet as they would do in a normal school day, however staff need to be very aware of how many other children are also using the toilet and ensure that children wash their hands afterwards. Each bubble has exclusive toilets to use:</p> <p>Sparkles- nursery toilets Nursery – nursery toilets Reception – Reception toilets Year 1/Year 2 – KS1 toilets Y3/4 Y5/6 – Same KS2 toilets but 2 toilets labelled 3/4 and 2 labelled 5/6 in each.</p>	<p>New Covid caddies – one for each class.</p> <p>Only one child from each class allowed out to toilet at any one time.</p>

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	<p>All rooms should be well ventilated therefore doors should remain 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, you must ensure those doors are closed. This measure will reduce the use of door handles significantly.</p> <p>If we are required to clean an area after a positive case of coronavirus has been identified, we must follow the guidelines outlined within this document:  <a href="https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings">https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings</a></p>	<p>The computer room will be used per phase for PPA – A timetable for mornings can be produced but all day will be the same phase prior to cleaning of an evening.</p>
<p><b><u>Outdoor play (break and lunch)</u></b></p> <p><b>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.</b></p>	<p>Break times are already staggered</p> <p>Reception – continuous provision                      KS1 – 10:15                      KS2 – 10:30. Y3/4 to leave through hall and use KS1 playground                      Y5/6 to use KS2 playground</p> <p>Games that encourage distancing and little touch need to be made available to the children. E.g. shadow tig</p> <p>The rules on equipment are less strict but we will still keep outdoor equipment per phase please.</p>	<p>Years 3 and 4 to use KS1 door and walk through school to KS2 toilet to avoid walking through Years 5 and 6. TW talked to classes 4.9.2020</p> <p>A timetable will be put together for the Jungle climber. Done</p>
<p><b><u>Lunchtimes</u></b></p> <p><b>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'.</b></p>	<p>Some bubble phases will eat in their classrooms and some will eat in the hall. Each class will have a LTS allocated. For the first 2 weeks at least school meals will be cold.</p> <p>Reception: 12:00 – 12:30 in Hall to eat 12:30 – 1:00pm play in Reception play area. (DM R TY R)                      Years 1 and 2: 12:00 – 12:30 eat in classrooms. 12:30 – 1:00 Play on KS1 playground. (KG Y1 LG Y2)                      Years 3 and 4: 12:15 – 12:45 eat in classrooms. 12:45 – 1:15 Play on KS2 Playground (AM Y3 ST Y4)                      Years 5 and 6: 12:15 – 12:45 play on KS2 Playground. 12:45 – 1:15 eat in Classrooms (updated from hall on 04.09.2020) (LG Y5 AE Y6)</p> <p>There will be an additional first aid area by KS2 corridor door for lunch time use.</p>	<p>Years 5 and 6 will eat in classrooms from 4.9.2020. TW discussed this with them 3.9.2020 as the hall was proving difficult.</p>

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	Toilets to be monitored during lunchtimes	
<p><b><u>Supporting medical needs of children</u></b></p> <p><b>We need 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.</b></p>	<p>If support is required to administer medication, then adults must wear a mask and gloves to further reduce the risk of spreading the virus, proceeded by thorough hand-washing.</p> <p>If a child in the setting becomes unwell, the existing guidelines will be followed i.e. the child will be removed to a designated isolated space where they can be monitored and supported until they are collected by their parents or carers. There will also be a designated toilet assigned to children who fall ill. Once the child is collected, both spaces will be thoroughly cleaned by a member of staff wearing both gloves and a mask.</p> <p>The designated isolation space is the <a href="#">Medical Room (updated from SENDCO office/meeting room on 30.09.2020)</a> and Disabled toilet at the front of school.</p> <p>The child should then be tested for coronavirus, the child will stay at home until the results come back. 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 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><b>For many the re-establishment of routines will be difficult. This will not just be for school routines; it will also be for those basic daily life routines, such as sleep and getting up. We know that this is difficult and a source of anxiety at the beginning of every term, but this will be on a larger scale. We will need to allow a period of adjustment and be aware of the impact of trying to re-establish these routines for staff, parents and children.</b></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 families may struggle and it is important for the school to acknowledge this and offer help where needed.</p> <p>Children will be very tired (as will staff) by afternoon and so the timetable will need to account for this and organise for more open activities.</p> <p>Children will have been eating at very odd times and may be hungrier so parents should pack plenty of food for the day.</p>	<p>No snacks from kitchen for first 2 weeks – to be reviewed.</p> <p><b>No breakfast but fruit available for EYFS and KS1 given to children with gloved hands. Children not allowed to self-access from a bowl.</b></p>
<p><b><u>Differences in learning and the recovery curriculum</u></b></p>	<p>Jigsaw recovery PSHE lessons to be utilised. Additional PSHE lessons may be required giving children chance to discuss the current situation and ask questions of staff and each other.</p>	

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<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, we need to not assume that children just simply couldn't be bothered to access. Our provision now needs to reflect that.</p>	<p>Our curriculum is bespoke and based on our core drivers of: possibilities, oracy, wellbeing and independence. These are more important than ever and whilst we may need to vary the pace of delivery and increase formative assessment to ensure we are meeting the pupils' individual needs we won't need to change our curriculum offer. Outdoor learning should be utilised where possible.</p> <table border="1" data-bbox="734 440 1830 1027"> <thead> <tr> <th colspan="2" data-bbox="734 440 1462 504">Our Curriculum Drivers 2019 – 2020</th> <th data-bbox="1462 440 1830 504">                      Doxey Primary School Learning values, achieving goals Respect, Self-belief, Pride, Perseverance, and Curiosity                 </th> </tr> <tr> <th data-bbox="734 504 913 572">Driver</th> <th data-bbox="913 504 1462 572">Reason</th> <th data-bbox="1462 504 1830 572">Inspirational quote</th> </tr> </thead> <tbody> <tr> <td data-bbox="734 572 913 687">Possibilities</td> <td data-bbox="913 572 1462 687">                     Our pupils need to develop:                       Aspirations, ambition, the desire to challenge themselves, pride in their work, awareness of the wider world                 </td> <td data-bbox="1462 572 1830 687"> <i>"Within our dreams and aspirations we find our opportunities." - Sugar Ray Leonard</i> </td> </tr> <tr> <td data-bbox="734 687 913 802">Oracy and Vocabulary</td> <td data-bbox="913 687 1462 802">                     Our pupils need to develop:                       Confidence when speaking, an understanding of how to adapt their speech, opportunities to talk in a range of social contexts                 </td> <td data-bbox="1462 687 1830 802"> <i>"language is the essential condition of knowing, the process by which experience becomes knowledge." - Michael Halliday</i> </td> </tr> <tr> <td data-bbox="734 802 913 917">Wellbeing</td> <td data-bbox="913 802 1462 917">                     Our pupils need to develop:                       A growth mindset, self-belief, strong self-esteem, an ability to regulate their emotions                 </td> <td data-bbox="1462 802 1830 917"> <i>"In any given moment, we have two options: to step forward into growth, or to step back into safety." - Anthony Maslow</i> </td> </tr> <tr> <td data-bbox="734 917 913 1027">Independent thinking</td> <td data-bbox="913 917 1462 1027">                     Our pupils need to develop:                       The ability to stand up for what they feel is right, questioning skills to develop opinions respectfully, resilience to find alternative solutions to problems                 </td> <td data-bbox="1462 917 1830 1027"> <i>"It is not what you do for your children, but what you have taught them to do for themselves that will make them successful human beings." - Ann Landers</i> </td> </tr> </tbody> </table>	Our Curriculum Drivers 2019 – 2020		 Doxey Primary School Learning values, achieving goals Respect, Self-belief, Pride, Perseverance, and Curiosity	Driver	Reason	Inspirational quote	Possibilities	Our pupils need to develop:  Aspirations, ambition, the desire to challenge themselves, pride in their work, awareness of the wider world	<i>"Within our dreams and aspirations we find our opportunities." - Sugar Ray Leonard</i>	Oracy and Vocabulary	Our pupils need to develop:  Confidence when speaking, an understanding of how to adapt their speech, opportunities to talk in a range of social contexts	<i>"language is the essential condition of knowing, the process by which experience becomes knowledge." - Michael Halliday</i>	Wellbeing	Our pupils need to develop:  A growth mindset, self-belief, strong self-esteem, an ability to regulate their emotions	<i>"In any given moment, we have two options: to step forward into growth, or to step back into safety." - Anthony Maslow</i>	Independent thinking	Our pupils need to develop:  The ability to stand up for what they feel is right, questioning skills to develop opinions respectfully, resilience to find alternative solutions to problems	<i>"It is not what you do for your children, but what you have taught them to do for themselves that will make them successful human beings." - Ann Landers</i>	
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<p><b><u>Home learning for children not in school</u></b></p> <p>All children should be in school. If a child or adult tests positive and the phase has to isolate for 14 days we will need to provide home learning.</p>	<p>Be prepared to provide a 2 week home learning pack if required. Have a basic learning pack prepared</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</p>	<p>See new bereavement policy.</p> <p>SLT, DSLs and Learning Mentor will support children pastorally if they require it. Where possible, outdoor spaces will be utilised to conduct pastoral meetings, further reducing the risk of infection</p> <p>Parents will be asked to share pertinent information about how their child is feeling or any loss they have suffered before attending.</p>	<p>Letter to ask parents- Done</p>																		

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<p>upset if they have lost a loved one during this period.</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. We will need to be aware of this and support it. For some children this will be exacerbated by a fear of people in general. Having experienced weeks, or even months, of social distancing, children will have received an implicit message that other people are dangerous. Furthermore, their experience of other people, beyond their immediate family, within their personal space will have been limited. For many the hustle and bustle, movement and number of people in school will be difficult. We need to be aware that many will express their sensory issues and anxieties about the proximity of others physically.</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.</p> <p>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>All staff to be vigilant, looking for signs of stress.</p> <p>Staff need to also be 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 most of our SEN children the biggest hurdle will be expectations of behaviour, establishing routine again and reassuring them that all is ok. The groups should have a visual timetable every morning to reassure the children how the day will look. The class will need lots of positive reinforcement as many children may have forgotten how to behave (shouting out, talking over each other, poor language). Children may not remember how to behave immediately and may take a couple of weeks to get those good habits back, so patience will be a virtue!</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 seek to suggest that those children are on reduced timetables as they transition back to school. For example, if younger children bite others and they don't learn that this is not appropriate very quickly, then we will need to seek additional guidance about the suitability of their attendance.</p>	<p>CJ (SENDSCO) will be available one and half day a week (teaching the other half) to address any issues/concerns that Teachers have. Please email CJ any problems.</p>

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<b>Review History</b>	<b>Date</b>
Original version circulated to all staff and put on the school's website	10.07.2020
Updated following Government /LA Guidance and circulated to all staff.	29.08.2020
Reviewed with all staff and updated on website	01.09.2020
Reviewed and updated TW	04.09.2020
Reviewed at staff meeting	08.09.2020
Reviewed and updated TW/TJS	30.09.2020

Last Reviewed 30.09.2020