



Covid19: Return to School

Action Plan – potential issues and possible actions

Section	Issues
Issues related to staff well-being	<ul style="list-style-type: none"> • Partial Closure of schools • Staff Motivation • Support for individual staff • Support for school leaders
Issues related to re-establishing routines and expectations	<ul style="list-style-type: none"> • Re-establishing routines • Re-establishing expectation • Dealing with children who are worried about returning • Separation anxieties • School uniform • Relationships
Curricula Issues	<ul style="list-style-type: none"> • Missed elements of the curriculum • Reading
Children's different experiences during lockdown	<ul style="list-style-type: none"> • Home learning • Access to learning at home • Children who were at school and those who were not
Safeguarding	<ul style="list-style-type: none"> • Different types of abuse • Bereavement or serious illness
Transition	<ul style="list-style-type: none"> • Helping children move on to the next stage of their education – assuming a pre-Summer return • Helping children move on to the next stage of their education – assuming a September return • Helping children move on to the next stage of their – assuming a September return – Early Years
SEND/LAC/PLAC	<ul style="list-style-type: none"> • Helping children with SEND and those who are Looked After or previously Looked After settle back into school life

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Issues related to staff well-being

a) Partial Closure of schools

Issue	Actions Needed	Success Criteria
<ul style="list-style-type: none"> • Most schools have remained open for vulnerable children and children of key workers • Most staff have continued to work, alternating between home and school • Some staff have worked during the Easter holidays and Bank Holidays • Some staff have worked at other schools • Some staff have been providing home learning tasks (daily) whilst home-schooling their own children or caring for others • Staff workload has been increased managing large quantities of portfolio learning posts from parents, linked to home-learning tasks and safeguarding requirements • Some staff could be coming back both physically and mentally tired • SLT have been providing a wide range of mental health and wellbeing support to staff and families • Many may have additional worries about members of their family and friends 	<ul style="list-style-type: none"> • Staff meetings should focus on well-being/addressing concerns of staff • Staff meetings should not focus on CPD issues initially • Gather views of staff on wider reopening of school • Try to remove any expectations beyond the school day (no taking books home to mark/ no after-school clubs) • All staff (including leaders) will need go home and focus on their own family members • Avoid adding to teachers' workload by expecting too much in relation to assessing academic subjects • Assess/Ascertain children's well-being and social and mental health • Curriculum remains suspended - Put greater emphasis on PE, music, art/DT, themes/projects and even yoga/Relax Kids etc. • Make time for all staff to talk to senior leaders about their personal situation • Ensure that school leaders are able to talk through their worries and seek support for themselves 	<ul style="list-style-type: none"> • Communication with staff is clear and transparent • Staff concerns and worries are alleviated • Staff meeting routines have been re-established • Staff feel well supported during the return period and feel more confident about leaving vulnerable family members • Staff are better equipped to continue to assess children's social and mental health • Staff have valued time to talk about their particular issues • Leaders feel well-supported and able to seek help/advice when needed

	<ul style="list-style-type: none"> Remind them of external/internal support plans/systems that are in place 	
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Issues related to staff well-being

b) Staff Motivation

Issue	Actions Needed	Success Criteria
<ul style="list-style-type: none"> Some staff may find it difficult to return to a working routine (anxieties regarding risk of infection/ impact of a return to school on other family members). Many adults are worried about 'the new normal' and irrevocable changes to lifestyles Some staff may face the need to re-prioritise their lives. Some staff who wish to be relieved from their additional responsibilities. Some staff who want to retire early. There may also be an issue about an undercurrent of unhappiness, 'we shouldn't be back yet', 'we shouldn't be doing this...' etc. Many will be concerned about the safety aspects of returning to school; the use/availability of PPE; risk to their own health or the health of their families 	<ul style="list-style-type: none"> Leaders reassure staff prior to pupils returning to school All necessary support and guidance is provided to staff who are worried/ anxious about a return to school (LA/ HR/ Union guidance) Risk Register updated and communicated to staff Leaders need to find time to talk to individual members of staff and reassure them of their value to the school Staff 'Whats' App' group established to provide clear channels of communication and support Where appropriate, find specific tasks for everyone so that they feel part of a team again Although the initial focus will be on well-being and social issues, some staff could begin to work on more 	<ul style="list-style-type: none"> Staff have settled back to their routines well and feeling reassured and less anxious Few staff that initially wanted to step down from additional responsibilities have done so because they now feel more secure Individual interactions with staff have strengthened/reinforced relationships between senior staff and other adults in school Individual tasks have been given to key members of staff and these have been acted upon in a positive way Staff members who wanted to continue to work on subject or curriculum related activities have been able to do so and this has been helpful to them and the school All staff (including leaders) are able to seek support/reassurance when they need it.

	<p>subject based developments to help them focus</p> <ul style="list-style-type: none"> • Remain mindful that it may well be easier to reach burnout than ever before. This applies to school leaders too. • Bring the staff together more frequently than usual, even if it is a quick five-minute meeting • Try and arrange for small events to be a regular occurrence to keep morale high – staff wellbeing packages • Supplies of PPE equipment ordered to utilise in cases of emergency first aid or symptoms of Coronavirus 	
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Issues related to staff well-being

c & d) Support for individual staff / School leaders

Issue	Actions Needed	Success Criteria
<ul style="list-style-type: none"> • Schools will need to support staff, including those who will have suffered loss or trauma • Some will have been in school without a proper break whilst others have worked almost exclusively from home • Allow time to rebuild school communities 	<ul style="list-style-type: none"> • Ensure all staff are aware of LA support for issues raised as a result of loss, trauma or mental health • Senior Leaders to closely monitor wellbeing of staff and provide an early signpost to services and support as required • Governors should consider the well-being of all staff – particularly leaders 	<ul style="list-style-type: none"> • Governors have played a significant role in supporting staff as they return to 'normal' routines • Stakeholders understand that analysing data is not a current priority and staff are not expected to provide information related to academic progress in the short/medium term

<ul style="list-style-type: none"> • Head teachers have had to make some extremely difficult decisions during a very anxious time; provide reassurance to their staff, children and parents and have had to respond to a range of government guidance so will need support and advice • Governors may need to offer support all staff 	<ul style="list-style-type: none"> • Governors accept that data will not be accurate for some time until teaching routines are well-established • Staff should not spend time on monitoring learning or writing subject specific reports • The focus should be on assessing/ascertaining children's well-being and creating a healthy environment to enable children to be ready for learning in the future • Accept that when children return this will be a new situation for everybody and nobody has a blueprint on what it should look like 	<ul style="list-style-type: none"> • Staff have focused on children's well-being and safety • There has been a strong focus on creating a healthy environment for everyone in school • Children have adjusted well and are back in the school routines • There has been an acceptance that certain routines have had to be changed for the sake of children and staff • School routines have been re-established
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Issues related to re-establishing routines and expectations

a) Re-establishing routines

Issue	Actions Needed	Success Criteria
<ul style="list-style-type: none"> • Basis of pupils returning to school will be phased and vary from year group to year group (only R, Y1, Y6 initially, plus Key Worker children and vulnerable groups) • Recognise that it may more difficult than anticipated to re-establish routines based on government guidance (smaller class sizes/ pupil 	<ul style="list-style-type: none"> • Recognise that many families will not be returning their children to school upon wider reopening due to anxieties/ worries about safety and wellbeing (continue to provide home learning support for these families) • Aim to get back 'into the swing of things' as quickly as possible (attempt to focus on providing as much 	<ul style="list-style-type: none"> • The school is back to its 'normal' working routines as soon as it can • Children respond well to the routines that have been set for them • Staff are settled and happy into school routines • Staff have supported children from families that are finding it difficult to re-establish routines

<p>groups or 'bubbles' / staggered start and finish times/ variations to break and lunchtimes)</p> <ul style="list-style-type: none"> • Significant changes to classroom and wider school setting • This goes beyond school routines: daily life routines for staff and children will vary • Some sleep patterns may have been disrupted; children (and adults) may feel tired and lethargic • The issues often associated with returning to school at the beginning of a new term will be magnified • Leaders may have to allow for a period of adjustment • Getting back into 'normal' routines will be difficult but need to be a priority. • Children may have had reduced physical activity during the lockdown period 	<p>emotional support as possible to settle children back to school)</p> <ul style="list-style-type: none"> • Most children (and adults) feel more secure when routines are set, and they know what is expected of them. Support children with new routines and provision • Recognise that some families may struggle with getting back into routines • Support these families where it is needed • Provide more open-ended activities in the afternoon so adjustments to the timetable may be needed • Children will have established different eating patterns – they may feel hungry more frequently • Increase physical/outdoor activities for children as much as possible 	<ul style="list-style-type: none"> • The adjustments made to the afternoon timetable include high levels of physical and creative/open-ended activity which has reduced disruptions arising from staggered timetables and lower activity during lockdown
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Issues related to re-establishing routines and expectations

b) Re-establishing expectations

Issue	Actions Needed	Success Criteria
<ul style="list-style-type: none"> • Recognise that different people will have had very different experiences during the lockdown period • Some will have been in school throughout (including senior leaders) • Most children will have been at home – all having had different experiences • For many, it will take time for them to re-establish and re-learn the expectations of the school, particularly learning and behaviour • Some children may have had very limited experience of working with others/sharing/listening • Limited contact with groups of children • Phased return of year groups 	<ul style="list-style-type: none"> • Ensure that behaviour expectations are re-established as quickly as possible • Remind children (and staff) about how they speak to each other; how they treat each other and the expectations of attitudes to school • Adults will need to find time to talk to each class daily to remind them of these expectations • Much emphasis will need to be placed on the school being a safe environment and that children are nurtured and cared for • Place much emphasis on respecting each other • Aim to re-establish the culture and ethos that existed before • Once this is established, revisit emphasis on attitudes to learning 	<ul style="list-style-type: none"> • Patterns of behaviour have been re-established and the school's expectations of behaviour have been clarified • Children are polite and caring and behaviour incidents are infrequent • Staff continue to be sensitive about the way they approach potentially difficult situations and take extra care with the words they use • Children are reminded regularly of the school's expectations • Children know what is expected of them and feel cared for • Lessons/activities have been organised aimed at helping children to be kind to each other, listen to each other and rebuild social skills • Attitudes to learning are very positive

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Issues related to re-establishing routines and expectations

c) Dealing with children who are worried about returning

Issue	Actions Needed	Success Criteria
<ul style="list-style-type: none"> • Many children will be looking forward to returning to school, but many will find being around people difficult, frightening and overwhelming • Children will be faced with significant changes to the school setting and provision • Children may be returning to school without their siblings and/ or friends • Some children may have developed a fear of people in general – relationships will need to be re-established • Many children will be overwhelmed by the implicit message that other people could be dangerous to their health • Many will not have experienced other people apart from their immediate family being in their personal space • The daily life of a school, with its changes from the 'norm', could be difficult for some children • Be aware that some may have sensory issues and anxiety about the proximity of others physically 	<ul style="list-style-type: none"> • Be aware of the sensory issues, especially when moving around the school (staggered drop off and pick up times for different year groups/ groups of children) • Lunchtime is a potentially key time to consider – staggered timings and children eating in classrooms? Packed lunch style lunch? • Remain aware of the need for quiet space for individuals who need it • Ensure you have quiet spaces dedicated on the playground and create quiet spaces around the school (staggered break times/ utilise specific outdoor areas for specific groups of children?) • Help children to understand that it is not unusual to crave space/quiet and talk to them about it • As most children have not been in a different setting for some time, they may find the classroom over whelming. Keep noise levels low • Teachers should continually remind children of the quiet spaces that have been created 	<ul style="list-style-type: none"> • Movement around the school carefully planned, calm and well ordered • Staggered lunchtimes and timings are also orderly with greater levels of calm evident • Specific quiet places have been established and allocated both in and out of the main building for specific groups • There are quiet areas established on the playground and children know where they are and which groups access which areas • Children know that it is not unusual for them to want to go to a quiet area • The noise levels in classrooms are low • Children feel nurtured and settled • Staff continually remind children of the quiet spaces that have been established

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Issues related to re-establishing routines and expectations

d) Separation anxieties

Issue	Actions Needed	Success Criteria
<ul style="list-style-type: none"> • Most children will have become used to being with their parents for extended periods • Strict measures in place for social distancing of adults mean no more than one parent is able to drop off/ pick up their child • Parents are not permitted into the school building • Even for the children who are excited to return to school, this could be a source of potential anxiety • Some children will struggle with this separation and experience anxiety • Children may well worry about their parents going to work, either as key workers or those returning after the lockdown • Children may not be returning to school with their siblings and/ or friends 	<ul style="list-style-type: none"> • Children could be allowed to bring in photographs of their family and encouraged to talk about their family lives during lockdown • Clear protocols for drop off/ pick up established with staggered timings for year groups and key worker/ vulnerable groups • No face to face communication with staff at pick up/ drop off. Communication via telephone/ email/ class dojo messaging and posts • Older children could be provided with time to 'check-up' on their younger siblings (same groupings for these children?) • Talk to children to reassure them: <ul style="list-style-type: none"> • It is perfectly ok to miss them • It is perfectly ok to not to want to be surrounded by lots of people • It is ok to be worried about returning to school • Reassure children that their parents are safe and talk about the measures in place to protect them 	<ul style="list-style-type: none"> • Children feel less anxious about being separated from their families • Fewer children need to bring in photographs of family members to make them feel more settled • Arrangements for older children to see their younger siblings via same groupings have been established • Parents feel supported through new communication channels/ class dojo posts • The regular talks with children have helped them with coming to terms with being away from their family members • Children know they can talk to a member of staff when they feel insecure • Children are given time to reflect upon and talk about their experiences

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Issues related to re-establishing routines and expectations

e) School uniform

Issue	Actions Needed	Success Criteria
<ul style="list-style-type: none"> • Children will have grown during the time of the lockdown and many uniforms may no longer fit them • This will be a major issue if there is a short notice given for the return/ wider reopening of school • This situation could well be exacerbated by financial issues faced by parents during and after the lockdown • Schools need to be sympathetic and may have to relax some of their rules regarding school uniform • Children will need to be welcomed back and may be worried about their lack of uniform • Y6 children may no longer have their uniforms for primary school 	<ul style="list-style-type: none"> • Welcome all children back with, or without, uniform • Share this message parents • Give a sensitive time limit for parents to get the uniform organised – maybe the start of the new school year or even later • Where parents are struggling financial, then schools will provide some pre-owned uniform for the child/ren – possibly through a clothing bank (although hygiene rules will apply) • Local charities / school benevolent fund / clothing banks / voluntary services may be able to help • 'Top Up' of school financial support fund 	<ul style="list-style-type: none"> • There is an acceptance that uniform regulations have been relaxed for a given period • Parents have found the school approachable when they have had issues about replacing their children's uniform • Financial support has been signposted for those parents who are in need

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Issues related to re-establishing routines and expectations

f) Relationships

Issue	Actions Needed	Success Criteria
<ul style="list-style-type: none"> • Rebuilding relationships will be a key factor in a successful return to school and will take some time (organisation of year groups and other groups will provide significant challenge) • Staff need to give themselves time to manage their return to work and re-establishment of working patterns/routines • Accept that most children will have spent months in the company of only their parents and could well struggle to separate • They are unlikely to have played with friends where they have had to compromise and may find following rules/sharing difficult 	<ul style="list-style-type: none"> • Ensure that all playing is supervised and scaffolded according to strict guidelines and organisation of groups/ school day • Remind children how to play safely together – remaining with their specific group and attempting to maintain social distancing • Remind children how things are done at their school • Help children to regain their identity and re-establish the culture and ethos that comes with it • Remind children of rules, codes and expectations at school • Spend time on activities to help rebuild social skills and independence • School timetabling will ensure sufficient time is allocated within the week for staff to complete other work related tasks and carry out deep cleaning of school 	<ul style="list-style-type: none"> • Children demonstrate consideration for each other during the school day • Rewards have been re-established and are used sensitively • Children show respect for one another and are beginning to re-establish relationships with adults and their peers

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Curriculum Issues

a) Missed elements of the curriculum

Issue	Actions Needed	Success Criteria
<ul style="list-style-type: none"> • Curriculum remains suspended • Time will need to be taken to make adjustments to the usual curriculum as children will have missed a significant amount of teaching time • The time away from school will also have contributed to a loss of some prior learning • Not all pupils are returning at the same time • Limited opportunity to 'teach' elements of the curriculum due to enforced changes to provision and the whole school setting • Limited access to provision and resources for staff and children 	<ul style="list-style-type: none"> • On the immediate return to school, focus on mental wellbeing, counselling and the need to re-establish social norms rebuild social skills. • Gradually introduce work to rebuild basic skills in Maths and English • In preparation for the new academic year, Subject leaders to work with senior leaders to identify the potential gaps in learning and to make necessary adjustments – curriculum planning, school organisation of Teams, transition opportunities etc. • English subject leader to carry out survey across the school to consider which elements of learning have been missed and then put forward suggested adjustments moving forwards • Maths subject lead to carry out survey across the school to consider which elements of learning have been missed and then put forward suggested adjustments moving forwards 	<ul style="list-style-type: none"> • A revised curriculum plan has been established to plan provision for the new academic year • All teachers are comfortable and confident with the adjustments made to the curriculum and associated expectations for the remainder of the current academic year • English leaders have carried out their surveys and have made adjustments needed to plan provision • Staff have been presented with the changes to the English curriculum and have made the necessary changes • Other subject leaders have considered where adjustments need to be made and have presented their findings to staff • Staff have made the necessary adjustments to their plans

	<ul style="list-style-type: none"> • Assessment lead to consider position with regards pupil achievement/ DoL assessment • Leaders of other subjects to consider which topic areas have been missed and to assess if these can be visited through other topics later in the key stage (Year group curriculum maps may need to be adjusted) 	
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Curriculum Issues

b) Reading

Issue	Actions Needed	Success Criteria
<ul style="list-style-type: none"> • Reading routines will need to be re-established. This is particularly the case for younger children who are at the point of becoming independent readers • It is also important for older children with regard to their reading fluency • There will be much disparity in the reading experiences of children during the lockdown • Children may have had to little or no input for phonics • Planning for use of reading material to meet guidelines regarding shared resources etc. 	<ul style="list-style-type: none"> • Set up reading resources for separate groups of children • Utilise online reading resources (ActivLearn/ MyON for AR) – groups of pupils will need to be provided with their own specific sets of IT equipment (split equally laptops/ iPads and chargers for each group) • Plans for the new academic year to reassess phonics groups and provide programmes to help and support them to get back to where they were and be in a good position to move learning forward • English or reading leaders may need to support staff in providing additional 'bridging' activities 	<ul style="list-style-type: none"> • Reading resources and online support has been organised to enable easier access to reading material • Support programmes are being successfully implemented by staff • English (or reading) leaders have supported all staff in ensuring that the bridging activities are appropriate and supportive • Where needed, additional phonics sessions have been organised to support children in need • Additional quiet reading periods have been established for older children • Reading aloud to the class is prioritised • Children are being directed to carry out more research which involves reading

	<ul style="list-style-type: none">• Staff may need to provide additional phonics sessions for some children• There may be a need to introduce an addition 'quiet reading time' for older, independent readers to help them get back into the practice regular reading• Look for more opportunities to provide children with reading/research challenges that they could continue at home in the event of timetable variations	<ul style="list-style-type: none">• Children have been placed into appropriate phonics groups
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Children's different experiences during lockdown

a) Home Learning

Issue	Actions Needed	Success Criteria
<ul style="list-style-type: none"> • Some children will have been doing a great deal of home learning whilst others may have done very little or none at all. • It is important that teachers respond to and celebrate what children have done, • There is a need to be aware that many children will have lost some/ much of their prior learning • Some children may have been a carer for a sick relative or dealt with grief/bereavement • Many children will be remaining at home, post a wider reopening of school 	<ul style="list-style-type: none"> • Whilst it is important to get a sense of where children are in their learning, there will be a need to assess informally and not subject children to formal tests on their return • Clearly communicate that home learning support will continued to be provided for those children who are not returning to school • Safeguarding protocols for contacting families will need to be continued for those children not returning to school • Building relationships will need to be prioritised • There will be a need to celebrate and value what children have achieved during lockdown. This does not need to be linked to the curriculum. • Build in time for children to share their experiences of lockdown, including providing them with a chance to showcase the learning they did at home • Recognise that many children will not have done what had been set for 	<ul style="list-style-type: none"> • Home learning continues to be set for children who remain at home • Teachers have a clear understanding of which children will have accessed learning at home and those that have not • Children have had opportunities to talk about what they did during lockdown • Good relationships at all levels have been re-established • There have been opportunities provided for all children to show what they did, especially the more practical elements of home learning • There has been a strong sense of celebrating the learning children did at home

them and that some children will have been through trauma

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Children's different experiences during lockdown

b) Access to learning at home

Issue	Actions Needed	Success Criteria
<ul style="list-style-type: none"> • Children will have had varied access to learning during the lockdown • Issues impacting on their ability to learn at home: <ul style="list-style-type: none"> • Space to work • Quiet • Resources • Parents' commitment to home learning • Parents' skills • Parents' interest or capability • Access to online facilities • Older children will have been able to be more independent as learners, and this may well be helpful, especially for upper Key Stage 2 children • Continued provision needed for those children remaining at home 	<ul style="list-style-type: none"> • Some children will feel they have missed out on learning and may be anxious or stressed as a result • It is important to acknowledge this • Celebrate the learning that children did (as set by their teachers) and acknowledge the experiences of other children (even though it may not relate to the learning set) • Look for examples of children who have shown resilience, patience and kindness at home • Be aware of children who have not been able to do much work at home and the underlying reasons for this • Home learning communication to continue for those children at home 	<ul style="list-style-type: none"> • Teachers have accepted what children have/have not done • Teachers have been able to talk individually with children about what they achieved and how much of it they can still recall • Teachers have an understanding about gaps in learning and have made adjustments accordingly • There have been opportunities provided for children to showcase their learning • Credit has been given to children who showed characteristics such as resilience, patience and kindness

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Children's different experiences during lockdown

c) Children who were at school and those who were not

Issue	Actions Needed	Success Criteria
<ul style="list-style-type: none"> • There will be a difference in experience for those children that attended school and those that did not during lockdown • Children who attended school may be more comfortable with social distancing, less worried about working with others • There is a strong possibility that children will have had different messages, e.g., going outside, talking or seeing others, etc. 	<ul style="list-style-type: none"> • Make use of the children who were at school to show that school is a safe place (reduce anxieties etc.). This could be done virtually (face time etc.) to meet guidelines regarding same groupings/ 'bubbles' • They can reinforce the message about washing hands, keeping a distance as much as they can and using tissues when sneezing or coughing • Some children who attended school may feel that they have missed out on not being at home so use them in a positive way to support their feelings • The children at school (especially if they attended different provider) will have made new friends so provide opportunities for them to keep in touch • These children could be used to model to others how they kept safe but still had a chance to play and learn 	<ul style="list-style-type: none"> • All children have been reassured that school is a safe place • Children who were at school are able to demonstrate good habits about washing hands and keeping a safe distance • Children who were at school are used as models and made to feel valued • Opportunities have been made for children who were at school to keep in touch with new friends they made, either in other schools or in other year groups • The children who attended school have been able to relay information about being safe but still being able to play and enjoy life

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Safeguarding

a) Different types of abuse

Issue	Actions Needed	Success Criteria
<p>Domestic Abuse</p> <ul style="list-style-type: none"> Some children will have experienced domestic abuse during the lockdown and that some may have suffered significant harm during this time <p>Online Abuse</p> <ul style="list-style-type: none"> Some children may have experienced threats and possible abuse online. Exposure to harmful images/grooming may have increased <p>Online Bullying</p> <ul style="list-style-type: none"> As children have moved more of their social lives online, there is an increased risk of online peer to peer abuse 	<ul style="list-style-type: none"> Provide opportunities for all children to talk about their experiences on their return to school Ensure that there is a high focus on re-establishing school as a safe environment Create 'safe spaces' for children to talk about their experiences Ensure that all children have access to 'trusted' adults who listen and can respond effectively and appropriately Brief all staff, on their return to school, on how to respond to disclosures Be aware that it may take some children a long time to feel ready to talk or make disclosures Be aware of changes in behaviour and other indicators 	<ul style="list-style-type: none"> Children are able to talk with a member of staff with whom they feel comfortable about any issues that concern them Systems continue to be robust to deal with issues of disclosure Safe environments have been established as a matter of priority Safe spaces have been established for children so that they can feel comfortable about talking All staff have received a safeguarding briefing on their return to school Staff are aware that some children may take longer than others to disclose important information Staff are alert to any changes in behaviour/other indicators and act according to safeguarding policies

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Safeguarding

b) Bereavement and serious illness

Issue	Actions Needed	Success Criteria
<ul style="list-style-type: none"> • Some children and staff may have experienced the death or serious illness of people close to them • Others may have had significant life changes – house move, job move, etc. • Children and adults may have been exposed to rumours or inaccurate information on social media • Illness to family members, friends or peers may become a greater source of anxiety for some children and adults • There is a likelihood that this could lead to increased anxiety and may make children and adults more risk averse and less resilient 	<ul style="list-style-type: none"> • Be as transparent as you can about any changes that have occurred • Use whole class settings or assemblies to support this • Focus on the excellent work of the NHS and how they have helped people to recover from their illnesses • Talk about the 'Thursday clapping' and the fundraising that is and has taken place • Use the strength of the NHS as a catalyst to talk about the strength and resolve of people • Ensure members of staff are ready to meet the needs of any individuals who have experienced a loss or have abnormal fears • Highlight services to support staff who may have experienced loss or feelings of anxiety 	<ul style="list-style-type: none"> • Children know about any changes that have occurred to staff and to children in various classes • Children have had opportunities to talk about what they did to celebrate the NHS work (rainbows and clapping) and the work that the NHS and other key workers (including school staff) have done during the Covid-19 crisis • The NHS has been used as an example of gathering strength from adversity • Support is available for any individual who is in need

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Transition

a) Helping children move on to the next stage of their education – assuming a pre-Summer return

Issue	Actions Needed	Success Criteria
<p>Return before the end of the summer term</p> <ul style="list-style-type: none"> To what extent does a return to school before the end of the summer term it will allow opportunities to carry out some transition experiences and prepare children for their next stage of learning/ education (focus EY/ Y6)? School organisation needs to be finalised and communicated with parents 	<ul style="list-style-type: none"> The June/ July period will focus heavily on well-being, safeguarding, routines, reassuring children and transition A special focus needs to be given to new early years intake (how will transition for this group be planned?) and to Year 6 (secondary transition workers?) 	<ul style="list-style-type: none"> Arrangements for the new academic year are in place so all children and their parents know which class they will be in next year Year 6 children will have been provided with opportunities to make a smooth transition to their secondary school. Discussions between key staff will have taken place (possibly virtually) Arrangements for early years children have taken place (possibly virtually) with parents being reassured about safety and induction processes During the period before the end of the academic year, work has focussed on children's well-being, safeguarding routines and social interaction

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Transition

b) Helping children move on to the next stage of their education – assuming a September return

Issue	Actions Needed	Success Criteria
<p>September return</p> <ul style="list-style-type: none"> If children do not return until September, there will be issues associated with children changing schools/classes In normal circumstances, children will have had the opportunity to say goodbye to their school and peers and to celebrate their time in primary education 	<p>Possible Options for Year 6</p> <ul style="list-style-type: none"> Invite children back to have closure, say goodbye and mark the transition This could also include any staff that are moving on or retiring Consider how best to say a fond farewell. It may be worth considering setting a date into the Autumn term to mark it properly Consider the possibility of having the Year 6 spend a short time in September back at their primary school – depending on DfE guidance 	<ul style="list-style-type: none"> Year 6 leavers feel that they have been given a fond farewell by the school Year 6 leavers have been able to talk to their Year 6 teachers, their headteacher, other key members of staff and their peers Where necessary, arrangements have been made for Year 6 children to spend a short period at their primary school before moving to secondary school
	<p>Key Stage 1 to Key Stage 2 (Years 2 to 3)</p> <ul style="list-style-type: none"> In many schools this means a change of building which may create some anxieties It may be useful to start the new academic year with everyone back in their previous classes Focus on wellbeing and safeguarding, preparing for the transition and creating a safe and happy environment they had before the lockdown 	<ul style="list-style-type: none"> The transition period for these children has been very positive and they have settled well into their new class Where necessary, children had a short period in their original class before moving to their new one

- In some cases, this may need to last for some time

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Transition

c) Helping children move on to the next stage of their education – assuming a September return

- Early Years

Issue	Actions Needed	Success Criteria
<ul style="list-style-type: none"> • New reception children will not have had the usual transition visits and preparations for school • School information packs and uniform details may not have been sent out to parents • They will know about Covid19 and this may add to their anxieties • Parents will not have had the normal introduction to the school and its systems 	<ul style="list-style-type: none"> • The transition programme should happen in the first few weeks of the Autumn term and hold parents' meetings in July (if possible? Virtually?) or early September • Create a virtual tour of the setting which will help parents to explain to their children about the routines they can expect • Ensure that the tour focuses on aspect such as: where they will place their coats; where various areas are; the key staff members • Transition meetings could be held online with pre-school settings • Ensure school information packs have been sent to parents with uniform order forms etc. • Provide a staggered start for the new children so that they can settle in with smaller groups 	<ul style="list-style-type: none"> • Although the transition programme did not begin until the new academic year, parents have been provided with good quality information to enable their children to settle well into school life • Because of the virtual tour, children were familiar with their setting • Where applicable, children had the correct uniform and parents felt well supported in the information about book bags, etc. • Parents are positive about the preparations the school has made to meet their child's needs and are confident with safety/hygiene procedures • The staggered start system worked well to support a positive start for all children

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SEND/LAC/PLAC

Helping SEND/LAC/PLAC children settle back into school life

Issue	Actions Needed	Success Criteria
<ul style="list-style-type: none"> • The impact of all these issues will be even greater for children with SEND or those who are Looked After • Some will have had difficulties with changes to routines, dealing with unexpected situations and managing high levels of anxiety • Children may find it difficult to communicate feelings or worries • There are likely to be issues with managing transition back into school • This will be compounded if there is also a change of setting • Staff may feel anxious dealing with SEND children with intimate or specialist care needs 	<ul style="list-style-type: none"> • For most children (and particularly those with SEND needs or Looked After children), managing expectations of behaviour, establishing routines and providing reassurance will be crucial. • Visual timetables could be used daily to clarify what the day will look like and what to expect. This will be particularly important during the initial return to school when timetables and the curriculum will be disrupted • Clear behaviour management (including quiet spaces) needs to be in place as many may have had significant changes to routines/expectations • Accept that it may take a few weeks to re-establish routines and appropriate behaviour • PPE/reassurance/H&S advice is provided for staff where required • Opportunities for SEND & Looked After children to talk about their experiences and feelings need to be provided 	<ul style="list-style-type: none"> • Children with SEND and those who are Looked After have returned to school and settled down into familiar routines • Children with SEND and other vulnerable children (and their parents) feel safe and are happy to be back at school • Issues related to behaviour are infrequent • Good behaviour management and clear routines are re-established • Where children have struggled, they have been identified quickly and supported by staff • Support staff are in place to work with SEND where required by their identified needs/allocated funding • Staff are reassured and safe when dealing with intimate or specialist care needs of children • Clear and appropriate risk assessments are in place and have been shared with all staff • Children's needs are met appropriately and within the requirements of ePEPs/EHCPs/Support Plans

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Further Considerations

- Extra cleaning provision and supplies will be needed if classrooms and toilets need to be cleaned at midday or have more thorough cleaning after school. This could also impact on the working pattern of cleaning/caretaking staff (cleaning schedule, personal safety, infectious diseases risk assessments to be reviewed and updated)
- Caretaker/ Cleaning staff working hours to be reviewed to incorporate a 'daily midday clean' and 'deep clean Wednesday'
- Appointment of additional temporary cleaning staff to ensure targets from the cleaning schedule and risk assessments are met and regularly maintained
- HR advice may be required if to support staff members who may not be highly vulnerable/shielding but may be anxious about their return to work.
- There could be childcare issues for staff if there is a staggered start and only certain year groups return in the first instance. This could mean an increase in childcare numbers.
- There are implications for children whose parents are reluctant to send them to school – how will their attendance be recorded?
- Workload will need to be considered if some staff are still on the rota for childcare and some are back to teaching classes. Will school still be expected to provide work for children whose parents do not want them to return at present? If so, who will do this if the class teacher has returned to teaching? Expectations around planning and marking will need to be clarified to ensure that workload is equitable among staff.
- Children of key workers requiring childcare will still be in school when other year groups return. Use of rooms and toilets etc. will need to be planned to minimise footfall and traffic around school. Staggered break and lunchtimes may be needed.
- School lunches will need to be considered. Catering staff may be released from the furlough scheme and return to school kitchens. This will have a safety impact on the movement of children around school and will involve extra cleaning. Will packed lunches be provided for FSM children or will the voucher scheme continue and families provide their own lunches?
- Door handles etc. will need to be cleaned at the end of each lesson when children leave for break.
- There could be resource implications if a greater number of resources are required to avoid cross-contamination.
- Entrance and egress to the school will need to be planned – particularly if parents are dropping off or collecting children. Staggered start and end times could be planned.