

*The Priory Catholic
Voluntary Academy*

COVID 19:
Return to School
Action Plan





With thanks to Clive Davies...

Clive Davies

Clive Davies has vast experience in primary education spanning 40 years, having inspected over 200 schools and serving as a Headteacher, Ofsted inspector, Local Authority adviser, trainer and consultant. During his headship years, his school gained a National Curriculum award and was featured in the Times Educational Supplement, one of three schools recognised for their quality practice.

Awarded an OBE for Services to Education in 2009, he is one of the founding directors of Focus Education, set up over 20 years ago. He still works with schools on an advisory basis, and is a highly sought after keynote speaker at conferences both nationally and internationally. He is also the author of over 60 publications including the bestselling 'Raising Standards

A Recovery Curriculum Built on 5 Levers

We believe that the following 5 Levers are the foundations of our Recovery Curriculum. This is as a systematic, relationships-based approach to reigniting the flame of learning in each of our pupils.

Lever 1 *Relationships*

We cannot expect all of our pupils to return joyfully, and many of the relationships that were thriving before Lockdown, may need to be invested in and restored.

We have planned for this to happen, not assuming that it will.

We reach out to welcome our children, using the relationships we build to cushion the feelings of *butterfly tummy*; from the discomfort of returning.

Lever 2 *Community*

We recognise that the curriculum has been driven successfully by our Catholic values in the community for a long period of time.

We are listening to what has happened in recent times, understanding the needs of our community and engaging them in the transitioning of learning back into school; adapting our approach through reflecting on:

Lever 3 *Transparent Curriculum*

All of our pupils will feel – with varying degrees – bereaved. Pupils and parents alike, will feel like they have lost time in learning. We will communicate with them how we are addressing these concerns and gaps in learning – consulting and co-constructing with our pupils and community, in order to heal this very real loss.

Lever 4 *Metacognition*

In different environments, pupils will have been learning in different ways.

It is vital that we make the skills for learning in a school environment explicit to our pupils, to reskill and rebuild their confidence as learners.

Ensure explicit curriculum opportunities to support and nurture children's emotional health and spiritual

Lever 5 *(Spirituality) Space*

To simply be; to rediscover self, and to find their voice. Specific pupils will require to simply be; so that we allow them to be nourished and revitalised spiritually, through our nurturing of their emotional health and spiritual selves. We work at an incredible pace to make sure this group of learners are not disadvantaged against their needs. providing

Barry Carpenter, CBE, Professor of Mental Health in Education, Oxford Brookes Uni, UK
Matthew Carpenter, Principal, Baxter College, Kidderminster, Worcestershire, UK

*The Priory; a place to learn: have fun, grow and develop, in the light and love of Christ.
Jesus said: "I am the vine; you are the branches" (John 15:5)*

Section	Issues
1) Issues related to staff wellbeing	a) Partial closure of schools b) Staff motivation c) Support for individual staff
2) Issues related to re-establishing routines and expectations	a) Re-establishing routines b) Re-establishing expectation c) Dealing with pupils who are worried about returning d) Separation anxieties e) School uniform f) Relationships



3) Pupil's different experiences during lockdown	<ul style="list-style-type: none"> a) Home learning or not b) Access to learning at home c) Pupils who were at school and those who were not
4) Safeguarding	<ul style="list-style-type: none"> a) Different types of abuse b) Bereavement or serious illness
5) Special Needs	<ul style="list-style-type: none"> a) Helping pupils with special needs settle back into school life
6) Curricula Issues	<ul style="list-style-type: none"> a) Missed elements of the curriculum b) Reading
7) Transition	<ul style="list-style-type: none"> a) Helping pupils move on to the next stage of their education if they do not return during this academic year b) Helping pupils move on to the next stage of their education if they do not return during this academic year – Early Years
8) Local Lockdown Procedure	<ul style="list-style-type: none"> a) School's response to local lockdown



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Issues related to staff wellbeing

a) Partial Closure of schools

Issue	Actions	Success Criteria
<ul style="list-style-type: none"> The majority of school have remained open for vulnerable pupils and pupils of key workers Staff have continued to work, alternating between home and school This included the Easter holidays (for some staff) Some staff have worked at other schools Some staff have been providing home learning tasks (daily) whilst home-schooling their own pupils Some staff could be coming back both physically and mentally tired Many may have had additional worries (and will continue to have additional worries) about members of their family and friends 	<ul style="list-style-type: none"> Staff meetings focus on wellbeing of staff Staff meetings will not focus on CPD issues for the first half term Remove expectations beyond the school day (i.e. no taking books home to read) Staff go home and focus on their family members No unnecessarily additions to teachers' workload Focus assessment on pupil's wellbeing and social and mental health Talk through the curriculum with staff, discuss where the focus/priorities lie within subjects Make time for all staff to talk to senior leaders about their personal situation, do they have access to supervision Remind staff of any internal support plan/system that is in place i.e. employee assistance programme 	<ul style="list-style-type: none"> After the first half term, all staff are fully back in the 'swing of things' After the first half term, staff meeting routines and non-Covid19 priorities have been re-established Timetable for staff meeting, to include subject specific issues are re-establish after the first half term Staff feel well supported during the return period and feel more confident about leaving vulnerable family members Normal after-school arrangements have been re-established to support the community as soon as possible on the return to school in September Staff are better equipped to continue to assess pupil's social and mental health Normal timetable arrangements have been re-established after the first half term Staff have valued time to talk about their particular issues - re-established and re-communicated at whole staff INSET 01.09.20



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Issues related to staff wellbeing

b) Staff Motivation

Issue	Actions	Success Criteria
<ul style="list-style-type: none"> • There could well be staff who will find it difficult to pick up from where they were. • Many adults keep saying that 'the world will be a different place once we are back to normal' • For some staff this may mean re-prioritising their lives. • You may have some staff who wish to be relieved from their additional responsibilities. • You may have staff who want to retire early. – currently working with HR with one member of staff 01.09.20 onwards • You may also have an issue about an undercurrent of unhappiness, 'we shouldn't be back yet', 'we shouldn't be doing this...' etc.. 	<ul style="list-style-type: none"> • Leaders ensure that staff 'welcome back' is well thought through and likely to raise spirits • Leaders to talk to individual members of staff and reassure them of their abilities and value to the pupils and the school • Discuss/Ask, and find specific tasks for everyone so that teamwork is at the heart of how the school acts • Ensure the initial focus is on wellbeing and social issues • Allow teachers and support staff to return to more subject based learning if they assess accordingly • Monitor staff carefully to identify burnout in the school's journey back to the full curriculum • Meet the staff (through briefings) each Monday morning as well as in Wednesday's staff meetings to share ideas and solutions • Invite TAs to the staff meetings each Wednesday after school – begin with exercise • Implement small team-building events throughout the week to support morale which adhere to social distancing guidelines and are held in a ventilated room and lasting 	<ul style="list-style-type: none"> • Staff have settled back to their routines well and are back in the swing of things • Few staff that initially wanted to step down from additional responsibilities have done so because they now feel more secure • However, some staff will have stepped down from additional responsibilities for the sake of their own wellbeing • Staff report that the individual discussions with senior leaders have been beneficial for their wellbeing and relationships have strengthened • 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 • There is no evidence of staff burn-out • The morning briefings are continued and proving to be a success • Some motivational events have continued and are now part of the school's culture



less than 25 minutes (e.g. Dance or
Gymnastics)

- Signposts to mental health and emotional support are shared and prominent for staff around the school. **re-established and re-communicated at whole staff INSET 01.09.20**



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Issues related to staff wellbeing

c) Support for individual staff

Issue	Actions	Success Criteria
<ul style="list-style-type: none"> Schools will be very keen 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 Staff need to be aware of the stress that the Headteacher has faced and need to be considerate as well Many Head teachers have had to make some very difficult decisions and have had to respond to a range of government guidance There is a role here for governors to support all staff 	<ul style="list-style-type: none"> Governors will focus on the wellbeing of all staff in the first half term back Governors accept that data will not be accurate until at least the end of the Advent term Staff will not be spending time on monitoring learning or writing subject specific reports The focus will be on fulfilling the requirements of this action plan and assessing pupil's wellbeing and creating a healthy environment to enable pupils to be ready for learning Accept that when pupils return this will be a new situation for everybody and nobody has a blueprint on what it should look like There will be a little of 'feeling our way' involved as the return happens Leaders actively collaborate to identify stress points for staff and RA are completed for these staff members if required 	<ul style="list-style-type: none"> Governors have played a significant role in supporting staff as they return to 'normal' routines Governors and senior leaders accept that checking data is not the priority and have not pressured staff to provide information related to academic progress Staff have focuses on pupil's wellbeing and have not felt pressurised into providing reports or monitoring lessons There has been a strong focus on creating a healthy environment Pupils have made excellent adjustments and are rapidly back in the swing of things There has been an acceptance that certain routines have had to be changed for the sake of pupils and staff The 'feeling our way' approach has been eradicated and routines established Leaders have taken decisive action to address staff workload



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Issues related to re-establishing routines and expectations

a) Re-establishing routines

Issue	Actions	Success Criteria
<ul style="list-style-type: none"> • Recognise that it may more difficult than anticipated to re-establish routines • This goes beyond school routines: daily life routines for staff and pupils • Some sleep patterns may have been disrupted • The issues associated with beginning of a new term will be magnified • Leaders may have to allow for a period of adjustment • However, there are benefits in re-establishing these routines for staff, pupils and parents • Returning to normal routines will need to be a priority. • Be ready for many pupils (and staff) feeling tired in the afternoon • Aim to get back 'into the swing of things' as quickly as possible (this could provide much emotional support) • The vast majority of pupils (and staff) feel more secure when routines are set, and they know what is expected of them • Recognise that some families may struggle with getting back into the 	<ul style="list-style-type: none"> • Provide more open-ended type activities in the afternoon so adjustments to the timetable may be needed • Afternoon breaks and brain-break type activities and sessions to be introduced • Snack times will be introduced for a short while for pupils who have established different eating patterns 	<ul style="list-style-type: none"> • The school is back to its normal working routines in a very short time (well within the first half term) • Pupils respond well to the routines that have been set for them – this has eased any anxieties or incorrect behaviours • There are few, if any, issues that can be associated with a return to school • Staff are very much back into routines also and this is helping pupils to settle • Staff have dealt well with pupils from families that are finding it difficult to get back into the swing of things • The adjustments made to the afternoon timetable have gone down well and helped pupils to settle



swing of things – individual support plans are in place for such families



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Issues related to re-establishing routines and expectations

b) Re-establishing expectations

Issue	Actions	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) • The majority of pupils will have been at home – all having had different experiences • For some, it will take time for them to re-establish and re-learn the expectations of the school, particularly learning and behaviour • Learning involves much practice and pupils will be out of practice in this respect • Relationships between groups of pupils may be strained as they have not been together for a long period of time • Potential incidents related to social media may have occurred resulting in a breakdown of relationships or created animosity between pupils which may spill into school 	<ul style="list-style-type: none"> • Establish behaviour expectations as quickly as possible • Share attendance expectations for pupils with parents • Remind pupils and staff about how they speak to each other; how they treat each other and the expectations with regards to attitudes • Leaders talk to each class twice weekly to remind them of these expectations • Place emphasis on the school being a safe environment and that pupils are loved and cared for • Place much emphasis on respecting each other • Gradually re-establish the culture and ethos that existed before Lockdown • Once established, place much emphasis on attitudes to learning • Pastoral leaders and staff members gather information quickly to establish if there has been any social media issues • Pastoral leaders work with key pupils who struggle with relationships • Nurture programmes to begin as soon as possible for those pupils who struggle with relationships. 	<ul style="list-style-type: none"> • Patterns of behaviour have been re-established and the school's expectations with regard to behaviour have been adhered to • Pupils are polite and caring and are aware of how words can hurt • Staff are careful about the way they approach potentially difficult situations and take extra care with the words they use • Pupils are reminded regularly of the school's expectations • Pupils know what is expected of them and feel cared for • There have been additional activities organised aimed at helping pupils to be kind to each other and to listen to each other • Everyone believes that the school is the same place that it used to be • Attitudes to learning are very positive and much in line with what they used to be • Behaviour policy to revert back to pre-COVID-19 document



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Issues related to re-establishing routines and expectations

c) Dealing with pupils who are worried about returning

Issue	Actions	Success Criteria
<ul style="list-style-type: none"> • Many pupils will be looking forward to returning to school, but many will find being around people difficult, frightening and even overwhelming • This will especially be the case as we move quite rapidly from social distancing to a return to school • Some pupils may have developed a fear of people in general • Many pupils will be overwhelmed by the implicit message that other people could be dangerous to their health • Again, 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 hustle and bustle, could be difficult for some • Be aware that some may have sensory issues and anxiety about the proximity of others physically • Pupil may refuse to attend school 	<ul style="list-style-type: none"> • Calm and quiet demeanour practiced by all staff to ensure the environment is as peaceful as possible • SENCO to be aware of and assess sensory issues and identify pupils this relates to • Lunchtime managed (phased, staggered, reduced) to ensure this is calm period during the school day • Calm and quiet demeanour practiced by all staff even under the most challenging circumstances • Staff are aware of a need for quiet space for individuals who need it • Create quiet spaces/retreat areas around the school and the grounds • Help pupils to understand that if they crave space that it is not unusual and talk to them about managing this • As most pupils have not been in crowded rooms for some time, they may find the classroom over whelming. Keep noise levels around the school as low as possible • Staff will continually remind pupils of the quiet spaces that have been created for them to access • Counselling services are signposted to vulnerable pupils and staff members 	<ul style="list-style-type: none"> • Movement around the school is calm and well ordered • Lunchtimes are also orderly with greater levels of calm evident • Quiet places have been established both in and out of the main building and although used in the early days, their need is lessening as the term progresses • There are quiet areas established on the playground and pupils know where they are • Pupils know that it is not unusual for them to want to go to a quiet area • The noise levels in classrooms are particularly low • Very few, if any, pupils mention that they are unsettled because of noise levels around the school • Staff continually remind pupils of the quiet spaces that have been established • No pupils are reluctant to attend school • Noise levels in the Kitchen and in the school office to be addressed ASAP so that they are as quiet as other working areas – readdressed 04.09.20 (requires monitoring)



- Write action plan to re-engage any pupils who are refusing to attend school



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Issues related to re-establishing routines and expectations

d) Separation anxieties

Issue	Actions	Success Criteria
<ul style="list-style-type: none"> The vast majority of pupils will have become used to being with their parents and siblings for extended periods Even for the pupils who are excited to come back to school to see their friends, this could be a source of potential anxiety There will be some pupils who will struggle with this separation and experience anxiety Pupils may worry about their parents going to work, either as key workers or those returning after the lockdown Most pupils separate from their families quite easily but there will be a few who did not, even before this lockdown period Staff are likely to know the most vulnerable in this respect, however these numbers may now grow 	<ul style="list-style-type: none"> Allow pupils to bring in an item from home to keep them connected with family members i.e. photograph, toy, note etc. Older pupils will be provided with time to 'check-up' on their younger siblings Reassure pupils who need it: <ol 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 not to want to get back to formal learning once more Staff to reassure certain pupils that their parents are safe Certain pupils allowed to call parents at midday so as to reassure a very anxious child Arrange a midday meeting between the pupils and parents if necessary Visual timetables will be used so certain pupils know how long it is until they see their parents Consider a reduced timetable for those pupils who are displaying significant anxieties re-established and re-communicated at whole staff INSET 01.09.20 (4 pupils provided for 05.09.20) 	<ul style="list-style-type: none"> Pupils do not feel anxiety about being separated from their families re-established and re-communicated at whole staff INSET 01.09.20 Fewer pupils feel the need to bring in photographs of family members or a cuddly toy to make them feel more settled Arrangements for older pupils to see their younger siblings have been established The regular talks with pupils have helped them with coming to terms with being away from their family members Pupils know they can talk to a member of staff when they feel insecure The number of calls being made by staff at lunchtimes is diminishing rapidly Meetings between parents and pupils at midday are also dwindling



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Issues related to re-establishing routines and expectations

e) School uniform

Issue	Actions	Success Criteria
<ul style="list-style-type: none">• Pupils will have grown during the time of the lockdown and many uniforms may no longer fit them• This situation could well be exacerbated by financial issues faced by parents during the lockdown, especially without full pay or no pay coming into the household• Schools need to be sympathetic and may have to relax some of their rules regarding school uniform• Pupils need to be welcomed back and not picked up regarding lack of appropriate uniform – newsletters and videos explain the reasoning behind uniform being optional as of 05.09.20	<ul style="list-style-type: none">• Welcome all pupils back with, or without, uniform (share this with all parents)• A sensible time limit for parents to purchase uniform is implemented• Where parents are struggling financially, then Schools/Friends Group to purchase and provide the uniform for the child or children• Any extra funds from Central Government (provided towards opening) used partly to support helping with uniform• Staff professional dress code is reinstated immediately on return to school	<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 pupil's uniform• Financial support has been provided for those parents who are in need• All parents have accepted that 'shoes' are their responsibility but that they can ask for support for the clothing• Any additional funds have been allocated appropriately with needy families given priority• Already providing new uniform for disadvantaged children who require it to have the sense of belonging – even though the wearing of uniform is not compulsory until LGB have reviewed 05.09.20



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Issues related to re-establishing routines and expectations

f) Relationships

Issue	Actions	Success Criteria
<ul style="list-style-type: none"> • It is important that re-building relationships will be a key factor in a successful return to school • Staff need to give themselves time and work at being kind to each other • Accept that most pupils 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 difficult • Pupils may struggle to understand and use appropriately eye-contact, physical contact etc. 	<ul style="list-style-type: none"> • Ensure that all play is supervised and modelled for younger and vulnerable pupils • Remind pupils how to play together through the use of circle time and adult models • Remind pupils of the expectations and routines within school • Use praise and rewards to reinforce messages • Emphasise to staff that they will have to be very patient with some pupils • Remind those pupils, that will need it, how to speak at school • Re-establish pupils understanding of the different relationships they have with their parents, their teachers and their peers • Read books which show a range of relationships within i.e. a family, friends, and colleagues at work etc. • Use social stories to further support those children who are struggling to re-establish relationship boundaries • Staff to be highly-vigilant of children being left-out of friendship groups 	<ul style="list-style-type: none"> • After an initial period of support, pupils are back into the swing of things with regard to playing at break and lunchtimes • Pupils demonstrate consideration for each other during play • Rewards have been established and are used sensitively and correctly • Staff demonstrate patience when some aspects of playground and lunchtime play have not gone according to plan • Pupils speak with respect with one another and included others in their play



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Pupil's different experiences during lockdown

a) Home Learning or not

Issue	Actions	Success Criteria
<ul style="list-style-type: none"> • It is inevitable that some pupils will have been doing a great deal of home learning whilst others may have done very little or none at all. • The vast majority of pupils will be somewhere in the middle • It is important that teachers respond to what pupils have done, not what they were expected to have done • There is a need to be aware that many pupils will have forgotten much of their learning • Some pupils may well have been a carer for a sick relative or dealt with grief • Building relationships will need to be prioritised 	<ul style="list-style-type: none"> • Leaders will employ a great deal of sensitivity and trust of teachers who will use a range of assessment techniques (supported by colleagues) to ascertain gaps in knowledge as well as the learning pupils have retained from the previous year. • Staff to put energy into celebrating and valuing what pupils have achieved and new learning/skills which they have acquired during the lockdown • Staff to build in time for pupils to share their experiences of lockdown, including providing them with a chance to showcase the learning they did at home • Staff to celebrate the learning that pupils did –that is not part of the curriculum • Recognise that many pupils will not have done what had been set for them and that some pupils will have been through trauma 	<ul style="list-style-type: none"> • Teachers have a good idea of which pupils will have done much learning at home and those that have not • Pupils 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 pupils to show what they did, especially the more practical elements of home learning • There has been a strong sense of celebrating the learning pupils did at home with very little talk about what pupils did not do • Teachers have been relaxed about aspects of learning that pupils did not cover and with the support of subject leaders have mapped coverage over the coming terms • Teachers have a clearer understanding of the gaps in learning for each pupil



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Pupil's different experiences during lockdown

b) Access to learning at home

Issue	Actions	Success Criteria
<ul style="list-style-type: none">• Pupils will have had different access to learning during the lockdown• For some, they have parents who have been able to take on the role of 'teacher' and oversee the home learning• For others, there may be a whole range of issues impacting on their ability to learn at home:<ol style="list-style-type: none">1. Space to work2. Parents' commitment to home learning3. Parents' skills4. Parents' interest or capability5. Access to online facilities• Older pupils will have been able to be more independent as learners, and this may well be helpful, especially for upper Key Stage 2 pupils• Some pupils may have been taught incorrectly or developed misconceptions whilst learning at home• Some, or many, pupils may feel they have missed out on learning and may be anxious or stressed as a result	<ul style="list-style-type: none">• Staff will celebrate the learning that many pupils did (as set by their teachers) as well as equally acknowledge and celebrate the experiences (learning) of other pupils (even though it is not related to the learning set)• Look for examples of pupils who have lived out the values of the school Mission Statement and/or our WE CARE learning characteristics; showing resilience, patience and kindness at home	<ul style="list-style-type: none">• Teachers have accepted what pupils have done without any reprimand• Teachers have been able to talk individually with pupils about what they did achieve and how much of it they can still recall• Teachers have a good understanding of the gaps in learning and have adjusted the curriculum and teaching accordingly• There have been opportunities provided for pupils to showcase their learning• Credit has been given to pupils who showed characteristics such as resilience, patience and kindness• Teachers accept that many pupils did not have online access



- It is important to acknowledge that this has not been the pupil's fault



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Pupil's different experiences during lockdown

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

Issue	Actions	Success Criteria
<ul style="list-style-type: none">Clearly, there will be a great difference in experience for those pupils that attended school and those that did not during lockdownDo not assume that those who did attend school will be in a better position than those that did notOnly vulnerable and Key worker pupils attended school on a regular basisPupils who attended school regularly, are more likely to be comfortable with social distancing, less worried about 'catching' something off othersThere is a very real possibility that pupils will have had different messages, e.g., going outside, talking or seeing others, etc.However, academically they may not have experienced that much difference. Some pupils who attended school may feel hard done by, so use them in a positive way to support their feelingsThese pupils 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">Pupils who were at school to relay the message that school is a safe placePupils to relay and reinforce the message about washing hands, keeping a distance as much as they can and using tissues when sneezing or coughing	<ul style="list-style-type: none">All pupils have been reassured that school is a safe placePupils that were at school are able to set good habits about washing hands and keeping a safe distancePupils who were at school are used as models and made to feel importantOpportunities have been made for pupils who were at school to keep in touch with new friends they made, either in other schools or in other year groupsThe pupils who did attend 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) Response to different types of abuse

Issue	Actions	Success Criteria
<p>Domestic Abuse</p> <ul style="list-style-type: none"> A small minority of pupils will have experienced domestic abuse during the lockdown (we know there has been a significant rise in DA) We are alert to pupils who may not have come under the radar before and be aware that some may have suffered significant harm during this time <p>Online Abuse</p> <ul style="list-style-type: none"> Some pupils may have experienced threats and possible abuse online. Exposure to harmful images may well have increased <p>Online Bullying</p> <ul style="list-style-type: none"> As pupils have moved more of their social lives online, we need to be aware of increased risk of online peer to peer abuse <p>-----</p> <ul style="list-style-type: none"> It is important that during the first half term back at school that staff provide more opportunities for pupils to talk about their experiences 	<ul style="list-style-type: none"> Staff will ensure all pupils have access to 'trusted' adults who are trained to listen and are able to respond effectively All staff, on their return to school (01.09.2020) will receive safeguarding training on how to respond to disclosures Staff are up to date on any regular, statutory safeguarding training Signposts for support are shared with parents via the school's website Be aware that it may take some pupils a long time to disclose or reveal any abuse Staff know how to recognise signs of abuse and how to report DSLs engage with local authority guidance, training and updates Child protection policy updated to include new guidance from KCSIE (Sept 2020) from Tuesday 1st September 2020 (Whole School Training and Inset Day) KCSIE (Sept 2020) part 1 read and understood by all staff members KCSIE (Sept 2020) read by all DSLs Checks take place to ensure that the single central record is in line with Safer Recruitment Guidance and school policies. School will seek support from Becky Hill (trust) to check SCR in September 2020 DSL update training to be undertaken where required and other training kept up to date. Mental Health First Aiders/in-school well-being champions are a visible and supportive presence across the whole school Staff and DSLs are vigilant and complete necessary checks on those NEET Students, those attending alternative provision and those who have left the school during the lockdown. Records of checks are recorded on school's online safeguarding system (CPOMS) working with Saint John 	<ul style="list-style-type: none"> Pupils have been provided to talk with a member of staff that they feel comfortable with about any issues that concerns them Systems are well established to deal with issues of disclosure Safe environments have been established as a matter of priority Safe spaces have been established for pupils so that they can feel comfortable about talking All staff have received a safeguarding briefing when they returned to school, so they are very alert to certain issues Staff are aware that some pupils may take longer than others to disclose important information Staff are alert to any changes in behaviour by individuals Staff are aware that poor behaviour will be about being back at school Any new staff are quickly inducted with safeguarding being the priority Feedback from mental health first



- There is a high focus from all staff on creating a 'safe environment'
- Create 'safe spaces' for pupils to talk about their experiences

Houghton to communicate with a family who have not yet returned with children in both schools 05.09.20

aiders state that staff and pupils are reporting less concerns/upset



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Safeguarding

b) Bereavement and serious illness

Issue	Actions	Success Criteria
<ul style="list-style-type: none">• Senior staff are aware of any deaths within the school community and share information with relevant staff members• Identify others in the school community who have left to join another school or simply not returning• Do not allow pupils to create rumours or to be led by inaccurate information on social media• We need to be aware that any illness to family members, friends or peers will become a greater source of anxiety• In relation to illness and death, we all will have experienced something that was outside our concept in this century• There is a likelihood that this could lead to more anxiety and may make pupils and adults more risk adverse	<ul style="list-style-type: none">• Staff will be as transparent as possible about any changes that have occurred – using whole class settings or assemblies to support this• School will continue to focus on the excellent work of the NHS and how they have helped people to recover from their illnesses• Staff will use the strength of the NHS as a paradigm to talk about the nation's resolve• Members of staff (especially ELSA trained staff) are ready to meet the needs of any individuals who have experienced a loss or have abnormal fears• All staff members and the school community will be provided with access to outside resources that can help (see links)	<ul style="list-style-type: none">• Pupils know about any changes that have occurred to staff and to pupils in various classes• Pupils who have moved to different schools have been contacted and good wishes have been sent to them• Much talk has been happening about the NHS and the excellent work they have done• Pupils have had opportunities to talk about what they did to celebrate the NHS work (rainbows and clapping)• The NHS has been used as an example of gathering strength from adversity• Staff are in an excellent position to support any individual who has lost a close member of their family or a friend of their family



Covid19: Return to School Action Plan

Special Needs

Helping pupils with special needs settle back into school life

Issue	Actions	Success Criteria
<ul style="list-style-type: none">• The impact of all these issues will be even greater for pupils with special needs• Not only will their learning have been impacted upon, so will their anxiety about not carrying out the routines of being at school• Some will have had issues about dealing with the changes when the lockdown came in the first place• There are likely to be issues with managing transition into school• This will be compounded if there is also a change of setting• For most SEND pupils the biggest hurdle will be that of managing expectations of behaviour, establishing routines once more and reassuring them that everything is ok.• Excellent behaviour management needs to be in place using positive reinforcement as many may well have forgotten how to behave (shouting out, talking over each other, poor language)• Accept that it may take a few weeks to re-establish routines and appropriate behaviour• Consider additional resources to be used to support pupil i.e. rewards, social stories, buddy system etc.	<ul style="list-style-type: none">• Visual timetables will be used daily to reassure pupils what the day will look like• Arrangements are in place for those pupils that will struggle for example phased return, adjusted timetable, additional adult support• Staff to identify the gaps in learning and consider curriculum adjustments required to meet the individual needs• Update pupils with EHCP RAs as necessary• All staff to model expected behaviour norms	<ul style="list-style-type: none">• Pupils with special needs have returned to school and settled down into familiar routines• Pupils with special needs feel safe and are happy to be back at school• There are very few issues related to behaviour (and certainly no more than usual)• There is excellent behaviour management re-established• Where pupils have struggled, they have been identified quickly and helped by individuals so that they settle back quickly• Staff have been patient and recognised that for some pupils it has taken a long time for them to settle once more• Pupils know what is acceptable and what is not



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Curricula Issues

a) Missed elements of the curriculum

Issue	Actions	Success Criteria
<ul style="list-style-type: none"> As we are following a very prescribed curriculum, there will be a need to consider how you are going to make adjustments The RE, maths and science curriculum are presented on a year by year basis, and with as much as at least a term being missed there is a need to consider how to make adjustments. For English, reading is the main issue (see next page) it may be slightly easier to close the gap because the English curriculum of the National Curriculum is outlined in two-yearly blocks For the foundation subjects, adjustments can be made over a longer time, with learning being spread over a longer period Some foundations subjects may have 'lost learning' taught in future years Leaders are aware of topics/objectives which are essential to pupil's development yet could not be taught remotely i.e. Relationship and Sex education 	<ul style="list-style-type: none"> Sensitively, teachers and leaders to identify the gaps in pupils' learning across all subject areas through formative assessment processes; in good time, priority will be given to RE, Maths, Reading, Writing and SPAG. Subject leaders to work with senior leaders to identify which curriculum objectives have not been taught due to lockdown and map these into the curriculum for 2020/21 Leaders of foundation subjects to identify any discreet knowledge which has been missed and map this into the curriculum MT and LT plans Leaders of Foundation 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 Strategies for revisiting previous learning are reviewed/identified Staff CPD on metacognition reviewed and applied to teaching Intervention groups or similar are established for those pupils who appear the furthest behind Support staff are re-deployed to support those most behind and vulnerable Action plan created for use of government funded catch-up Regular formative assessment to take place to assess how quickly gaps are being filled The school has a clear plan for the delivery of 	<ul style="list-style-type: none"> Long term and medium-term plans are updated with objectives that were missed during lockdown Prioritisation within subjects of the most important components for progression has taken place Discreet knowledge is identified in each subject and this is shared with leaders and staff – a plan is in place for delivery Homework is adjusted to curriculum coverage A closing the gap plan has been established and presented to staff for RE, mathematics, English and science All teachers are comfortable and confident with the adjustments made in RE, mathematics, English and science Assessments have taken place and teachers have adjusted plans to support closing the gap Staff have been presented with the changes to the English curriculum and have made the necessary changes All subject leads have considered where adjustments need to be made and have presented their findings to leaders Staff have made the necessary adjustments to their plans for foundation subjects Strategies for supporting pupil's retention of knowledge are evident in all classrooms and pupils are remembering more All lessons include the opportunity to revisit previous learning therefore securing it to pupil's long-term memory



RHE/RSHE by summer 2021. Staff have received appropriate training

- EYFS staff have read and understood the guidance and are prioritising their assessment and closing gaps in language, early reading and mathematics; particularly ensuring acquisition of phonic knowledge and extending vocabulary

- The curriculum is broad and ambitious for all pupils from the start of the academic year
- School able to resume planned curriculum in summer 2021
- RHE/RSHE is taught to pupils in accordance to statutory and diocesan guidance
- Pupils in EYFS are prepared for their next stage in education



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Curricula Issues

b) Reading

Issue	Actions	Success Criteria
<ul style="list-style-type: none"> • Pupils not reading regularly whilst at home • Pupils have remained reading a book which is too easy for them • Greater concern for the younger pupils who are at the point of becoming independent readers • Older pupil's reading fluency may have decreased • There will be a mix of pupils who have read regularly (daily) and others who will not have read at all during the lockdown • Parents have not been able to keep up the regular support their child/ren need • Pupils may have gone from regular phonics input to little or no input 	<ul style="list-style-type: none"> • Staff will reassess where pupils are in terms of early reading, phonics and against termly mastery criteria as quickly as possible; and provide programmes to help and support pupils to get back to where they were and be in a good position to make further progress • English and reading leaders will support staff in providing additional 'bridging' activities, including phonics for younger pupils • School will introduce additional 'quiet reading time' for older, independent readers to help them get back into the swing of regular reading • School will introduce reading buddies with older pupils reading to younger pupils across the school • School will look for more opportunities to provide pupils with reading challenges, in some cases it will be related to the class novel • Subject leaders to ensure pupils are carrying out research which requires them to read to obtain the information they need 	<ul style="list-style-type: none"> • Pupils have been placed into appropriate phonics groups • Catch-up programmes have been 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 pupils in need • Additional quiet reading periods have been established for older pupils • Reading aloud to the class is prioritised with staff choosing books that grab the pupil's interest • Pupils are being directed to carry out more research which involves reading



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Transition

a) Helping pupils move on to the next stage of their education if they do not return during this academic year

Issue	Actions	Success Criteria
<p>September return</p> <ul style="list-style-type: none"> • If pupils do not return until September, there will be issues associated with pupils changing schools • In normal circumstances, the school will have said a fond farewell and wish them well on their way • Pupils have experienced little or no transition • Pupils will be anxious about moving to a different school and/or year group • Pupils will have no knowledge of safety, routines, expectations • Parents will be anxious about their child moving year groups and/or starting a new school 	<ul style="list-style-type: none"> • The September period will focus heavily on wellbeing, safeguarding, routines, reassuring pupils and transition • An extra-special focus will be given to new early years entrants, year 3 pupils and any pupils joining the school • Parents' consultation meetings with staff for vulnerable, SEND and anxious pupils • Bespoke plans are in place for those pupils with an EHCP • Curriculum plans are adapted to allow for additional transition type activities • Assemblies are planned to support transition • 'What does normal look like' discussions take place by half term between teachers to ensure transition is successful 	<ul style="list-style-type: none"> • The transition period for these pupils has been very positive and they have settled well into their new class • Where necessary, pupils had a short period in their original class before moving to their new one • Arrangements for the new academic year have been planned and shared with all pupils and their parents • Year 6 pupils will have been provided with opportunities to make a smooth transition to their secondary school • The normal arrangements for early years pupils have taken place with parents being very reassured about safety and induction processes • During the period before the end of the academic year much has been done to focus on pupil's wellbeing, safeguarding routines and social interaction



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Local Lockdown Procedure

a) School's response to returning to phase 1 of lockdown

Issue	Actions	Success Criteria
<ul style="list-style-type: none"> • New reception pupils will not have had the usual transition visits and preparation for school • They will also know about Covid19 and this may add to their anxieties • Parents will not have the normal introduction to the school and its systems 	<ul style="list-style-type: none"> • The transition programme will take place in the first few weeks of the Autumn term and hold parents' meetings in July (Year 6s transition to Secondary Education); and new starters parents in July and September 2020. • Whole school transition to new Year Groups in July and September 2020. Parents meetings to take the form of welcome videos. • School will create a video clip/labelled pictures of the setting which will help parents to explain to their pupils about the routines they can expect this can be shared on website or via email. • Teachers and TAs will work together to ensure that the video focuses on aspect such as where they will place their coats, where various play areas are, etc. • Parents will be given plenty of time to buy any uniform or equipment in good time • Transition meetings will be held online and face to face with pre-school settings • School will provide a staggered start and end for the new pupils 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 pupils to settle well into school life • Because of the film, pupils were familiar with their setting • Pupils knew where to put their belongings and new about the sand area and the outside environment • Where applicable, pupils had the correct uniform and parents felt well supported in the information about book bags, etc.. • Parents are very positive about the preparations the school has made to meet their child's needs • The staggered start and end system worked well to support a positive start for all pupils – staggered start working very well – staggered end in the process of changing to ensure all pupils leave the premises more safely 05.09.20



Issue	Actions	Success Criteria
<ul style="list-style-type: none"> Community transmission R rate increases in local area and government lockdown local area R rate appears to be increasing and local community is becoming increasingly anxious Staff may live in a high R rate area but work in a lower R Rate area or vice versa. 	<ul style="list-style-type: none"> Continue to build school's capability to educate pupils remotely, where this is needed. Develop a curriculum sequence that allows access to high-quality online and offline resources and teaching videos, which is linked to the school's curriculum expectations Select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback, and make sure staff are trained in their use Provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access Consider how younger pupils and pupils with SEND will be supported to access remote education without specialist adult support Pupils have access to learning at home and have had opportunity to practice accessing the resources whilst in school Procedures for all staff members are outlined in advance of any lockdowns Safeguarding procedures during a lockdown are understood and shared with all staff and governors School to have reflected upon and adapted their home-learning offer delivered during phase 2 Health and Safety Risk Assessment and Business Continuity plans are up to date and in place to be actioned 	<ul style="list-style-type: none"> Pupils learning continues at home immediately following closure or pupil having to isolate Staff adhere to the safeguarding procedures and practice outline Remote education, is high quality and aligns as closely as possible with in-school provision Remote education is an essential component in the delivery of the school's curriculum for some pupils, alongside classroom teaching



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Communicated to all staff 04.07.20; Presented at staff meeting 08.07.20 and ratified by the LGB 15.07.20						
Review						
Reviewed by (SLT)	Date	Reviewed by (member of LGB)	Date	Changes made		Comments from LGB
				Y	N	
Reviewed by whole staff	01.09.20	Nicola Simmons	01.09.20	N		
Reviewed by SLT	04.09.20			Y		
Reviewed by teachers	09.09.20					

It is expected that the above action plan will be reviewed initially weekly and decreasing in frequency as the Advent term progresses. LGB to review progress towards action plan initially on a fortnightly basis. The Trust recommend leaders RAG rate the actions and highlight priority areas.

This action plan sits alongside and supports the statutory health and safety duties and Risk Assessments produced by the Trust and adopted by



No colour added – action in place and working well.



Yellow – re-establish and re-communicate action to staff with any necessary modifications or alterations and SLT to monitor impact.



Red – major change required to the action; communicate to staff and all other stakeholders as necessary. Monitor and report impact.



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Support for Schools

Safeguarding

NSPCC: <https://www.nspcc.org.uk/keeping-pupils-safe/>

Parentzone: <https://parentzone.org.uk/parents> UK Safer Internet Centre:
<https://www.saferinternet.org.uk/advice-centre/teachers-and-school-staff>

Think U know resources: <https://www.thinkuknow.co.uk/>

Childnet: <https://www.childnet.com/>

SWGFL: <https://swgfl.org.uk/>

Pupil Wellbeing

Education Endowment Foundation: Improving social and emotional learning in Primary Schools:
<https://educationendowmentfoundation.org.uk/tools/guidance-reports/social-and-emotional-learning/>

Young Minds:
<https://youngminds.org.uk/>

Charlie Waller Memorial Trust: <https://www.cwmt.org.uk/schools-families>

LGfL Wellbeing Connected: <http://wbc.lgfl.org.uk/>



Bereavement

Child Bereavement UK Helpline: <https://www.childbereavementuk.org/>

Tel: 0800 02 888 40

Cruse Bereavement Care Helpline: <https://www.cruse.org.uk/>

0808 808 1677

Winston's Wish: <https://www.winstonswish.org/>

Supporting a bereaved pupil: <http://sabp.lgfl.org.uk/>

Staff Wellbeing

Education Support: <https://www.educationsupport.org.uk/>

Tel: 08000 562 561

Anna Freud National Centre for Pupils and Families: Supporting Staff Wellbeing:

<https://www.annafreud.org/what-we-do/schools-in-mind/resources-for-schools/supporting-staff-wellbeing-in-schools/>

Mentally Healthy Schools:[https://www.mentallyhealthyschools.org.uk/whole-school-approach/ supporting-staff-wellbeing/](https://www.mentallyhealthyschools.org.uk/whole-school-approach/supporting-staff-wellbeing/)

Mind: <https://www.mind.org.uk/>

Employee Assistance Programme: <https://carefirst-lifestyle.co.uk/>

0808 168 2143

