

Document for the Re-opening of St Mary's School (22nd June 2020)

Three Bubbles:

Pod 1 Year R & Year 1

Pod 2 Year 2 in Room2, Year 3 (Mon & Tues) or Year 4 (Wed & Thurs) in Room3

Pod 3 Year 5 in the mobile (Wed & Thurs). Year 6 (Mon, Tues & Fri)

Possible Challenges	Solutions to reduce RISK
Journey to and from school could flout social distancing rules because pupils may travel to school in groups	Inform parents and pupils about the need to recognise social distancing rules during their journey to and from school.
School bus could get cramped and overcrowded	Encourage pupils and parents to avoid school bus to and from school.
Start of the day procedures	Pupils coming into school. Reception and Year 1 - main door. Year 2 - middle room door into classroom. Years 3 & 4 top playground – via side gate and front door (1845). Hands sanitized on entry. Two stations. Entrances will be manned and controlled by staff (this will stop the gathering of pupils and parents on the playground). Parents not allowed on the school grounds. Year 5/6 to enter school via field gate. Hands sanitized on entry. Two stations. Temperature check for staff and pupils during registration daily.
Parents congregating at the gate. Drop and go.	Share with parents the importance of parents to remain outside and not congregating at the gate. Explain reasons for this - social distancing and lowering risk of cross infection between bubbles.
Cloakrooms are cramped and crowded.	Pupils to use the backs of their chairs to store coats. Cloakrooms not to be used. Pod 1 to use main corridor to reach toilets at 10.15 & 11.50. Pod 2 pupils to use room 3 door to reach the toilets at 10.20 & 12.00. Detox spray will be used in the toilets between pods. Classroom doors to remain open (improves air flow).
Close proximity in assemblies	Short-term cessation of whole assemblies and singing. Pod assemblies instead. Year 6 on Fridays.

Separation of pupils in classrooms	Every pupil to have an individual desk/table. Spread out younger children in small groups for play activities.
Children of keyworkers and vulnerable pupils may need to be in school everyday	Priority and consideration should be given to this
Lining-up	Educate pupils about social distancing when lining-up. Limit the need for lining-up. Lunch served at table pod 3 in the school garden. Pod 1 on the field and Pod 2 also on the field. After bell ringing procedure lining up not required directed to go in by teachers. Hands sanitized on return into classrooms.
Keeping pupils safe at playtimes. Infants Pod 1, Pod 2 and Juniors will eat and play in separate areas.	Hands sanitized. At lunchtimes make full use of the outside space. On wet days pod 1 in infants room. Pod 2 to use their classrooms. Pod 3 mobile and garden area.
	Use the field as much as possible – zones for each pod. Wet play pupils to play in own classrooms.
Toilets becoming crowded.	Staff on duty during break times - limit the number of pupils. Dettol spray (All in One) used between pods in addition to regular cleaning. Toilet windows where applicable to remain open.
End of day procedures	Hands sanitized on exit. Staggered times for exit at the end of the day. Reception to finish at 3.00 using the main entrance. Year 1 at 3.10 and Pod 2 at 3.15(main entrance) and Year 5 & 6 at 3.15 (Field Gate) . Parents directed to observe social distancing rules when waiting for their child and asked to leave the school area promptly.
It will be difficult to manage social distancing if pupils are attending events off-site. May be possible with the small Year 6.	Swimming sessions with Year 6 may be possible when leisure centres reopen and some local visits within the village and around the surrounding area may also be possible if groups are small.
Close proximity of staff and pupils	Maintain the required physical distance when speaking to pupils in the classroom wherever possible – staff to observe the same rules as pupils when lining up and leading the class to another area of the school/college - limit teacher circulation

	around the classroom (monitor from the front of the room) – guide/direct pupils to apply their own first aid if possible. Face shields to be used as needed as a precaution, for example, when hearing pupils reading.
On a daily basis there are many visitors to school (parents, contractors, educational professionals, medical professionals, etc.)	Limit all but essential visitors to school and do not allow any visitors who are unwell into school. Maintain a virus free zone - All visitors must not come into contact with the bubbles.

Quality of Education

Compensation for the gaps in pupils' knowledge and skills that have developed following their extended absence from school	Lead teachers to identify knowledge and skills that they feel are essential within individual year groups and subjects areas and prioritise these when pupils return to school.
Starting points for September may be unclear as end-of-year assessments.	If pupils return to school before the summer break this will not be an issue, otherwise teachers can assess pupils as they return and identify the gaps.
End of year reports will contain limited information if pupils do not return before the summer break.	Teachers to produce simplified reports with the information they currently have
Preparations for the changes to SRE that come into effect in September 2020	The introduction of the new SRE requirements may need to be delayed and put on the school improvement plan
Ensuring that teacher assessed results for Y6 follow a transparent and rigorous process	Leaders to ensure that the necessary time, guidance and level of rigour is provided for assessments.

Safeguarding

School staff are not aware of safeguarding incidents that occurred during the lockdown	DSLs to contact keyworkers of pupils with CP Plans, CIN Plans and Early Help Plans to check if there have been any developments during lockdown to ensure that school information is up-to-date – safeguarding leads at LAs to send DSLs information in
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	relation to new referrals as a matter of urgency
<p>Pupils may have suffered forms of abuse during lockdown and they have not had the opportunity to disclose these to anyone.</p> <p>Discussion points: What was good and what was not? How did you feel? Regular sharing/circle times within each class.</p>	<p>Ensure that there are opportunities for whole class PSHE lessons/circle times/discussions, groups activities and one-to-one discussions (if required) for pupils to share feelings/ anxieties/thoughts in a safe manner (this will be of benefit to all pupils) – there may be a spike in disclosures when pupils return</p>

Pupils with SEND/ medical needs

Pupils with under-lying health conditions are at a higher level of risk	For pupils with serious under-lying health conditions, parents/carers MUST seek medical guidance, which may recommend that they stay at home. Extra vigilance in relation to social distancing for pupils with asthma and other related conditions (safety measures may vary from pupil to pupil)
Staff with under-lying health conditions and are at a higher level of risk	Seek medical guidance that may recommend that the staff member remains at home.
Some pupils with SEND: - may have no awareness of space - may require intimate care.	Risk assessments to be updated to reflect the additional measures (this may include the use of PPE) with specific reference to staffing requirements.
Work towards individual SEND targets	Timely assessment of pupils linked to their specific targets on return to school – short, sharp interventions planned throughout the day and week to make up for lost learning and accelerate progress towards individual targets
Medicines in school may become out-of-date	An appointed member of staff (ES) to check all medications and inform parents/necessary bodies if they need to be replaced. Include asthma.

Emotional and Behaviour Considerations

Some pupils may have experienced a bereavement in their family during the	Prior to opening, encourage parents to share any significant information about
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school's closure (possibly in relation to COVID-19)	their child with the school's (via email/telephone if possible) reducing social contact.
EY children may struggle with the return to routine and full-time education (almost like a second September start)	Liaise with parents prior to the start date so that parents can prepare the children maybe walk them to school and back home again – practise putting their uniform on – structure the day at home to begin to match the day at school . Encourage children to look forward to seeing their friends and teachers again. Explain to children and families what will happen when they return to school – the familiar and the new routines. Have projects to look forward to such as den building and pond dipping.
Some pupils will not have had any social contact with anyone out of their immediate family, and some may not even have had the use of social media.	Plan some social 'catching up' time for pupils and their friends that observe social distancing rules.
Some parents may be reluctant to send their children back to school because of the risk of infection and bringing the virus back into the family home	Explain to parents the social distancing strategies that are being followed in school – ensure plenty of teacher and TA support as the children return to school.

Hygiene/cleanliness

Maintaining regular levels of hand washing/hygiene	Pupils to apply anti-bacterial hand sanitizer as they enter the building at the start of the day and exit the building at the end of the day. There will be and regular hand washing and sanitizing opportunities (20 seconds) to be timetabled into daily routines. Ensure there are adequate supplies of sanitizer hand gel and soap in classrooms. Also a peddle bin to dispose of tissues – emptied daily.
When pupils sneeze or cough they will spread germs/bacteria, especially younger pupils/children	As we do already, educate children and pupils about the need to cough/sneeze into a tissue or their elbow – dispose of tissue in a peddle bin and wash hands for 20 seconds
Keeping the school clean to a higher level of cleanliness	Cleaners to act upon guidance normally linked to 'deep cleans' as part of their daily

	procedures - focus on door handles, all surfaces, toilets. Regular cleaning of IT equipment, especially keyboards, with alcohol wipes after use
Selected toys to be used by the pupil. Soft toys and soft furnishings to be removed	Toys will be soaked in a bath of disinfectant daily
What if there is a shortage of cleaners due to self-isolation or illness?	Leaders to identify if this is the case - if so in advance of re-opening will employ back up cleaners.
A medical kit containing oxygen meters, individual face shield, pairs of gloves, computer wipes, face mask, soap and sanitizer will be issued to members of staff in a white tray. This will be placed prominently in all classrooms.	

Possible COVID-19 cases

Pupil begins to show symptoms when in school/college (cough and/or temperature developing. Check pupil temperature (37.8°C+). Blood oxygen level less than 92% hypoxia (low oxygen). 96% + normal.	Pupil isolated and sent home as soon as possible - parents of classmates informed so they can be extra vigilant with their monitoring. If confirmed family will go into isolation and all pupils & Staff in the bubble will have to go into 14 days isolation.
We have some PPE in school and this will be require if pupils develop symptoms and need assistance.	PPE will be purchased and stocks provided for individual pods.
Member of staff begins to show symptoms when in school (cough and/or temperature developing)	Member of staff isolated and sent home and encouraged to use the DfE website to arrange a test (return to work if negative)
If a positive case of COVID-19 is confirmed.	The whole class and the teachers will be sent home and there will need to be a 14 days isolation period and a deep clean.
Staffing shortages as a result of staff self-isolating.	The introduction of testing for staff who have symptoms (cough and/or temperature) should ensure that only staff with COVID-19 symptoms are absent – if there are shortages, cover can be provided from within school.

Transition

Transition into EY	Welcome letters to new families and information packs containing details of
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	starting arrangements, school meals, uniform etc. Parents/carers will be given contact e mail address and phone numbers to contact Head and class teacher with any questions or concerns.
Transition into Y1	N/A as children are familiar with all teachers and TAs in our mixed age setting. The 2 new families will receive welcome packs and transition arrangements as for YR
Transition from Y6 to Y7	Phone calls to the appropriate secondary schools including contact with Heads of Y7 and SENCOs. If Y6 pupils return to school before the summer break, they may have an opportunity to visit their secondary schools or staff from the high schools will be invited to visit the pupils at St. Mary's in a manner that respects social distancing.

Finance

The budget for 2020/2021 has not been set because the finance committee has been unable to meet	Governing bodies to arrange meetings so that quorate meetings can be arranged
Cancelled trips need to be refunded, but venues/coach companies have not yet issued refunds	Reimburse the money to families as they may be in financial difficulty and this will maintain positive relationships (the school should be able to secure refunds in the long term).

Building Work and Logistics

Will summer building work still go ahead?	Liaise with building firm to ascertain their current working procedures -
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