

Doxey Primary School's Recovery Plan / Protocols COVID 19

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 half-term holiday.</p> <p>The first couple of weeks of school reopening will be focussed on ensuring everyone's wellbeing is catered for, including adults. So the curriculum will need to reflect this.</p> <p>PD Day will go ahead as planned (1.6.2020) Whole staff meeting will be held outside (weather permitting) or 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><u>Staffing requirements</u></p> <p>We will be expecting roughly half of the current school role to return to us on Tuesday 2nd June. 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, you would need double the staff, so it would be reasonable to expect that the majority of staff return to school, unless shielding</p>	<p>A staffing rota will be established so that teachers and teaching support staff have time in classes delivering lessons but also time out of class to prepare online resources. This rota will be established and shared with all staff. Admin staff will likewise be required to be in school so that they can fulfil their role accordingly, as will site staff and cleaners. LTS will not be asked to return at this stage to reduce the amount of people interacting with pupils. Once we know how many children are attending, we will make alterations to the rota. The focus on working from home will remain if we have the capacity to do so.</p> <p>Each group will be allocated a certain number of adults to support them. Those are the only 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. Non-class based staff need to be very aware that they must not routinely come in to contact with groups of children as they could be unknowingly spreading the virus between groups.</p> <p>Staff are to be off site by 4pm so that cleaners can clean effectively.</p> <p>Staff will have to fulfil roles beyond what they are used to. Teaching assistants may be required to take small groups and deliver lessons at times (under the instruction of a class teacher) and we will all have to support with the cleaning of school throughout the day. A minimum of 3 staff will be in each bubble initially to allow for release time. If Teachers are working full time in school the support staff in the bubble will provide PPA release time during the week.</p>	<p>We will struggle if staff are ill from non-coronavirus illness</p>

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	<p>There will be a requirement to be very flexible as a staff body. If members of staff become unwell (unrelated to Covid-19) then we will need to ensure that people are suitably placed to 'back-fill' and support one another therefore rotas and positions may change regularly.</p> <p>All staff will be contacted by SLT via phone call and told which bubble they will be working in. A provisional rota will be made available to staff in due course. This will then be shared so that staff have time to consult and raise queries.</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 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 children socially distancing themselves from one another. This is in acknowledgement that it is 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. 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.</p> <p>As our 5 bubble groups have 5 different drop off and collection points around school and expected numbers are initially low we do not think staggered start and end time will be required, this will remain under review. During the PD Day each bubble group will create a video explaining procedures for the day, including socially distancing during drop off and collection. These videos will be shared on Class Dojo.</p> <p>Key worker/Vulnerable – Main entrance (these times may still vary) Sparkles – Front gate (as normal) cones for social distancing and parents not allowed in building. Nursery/Reception – Nursery gate at front of school. Cones for social distancing Year 1 – Usual Year 1 door from KS1 playground. Year 6 – Classroom door from KS2 playground</p> <p>Parents must arrive on time for entry to school, they must not arrive early or late. (Gates open at 08:55) 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. There will be no handover chat. If a parent is late they must go to the front entrance and wait outside.</p> <p>Collection will be from the same points. Again, parents must not arrive early or late. They must collect their children on time so that teachers can release children safely. The playground will be open to parents of children in Year 1 and Year 6 to briefly wait in before their children are released to them. Whilst parents are waiting, social distancing must be adhered to.</p> <p>Teachers will not be available to speak to unless teachers initiate the contact. 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>This may need to be reviewed</p>

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	<p>The school office is inaccessible. 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>Children need to move around school in their small groups and not mix with other children, however they are permitted to walk past one another in corridors – the risk of contracting the virus by walking past one another has been assessed as minimal therefore one-way systems are not necessary. Initially our bubble groups are small and children shouldn't need to pass in corridors as their areas are very separate and each area has its own toilets.</p> <p>Teachers will need to consider timings of the school day. Lunch will be eaten within the bubble areas so timings can be flexible but for the kitchen packed lunches will be available and collected by a bubble adult from 12:00.</p> <p>Where possible (difficult with EYFS) children should remain in the same setting and area of the room throughout the day, even retaining the same seat if they are attending on consecutive days. Use of outdoor space is encouraged and each bubble has its own allocated space (see below)</p> <p>Where possible activities to be planned to reduce movement around the classroom.</p> <p>If possible children to remain seated at desks or specified areas to ensure reduction in contact.</p> <p>The staff room will remain open to adults; however strict social distancing must be in place at all times. No more than 3 members of staff can be in the Staff room at any one time. 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><u>Cleaning/hygiene considerations</u></p> <p>In order to contain the virus, a strict cleaning regime needs to be in place. The government have provided very specific guidance about</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>	

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<p>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>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. Where possible hand sanitisers are to be made available in classrooms. If they are not in classrooms, groups need to coordinate with one another so that all children can wash hands whilst remaining a sensible distance from one another. 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/Reception – Reception toilets Year 1 – KS1 toilets Year6 – KS2 toilets Key Worker/Vulnerable – mobile toilets</p> <p>All rooms should be well ventilated therefore door 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>Staff may wear PPE but be aware of the effects this will have on children (especially the younger children)</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: https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings</p>	
<p><u>Outdoor play (break and lunch)</u></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>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. This means that breaks can be flexible.</p> <p>Sparkles – Outdoor area Nursery/Reception- 2 outdoor areas (are both required?) Year 1 – KS1 playground Year 6 – KS2 playground Key worker/Vulnerable – Mobile playground</p>	<p>Year 1 and Key worker need to use caution, if children out at the same time they must not socialise through the fence.</p>

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	<p>Games that encourage distancing and little touch need to be made available to the children. E.g. shadow tig</p> <p>However, outdoor equipment should not be used unless we are able to ensure that it is appropriately cleaned between groups of children using it, and that multiple groups do not use it simultaneously. Therefore, each group will need to gather resources from their classrooms or 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. It will be cleaned with disinfectant spray where possible.</p> <p>Members of staff are to rota themselves in to supervision roles for their group – 2 member of staff per group out at all times. The timings for break times can vary, but they must not conflict with other groups to the point that mixing with groups is unavoidable.</p>	<p>Can Jungle climber be utilised? One bubble per day? NO – advice says not to use</p>
<p><u>Lunchtimes</u></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 bring their sandwiches if they normally do. For those children requiring school meals these will be packed lunches which will be collected by a bubble adult from the kitchen and returned to their Bubble classroom to eat along with those children that have their sandwiches.</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.</p> <p>Whilst children are outside, members of staff are to have their lunch and appropriately rotate through supervision so that all receive a break. This can continue into the afternoon lesson time to ensure all are well-rested i.e. the teacher will deliver the start of the afternoon without support staff (or the other way around) so that everyone can have sufficient time.</p>	
<p><u>Supporting medical needs of children</u></p> <p>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.</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>Where children are requiring very specific support with medication, they will be prioritised as pupils that should stay with their current class teacher.</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>	

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	<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 SENDCO office/meeting room and Disabled toilet at the front of school.</p> <p>The child should then be tested for coronavirus if they are old enough, 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 is why it is so important to not mix with other children and adults outside of your group – it is a protective mechanism. This guidance also applies if an adult presents as unwell and is subsequently tested as positive.</p>	
<p><u>Re-establishing routines/expectations</u></p> <p>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.</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>Each bubble 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 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>Can we make snacks available? KS1 fruit? Bagels?</p> <p>No breakfast but fruit available given to children with gloved hands.</p> <p>Children not allowed to self-access from a bowl.</p>
<p><u>Differences in learning and the recovery curriculum</u></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</p>	<p>Teachers should use the same planning for the home learning. It cannot 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.</p> <p>During the first week, teachers are to revise some previously taught content in the core subjects, with a heavy focus on basic skills. We must focus on re-establishing them. So, for example, if you are completing some written work in Year 1, I would only care that the children are still able to write on the line, use</p>	<p>Packs created and parents allowed to collect afternoon of 1.6.2020</p>

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<p>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>finger spaces, attempt to use phonic sounds to spell, use high frequency words and use capital letters and full stops. Similar applies to maths and especially reading. Make sure that the children remember and apply their decoding skills before then re-introducing comprehension style work. Consolidation of basic skills is the priority.</p> <p>In terms of recording of work, we will use the home learning packs and a blank book (to minimise the amount of books touched and transferred). Some will have not physically written for a while and will need to retrain themselves to write neatly, much like we have the same emphasis after Summer. I am categorically not expecting to see planning, marking or assessments. I implicitly trust you to know your children and their needs.</p> <p>The children at home will be doing the same so work needs to be accessible to everyone. I wouldn't start new learning with maths as you will only be teaching it to some of your class. Consolidate number bonds/geometry etc which children at home can also do. English - For those at home you could copy the chapters of any reading books for their packs and just use the books at school (child to keep same book each day) Topic - You can relate learning to the Summer mini mission but be mindful that the children at home need exactly the same resources to be able to do the work.</p> <p>Outdoor learning should be utilised where possible. Additional PSHE lessons may be required giving children chance to discuss the current situation and ask questions of staff and each other. (See wellbeing)</p>	<p>Create a timetable for the field?</p>
<p><u>Home learning for children not in school</u></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 still need to provide educational support to those children.</p>	<p>Learning packs will be handed out on Monday 1st June and kept in school for those returning. Email, Dojo and Purplemash will continue as a mechanism for home-learning and support for parents. However, it is entirely unreasonable to expect teachers to commit time to home learning and have to support in class without additional resources (time) to do so. Therefore, teaching staff are job sharing where possible. However, when a teacher is working in school fulltime. The bubble group will arrange an appropriate amount of PPA time for the teacher during each week.</p> <p>I will communicate these changes to parents so that they know that teachers will now become less active on Dojo and emails as they have further teaching responsibilities and that work will still be set but there will be reduced communication and feedback from teachers.</p>	<p>Packs created and parents allowed to collect afternoon of 1.6.2020</p> <p>Letter emailed and dojo prior to half term break.</p>
<p><u>Bereavement</u></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</p>	<p>All staff have been offered training from 'Child bereavement UK' online prior to reopening. This is phase specific and focuses on:</p> <ul style="list-style-type: none"> • An overview of grief and bereavement • Children's understanding of death • Models of grief and an understanding of children's responses 	

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<p>anxiety throughout the day and they will especially be upset if they have lost a loved one during this period.</p>	<ul style="list-style-type: none"> • Factors affecting grief • Practical ideas for managing pupil's responses to their grief • Creating a bereavement aware culture; policies and procedures • Local and national pathways for support <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>How do we ask? Via email? Letter sent prior to half term break.</p>
<p><u>Sensory needs and separation anxieties</u></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. 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><u>Special needs</u></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</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.</p> <p>The groups should have a visual timetable every morning to reassure the children how the day will look.</p> <p>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).</p>	<p>CJ (SENDCO) will be available one day a week (teaching the other) to address any issues/concerns that</p>

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<p>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>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! 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>Teachers have. Please email CJ any problems.</p>
<p><u>Transitions</u></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>Assuming that children return to school before the end of term for at least a month, as suggested by government, then we will be able to plan transition effectively. With Reception and Year 6 already being in school for a full half-term, we will be able to ensure that they transition to Year 1 and high school well. High Schools have already been in touch and Mrs Leighton has worked hard providing information to them. KEVI have an online transition tool we will direct pupils and families too. Much of the PSHE work can be around new starts and addressing concerns.</p> <p>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. However, we will need to be very aware of the fact that children will arrive in new year groups at varying level of academic ability, lower than what is typical for that time of the year.</p>	
<p><u>Uniform</u></p> <p>Most children will have grown over the time that they have been out of school and so their uniform may not fit. Particularly if we go back to school on short notice, many parents will struggle to get new uniform for their children. This may be exacerbated by financial issues faced by parents without work and issues related to production, import and sale of non-essential goods. So, we will need to consider relaxation of our uniform. Children will need to be welcomed back into school, not penalised for not having the right uniform.</p>	<p>Welcome all children back, with or without uniform! This message will be shared with parents (however we will encourage appropriate uniform).</p>	