



Return to School Policy

Plan and Procedures

For all Year Groups

September 2020

The following policy is written to provide the school community of Great Chart Primary School with an awareness of how we are going to approach a return to school for all pupils. Great Chart Primary School will continue to follow Government guidance, considering the needs of our local community.

This will be amended following advice from central Government and Kent County Council

Rationale

Given the improved position, the government now believes the balance of risk is overwhelmingly in favour of children returning to school. For the vast majority of children, the benefits of being back in school far outweigh the low risk from coronavirus (COVID-19), and this policy explains the steps we will take to reduce risks still further.

As a result, we can plan for all children to return from September and start to reverse the enormous costs of missed education. This will be an important move back towards normal life for many children and families.

While coronavirus (COVID-19) remains in the community, this means making judgments at a school level about how to balance and minimise any risks from coronavirus (COVID-19) with providing a full educational experience for our children.

The measures set out in this policy provide a framework to put in place proportionate, protective measures for children and staff, which also ensure that all pupils receive a high quality education that

enables them to thrive and progress. In welcoming all children back from September, we will aim to minimise the number of contacts that a pupil has during the school day as part of implementing the system of controls outlined below to reduce the risk of transmission.

While our aim is to have all pupils back at school from September, we will also need to plan for the possibility of a local lockdown and to ensure continuity of education.

As leaders of Great Chart Primary School we have a duty of care to ensure that all children, parents and staff are safe at all times. With this in mind, we have formulated a plan which considers the health and safety of our whole community in what we feel is a reasonable and achievable way.

Aims

This document provides a framework to enable us to ensure that all of our children, regardless of background or circumstances, fulfil their potential. The values of Respect, Responsibility, Independence, Resilience, Kindness and Inspiration are applied when following this policy.

We will aim to follow Government guidelines but we will be guided by our own risk assessments ensuring our community is safe.

PREVENTATIVE GUIDELINES

Public Health Advice

We will aim to follow Public Health Advice to reduce the risks. Essential measures include:

- A requirement that people who are ill with covid 19 symptoms stay at home
- Robust hand and respiratory hygiene
- Enhanced cleaning arrangements
- Active engagement with NHS Test and Trace
- Formal consideration of how to reduce contacts and maximise distancing between those in school wherever possible and minimise potential for contamination so far as is reasonably practicable

The procedures to reduce contacts will include:

- Grouping children together
- Avoiding contact between groups
- Arranging classrooms with forward facing desks
- Staff maintaining distance from pupils and other staff as much as possible

Minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school

We will ensure that pupils, staff and other adults do not come into the school if they have coronavirus (COVID-19) symptoms, or have tested positive in the last 7 days, and ensure anyone developing those symptoms during the school day is sent home.

If anyone in the school becomes unwell with a new, continuous cough or a high temperature, or has a loss of, or change in, their normal sense of taste or smell (anosmia), they will be sent home and advised to follow 'stay at home' guidance for households. With possible or confirmed coronavirus (COVID-19) infection, the guidance sets out that they must self-isolate for at least 7 days and should arrange to have a test to see if they have coronavirus (COVID-19). Other members of their household (including any siblings) should self-isolate for 14 days from when the symptomatic person first had symptoms.

If a child is awaiting collection, they will be moved, if possible, to a room where they can be isolated behind a closed door, depending on the age and needs of the child, with appropriate adult supervision if required. Ideally, a window should be opened for ventilation. If it is not possible to isolate them, we will move them to an area which is at least 2 metres away from other people.

If they need to go to the bathroom while waiting to be collected, they should use the disabled toilet if possible. The disabled toilet will be cleaned and disinfected using standard cleaning products before being used by anyone else.

PPE must be worn by staff caring for the child while they await collection if a distance of 2 metres cannot be maintained (such as for a very young child or a child with complex needs). Designated First Aiders have been allocated to this role.

Any members of staff who have helped someone with symptoms and any pupils or staff who have been in close contact with them do not need to go home to self-isolate unless they develop symptoms themselves (in which case, they should arrange a test).

If the symptomatic person subsequently tests positive or they have been requested to do so by NHS Test & Trace we will follow the advice of the Health Protection Team.

Clean hands thoroughly more often than usual

Coronavirus (COVID-19) is an easy virus to kill when it is on skin. This can be done with soap and running water or hand sanitiser. We will ensure that pupils clean their hands regularly, including when they arrive at school, when they return from breaks, when they change rooms and before and after eating. Regular and thorough hand cleaning is going to be needed for the foreseeable future. We will build these routines into the school culture, supported by behaviour expectations and help ensure younger children and those with complex needs understand the need to follow them.

Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach

The 'catch it, bin it, kill it' approach continues to be very important, so we will ensure that we have enough tissues and bins available in the school to support pupils and staff to follow this routine. As with hand cleaning, we will ensure younger children and those with complex needs are helped to get this right, and all pupils understand that this is now part of how our school operates. Some pupils with complex needs will struggle to maintain as good respiratory hygiene as their peers. This should be considered in risk assessments in order to support these pupils and the staff working with them.

Face Coverings

Public Health England does not (based on current evidence) recommend the use of face coverings in schools. However, if staff want to or parents want their child to wear a face covering this can be discussed with Mrs Pang. PPE will be worn by staff for certain activities.

Introduce enhanced cleaning, including cleaning frequently touched surfaces often using standard products, such as detergents and bleach

We have put in place a cleaning schedule that ensures cleaning is enhanced and includes:

- More frequent cleaning of rooms / shared areas that are used by different groups
- Frequently touched surfaces being cleaned more often than normal including trim tails and equipment
- Toilets will be cleaned regularly and pupils will be encouraged to clean their hands thoroughly after using the toilet

Minimise contact between individuals and maintain social distancing wherever possible- Groupings

We will aim to reduce the number of contacts between children and staff as far as reasonably practicable. This will be achieved through keeping groups separate (in 'bubbles') and through maintaining distance between individuals. Consistent groups reduce the risk of transmission by limiting the number of pupils and staff in contact with each other to only those within the group. Maintaining distinct groups or 'bubbles' that do not mix makes it quicker and easier in the event of a positive case to identify those who may need to self-isolate, and keep that number as small as possible.

Pupils will remain in class groups for most lesson based activities but due to practical logistics and organisation within and around school, we will look to implement year group sized 'bubbles' eg for drop off and pick up times, plus break times outside, Year Group Assemblies. Groups should be kept apart from other groups where possible and older children should be encouraged to keep their distance within groups. We recognise that younger children will not be able to maintain social distancing, and it is acceptable for them not to distance within their group. EYFS pupils will remain in class bubbles to begin with until they have settled into school life. Teachers however, as far as reasonably practicable must social distance from children and other adults.

Some mixing may occur in order to be able to provide the usual services within the school such as our wrap around care but we will try to limit this as far as reasonably practicable - see further details around wrap around care.

All teachers and other staff can operate across different classes and year groups in order to facilitate the delivery of the school timetable. Where staff need to move between classes and year groups, they should try and keep their distance from pupils and other staff as much as they can, ideally 2 metres from other adults. Again, we recognise this is not likely to be possible with younger children but teaching staff can still work across groups if that is needed to enable a full educational offer.

We will aim to keep children in their class/ year groups for the majority of the time, but will allow mixing into wider groups for wraparound care, providing pupils maintain good hygiene routines.

Measures within the classroom- social distancing

Ideally, adults should maintain a 2 metre distance from each other, and from children. We know that this is not always possible, particularly when working with younger children, but if adults can do this when circumstances allow, that will help. In particular, they should avoid close face to face contact and minimise time spent within 1 metre of anyone. Similarly, it will not be possible when working with many pupils who have complex needs or who need close contact care. These pupils' educational and care support should be provided as normal.

For children old enough, they should also be supported to maintain distance and not touch staff and their peers where possible. This will not be possible for the youngest children and some children with complex needs.

We will make small adaptations to the classroom to support distancing where possible. This will include seating pupils side by side and facing forwards, rather than face to face, and might include moving unnecessary furniture out of classrooms to make more space.

Measures elsewhere- Assemblies and large gatherings

Groups will be kept apart, meaning that we will avoid large gatherings such as Phase and Whole School Assemblies or collective worship with more than one group. Shared Assemblies/ shows with parents and visitors will not take place unless restrictions are reduced.

Movement around the school

Movement around the school will be limited. While passing briefly in the corridor is low risk, we will avoid creating busy corridors, entrances and exits.

Breaktimes

We will have designated play areas for groups and may need to stagger break/ lunch times if the field can not be used.

Staff need to socially distance when using communal areas such as the staffroom and will need to use alternative rooms to avoid overcrowding. Staff members must endeavour to keep within their main groups or bubbles with whom they spend the majority of the day.

Measures for arriving at and leaving school

We will stagger start and finish times but endeavour not reduce the amount of overall teaching time. Parents will drop their children off at allocated times and if at all possible avoid coming onto the school grounds at drop off time.

Other considerations

SEND

Some pupils with SEND (whether with education, health and care plans or on SEN support) will need specific help and preparation for the changes to routine that this will involve, so staff will work to support these needs, for example using social stories. Where a child routinely attends more than one setting on a part time basis, for example because they attend an alternative provision setting or special school, we will work through the system of controls collaboratively, enabling them to address any risks identified and allowing them to jointly deliver a broad and balanced curriculum for the child.

Supply Teachers, visitors and contractors

Supply teachers, peripatetic teachers and/or other temporary staff can move between schools but if they come to Great Chart Primary School they should ensure they minimise contact and maintain as much distance as possible from other staff. Specialists, therapists, clinicians and other support staff for pupils with SEND should provide interventions as usual.

We will manage other visitors to the site, such as contractors, by ensuring site guidance on physical distancing and hygiene is explained to visitors on or before arrival. Where visits can happen outside of school hours, they should. A record should be kept of all visitors.

Equipment and Resources

Equipment and resources are integral to education in schools. For individual and very frequently used equipment, such as pencils and pens, it is recommended that staff and pupils have their own items that are not shared. Classroom based resources, such as books and games, can be used and shared within the bubble; these should be cleaned regularly, along with all frequently touched surfaces. Resources that are shared between classes or bubbles, such as sports, art and science equipment should be cleaned frequently and meticulously and always between bubbles, or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles.

Outdoor playground equipment such as trim trails will be frequently cleaned.

It is still recommended that pupils limit the amount of equipment they bring into school each day, to essentials such as lunch boxes, hats, coats, books, stationery and mobile phones. Bags are allowed. Pupils and teachers can take books and other shared resources home, although unnecessary sharing should be avoided, especially where this does not contribute to pupil education and development. Similar rules on hand cleaning, cleaning of the resources and rotation should apply to these resources.

Children from Y1-6 will be required to bring their own pencil cases to school and equipment so they will not have to share resources.

Where necessary, wear appropriate personal protective equipment (PPE)

The majority of staff will not require PPE beyond what they would normally need for their work. PPE is only needed in a very small number of cases, including:

- where an individual child or young person becomes ill with coronavirus (COVID-19) symptoms while at schools, and only then if a distance of 2 metres cannot be maintained
- where a child or young person already has routine intimate care needs that involves the use of PPE, in which case the same PPE should continue to be used

Response to any infection

All members of the school community must engage with the NHS Test and Trace process. Everyone must be willing to:

- [book a test](#) if they are displaying symptoms. Staff, parents and pupils must not come into the school if they have symptoms, and must be sent home to self-isolate if they develop them in school. All children can be tested, including children under 5, but children aged 11 and under will need to be helped by their parents/carers if using a home testing kit
- Provide details of anyone they have been in close contact with if they were to test positive for coronavirus (COVID-19) or if asked by NHS Test & Trace
- [self-isolate](#) if they have been in close contact with someone who tests positive for coronavirus (COVID-19)

We ask parents and staff to inform us immediately of the results of a test:

- If someone tests negative, if they feel well and no longer have symptoms similar to coronavirus (COVID-19), they can stop self-isolating. They could still have another virus, such as a cold or flu – in which case it is still best to avoid contact with other people until they are better. Other members of their household can stop self-isolating.
- If someone tests positive, they should follow the [‘stay at home: guidance for households with possible or confirmed coronavirus \(COVID-19\) infection’](#) and must continue to self-isolate for at least 7 days from the onset of their symptoms and then return to school only if they do not have symptoms other than cough or loss of sense of smell/taste. This is because a cough or anosmia can last for several weeks once the infection has gone. The 7-day period starts from the day when they first became ill. If they still have a high temperature, they should keep self-isolating until their temperature returns to normal. Other members of their household should continue self-isolating for the full 14 days.

Managing confirmed cases of coronavirus (COVID-19) amongst the school community

We will aim to take swift action when we become aware that someone who has attended school has tested positive for coronavirus (COVID-19). We will contact the local health protection team. This team will also contact schools directly if they become aware that someone who has tested positive for coronavirus (COVID-19) attended the school – as identified by NHS Test and Trace.

The health protection team will carry out a rapid risk assessment to confirm who has been in close contact with the person during the period that they were infectious, and ensure they are asked to self-isolate.

The health protection team will work with us in this situation to guide us through the actions we need to take. Based on the advice from the health protection team, we will send home those people who have been in close contact with the person who has tested positive, advising them to self-isolate for 14 days since they were last in close contact with that person when they were infectious.

Close contact means:

- direct close contacts - face to face contact with an infected individual for any length of time, within 1 metre, including being coughed on, a face to face conversation, or unprotected physical contact (skin-to-skin)
- proximity contacts - extended close contact (within 1 to 2 metres for more than 15 minutes) with an infected individual
- travelling in a small vehicle, like a car, with an infected person

(Staff need to be aware of what is meant by close contacts and limit the amount of time spent with staff outside of their group or bubble)

The health protection team will provide definitive advice on who must be sent home.

A template letter will be provided, on the advice of the health protection team, to send to parents and staff if needed. We will not share the names or details of people with coronavirus (COVID-19) unless essential to protect others, following guidance.

Household members of those contacts who are sent home do not need to self-isolate themselves unless the child, young person or staff member who is self-isolating subsequently develops symptoms.

If someone in a class or group that has been asked to self-isolate develops symptoms themselves within their 14-day isolation period they should follow [‘stay at home: guidance for households with possible or confirmed coronavirus \(COVID-19\) infection’](#). They should get a test, and:

- if the test delivers a negative result, they must remain in isolation for the remainder of the 14-day isolation period. This is because they could still develop the coronavirus (COVID-19) within the remaining days.
- if the test result is positive, they should inform their setting immediately, and must isolate for at least 7 days from the onset of their symptoms (which could mean the self-isolation ends before or after the original 14-day isolation period). Their household should self-isolate for at least 14 days from when the symptomatic person first had symptoms, following [‘stay at home: guidance for households with possible or confirmed coronavirus \(COVID-19\) infection’](#)

We will not request evidence of negative test results or other medical evidence before admitting children or welcoming them back after a period of self-isolation.

Containing any outbreak by following local health protection team advice

If we have two or more confirmed cases within 14 days, or an overall rise in sickness absence where coronavirus (COVID-19) is suspected, we may have an outbreak, and must continue to work with our local health protection team who will be able to advise if additional action is required.

In some cases, health protection teams may recommend that a larger number of other pupils self-isolate at home as a precautionary measure – perhaps the whole site or year group.

In consultation with the local Director of Public Health, where an outbreak is confirmed, a mobile testing unit may be dispatched to test others who may have been in contact with the person who has tested

positive. Testing will first focus on the person's class, followed by their year group, then the whole school if necessary, in line with routine public health outbreak control practice.

Pupils who are shielding or self-isolating

The majority of pupils will be able to return to school. But we must be aware that:

- A small number of pupils will still be unable to attend in line with public health advice because they are self-isolating and have had symptoms or a positive test result themselves; or because they are a close contact of someone who has coronavirus (COVID-19)
- Shielding advice for all adults and children will pause on 1 August, subject to a continued decline in the rates of community transmission of coronavirus (COVID-19). This means that even the small number of pupils who will remain on the shielded patient list can also return to school, as can those who have family members who are shielding.
- If rates of the disease rise in local areas, children (or family members) from that area, and that area only, will be advised to shield during the period where rates remain high and therefore they may be temporarily absent (see below).
- Some pupils no longer required to shield but who generally remain under the care of a specialist health professional may need to discuss their care with their health professional before returning to school in September
- Where a pupil is unable to attend school because they are complying with clinical and/or public health advice, we will offer access to remote education.

School workforce

Following the reduction in the prevalence of coronavirus (COVID-19) and relaxation of shielding measures from 1 August, we expect that all staff will attend school.

Staff who are clinically vulnerable or extremely clinically vulnerable

With the measures we are putting in place we expect this will allow staff to return to the workplace, although we advise those in the most at risk categories to take particular care while community transmission rates continue to fall.

Individuals who were considered to be clinically extremely vulnerable and received a letter advising them to shield are now advised that they can return to work from 1 August as long as they maintain social distancing. Advice for those who are extremely clinically vulnerable can be found in the [guidance on shielding and protecting people who are clinically extremely vulnerable from COVID-19](#).

People who live with those who are clinically extremely vulnerable or clinically vulnerable can attend the workplace.

Staff who are pregnant

As a general principle, pregnant women are in the 'clinically vulnerable' category and are advised to follow the relevant guidance available for [clinically-vulnerable people](#).

Staff who may otherwise be at increased risk from coronavirus (COVID-19)

Some people with particular characteristics may be at comparatively increased risk from coronavirus (COVID-19), as set out in the [COVID-19: review of disparities in risks and outcomes report](#). The reasons are complex and there is ongoing research to understand and translate these findings for individuals in the future. If people with significant risk factors are concerned, we will discuss their concerns and explain the measures being put in place to reduce risks.

People who live with those who have comparatively increased risk from coronavirus (COVID-19) can attend the workplace.

GENERAL ORGANISATION

Attendance

It is vital for all children to return to school to minimise as far as possible the longer-term impact of the pandemic on children's education, wellbeing and wider development.

Missing out on more time in the classroom risks pupils falling further behind. Those with higher overall absence tend to achieve less well in primary school. School attendance will therefore be mandatory again from the beginning of the autumn term. This means from that point, the usual rules on school attendance will apply, including:

- parents' duty to secure that their child attends regularly at school where the child is a registered pupil at school and they are of compulsory school age;
- schools' responsibilities to record attendance and follow up absence
- the availability to issue sanctions, including fixed penalty notices in line with local authorities' codes of conduct

Safeguarding and support

- We will continue to follow our safeguarding policy.
- There will always be a Designated Safeguarding Lead (DSL) on site daily.
- There will always be a trained first aider on site daily.
- The Family Liaison Officer will be available to support children and families.

Behaviour expectations

Behaviour expectations need to be clearly understood and supported by all members of our community. We need to be mindful that some pupils will have had adverse experiences and/or lack of routines of regular attendance and classroom discipline. This may contribute to disengagement with education upon return to school, resulting in an increased incidence of poor behaviour. We will endeavour to work with pupils who may struggle to re engage in school and are at risk of being absent and/or persistently disruptive, including providing support for overcoming barriers to attendance and behaviour and to help them reintegrate back into school life.

We also acknowledge that some pupils will return to school having been exposed to a range of adversity and trauma including bereavement, anxiety and in some cases increased welfare and safeguarding risks. This may lead to an increase in social, emotional and mental health concerns and some children, particularly vulnerable groups such as children with a social worker and young carers, will need additional support and access to services such as educational psychologists, social workers, and counsellors. Additionally, provision for children who have SEND may have been disrupted during partial school closure and there may be an impact on their behaviour. We will need to work with local services (such as health and the local authority) to ensure the services and support are in place for a smooth return to schools for pupils.

The disciplinary powers that schools currently have, including exclusion, remain in place. Any disciplinary exclusion of a pupil, even for short periods of time, must be consistent with the relevant legislation.

We will continue to follow our school's behaviour policy. In addition to this, we will adhere to social distancing measures for all members of our school community ; this is to ensure the safety and well-being of all. Any pupil that breaks our social distancing rules deliberately will be deemed a 'risk to themselves and others' we will therefore ask the parent to collect the child immediately.

Drop off and pick up

The day will start with staggered opening and finishing times limiting the number of pupils and staff in school at any one time, protecting our school community and ensuring the measures we have put in place can be carried out effectively. We will no longer be operating a one way system

Drop off

- Depending on which year group your child is in there will be different drop off/ pick up times. (We apologise as we can not accommodate siblings with different times)
- Parents **MUST** adhere to these times to ensure we can follow social distancing guidelines. We advise you to follow safe social distancing whilst waiting.
- The pub car park has been allocated for a waiting area in the mornings so unfortunately parents will not be able to use it to park. We are encouraging as many parents to walk to school as possible as there will be lots of adults and children waiting.
- Parents of pupils from Y1-6, if possible, will drop their children at the main drop off gates and children will be supervised and directed by staff to access the playground gates.
- For Y6 children who walk to and from school, parents must be secure in the knowledge that their child will socially distance themselves.
- Staff in KS1 will wear gloves if a child needs some support leaving a parent (if the member of staff feels comfortable with this). However, if a child is very distressed and the holding of a hand is not enough, we will not be able to offer any increased support and it may be best for the parent to take the child home.
- In the morning children are greeted by their class teacher or TA at the time allocated (It is vital staff are punctual) at the appropriate gate.
- TAs or teachers will be in the classroom waiting for pupils to ensure pupils follow safety measures e.g. monitor use of cloakroom.
- Children not arriving at allocated time slots to enter via school office.
- At drop off times, children will come straight into school and not stay on the playground.

Pick up

- Parents to wait at the allocated pedestrian gate for a member of staff.
- At collection times children will be brought to the playground gate. Collection times may take a little longer, due to children not filing through the gate so quickly. Parents will be allowed on site to wait for their child but only at the correct time and will need to leave once they have collected their child.
- Only Y6 have permission to walk home on their own.

	Gate to enter the site	Gate to enter the building	Drop off time	Pick up time	Enter school via....
Year 6	KS2 pedestrian gate	KS2 Playground	8:20am	2:40pm	Year 6 Classroom doors
Year 5	KS2 pedestrian gate	KS2 Playground	8:30am	2:50pm	Year 5 door
Year 4	KS2 Pedestrian gate	KS2 Playground	8:40am	3pm	Year 5 door

Year 3	Main pedestrian gate	KS1 Playground	8:20am	2:40pm	Y2 door
Year 2	Main pedestrian gate	KS1 gate	8:30am	2:50pm	Year 2 door
Year 1	Main pedestrian gate	KS1 gate	8:40am	3pm	Year 2 door
EYFS	Main pedestrian gate	KS1 gate	9am	2:30pm (when full time)	EYFS door
Goldwell	KS2 Pedestrian	KS2 Playground	9am	3:10pm	Goldwell

Lunch times/Play times

- We will have staggered play times and lunch times
- Each year group bubble will be allocated a play area.
- Climbing frames and trim trails will be used but metal surfaces will be cleaned after each playtime.
- TAs in each class to cover duties.
- Staff will need to stagger the use of the kitchen area and staffroom. 'Spill off' areas can be created in the Community Room.
- Play times will be flexible according to the weather.

	Playtime	Area	Lunchtime	Area
Year 6	10:20-10:40	Upper field	12:30- 1:10	Upper field
Year 5	10:50-11:10	Upper field	12:30- 1:10	Middle field
Year 4	10:50- 11:10	KS2 playground Zone A + B (not white zone)	12:30- 1:10	KS2 playground Zone B (Trim trail/ outside gym and playground in front of the storage units)
Year 3	10:20- 10:40	KS2 playground Zone A + B (not white zone)	12:30- 1:10	KS2 playground Zone A (playground in front of the trim trail)
Year 2	10:20- 10:40	Lower field	12:10- 12:50	Lower field
Year 1	10:20- 10:40	KS1 playground	12:10- 12:50	KS1 playground (2/3 of the playground)
EYFS	TBA	KS1 playground	12:10- 12:50	KS1 playground (1/3 of the

				playground) EYFS area
Goldwell	TBA	White Zone	TBA	White Zone

Lunches

- Children will eat in their classrooms
- School lunches will be offered but the menu will look different to our normal offer. Please view the menu on the website.

Water and mid morning snack

- Children will be encouraged to bring named water bottles to school.
- Water fountains will only be used to refill water bottles and not for direct drinking.
- Water fountains will be cleaned 3 times a day.
- A mid morning piece of fruit or vegetable can be provided by parents. No other snacks will be allowed. The normal KS1 fruit and Veg scheme will not be in place.
- Milk will not be offered to EYFS children in the morning for the start of the school year.

Toilets

- Toilets will be cleaned 3 times a day including staff facilities- breaktime, lunchtime and after school.
- Only 1 pupil will be allowed in the toilet area at a time. Bubbles will be allocated to toilets.
- The disabled toilets will be allocated only for pupils or staff who are poorly.
- We will not be providing toilet facilities for parents and younger children.

	Toilet area
Year 6	Year 6/ Year 4
Year 5	Year 5/ Year 3
Year 4	Year 6/ Year 4
Year 3	Year 5/ Year 3
Year 2	Year 2
Year 1	Year 1/ EYFS
EYFS	Year 1/ EYFS
Goldwell	Learning Lodge

- If children have a toileting accident, parents will be called in to support their child.
- Children will be encouraged to wash and dry their hands properly.
- They will wash their hands frequently throughout the day.
- PHE and H&S posters will be displayed to remind children.

Parents and visitors

- If parents wish to communicate with the school this needs to be via telephone or email.
- The office screen will remain closed to protect staff.
- During this period we ask parents to not come to the school office but to communicate by phone or email. The only exception to this is when school has contacted a parent to come and collect their child.
- Parents are encouraged to communicate with teachers via emailing or phoning the school office.
- Parents must implement their own social distancing.
- Visitors to the school site should be limited and only essential visitors should be admitted (e.g. lunch delivery).
- Suppliers and contractors should be encouraged to attend the site for essential business only and if possible, outside of the teaching hours.
- Staff will be encouraged not to have personal deliveries to school.

Communication

- Communication with teachers will need to come through the main office and no longer through Google Classroom
- Staff to contact parents via the office email or telephone.
- Please refer to the Communication's Policy on our website.

Curriculum

The key principles that underpin our curriculum planning:

- Education is not optional: all pupils receive a high-quality education that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life.
- The curriculum remains broad and ambitious: all pupils continue to be taught a wide range of subjects, maintaining their choices for further study and employment.
- Remote education, where needed, is high quality and aligns as closely as possible with in-school provision: schools and other settings continue to build their capability to educate pupils remotely, where this is needed.

Our aim will be to teach an ambitious and broad curriculum in all subjects from September, but make use of existing flexibilities to create time to cover the most important missed content.

Substantial modification to the curriculum may be needed at the start of the year, so teaching time will be prioritised to address significant gaps in pupils' knowledge with the aim of returning to the school's normal curriculum content as soon as possible. However, as a school we feel that all curriculum areas should be addressed from September 2020 ensuring our children receive a broad and balanced curriculum whilst still addressing any gaps in learning.

Our curriculum planning will be informed by an assessment of pupils' starting points and addressing the gaps in their knowledge and skills, in particular making effective use of regular formative assessment (for example, quizzes, observing pupils in class, talking to pupils to assess understanding, scrutiny of pupils' work).

Develop remote education so that it is integrated into school curriculum planning

Remote education will continue to be an essential component in the delivery of the school curriculum for some pupils, alongside classroom teaching, or in the case of a local lockdown. We will plan to ensure any pupils educated at home for some of the time are given the support they need to master the curriculum and so make good progress. We may consider it appropriate to suspend some subjects for some pupils in exceptional circumstances.

There will be online provision of educational activities for children to access when they are at home if they have to self isolate. Teachers will try all they can to continue to support online learning as far as reasonably practicable in terms of commenting on pupils work etc. Please refer to the Remote Learning Policy

Physical activity

Pupils will be kept in consistent groups, sports equipment thoroughly cleaned between each use by different individual groups, and contact sports avoided.

Outdoor sports will be prioritised where possible, and large indoor spaces used where it is not, maximising distancing between pupils and paying scrupulous attention to cleaning and hygiene. This is particularly important in a sports setting because of the way in which people breathe during exercise. We will continue to work with external coaches, clubs and organisations for curricular and extra-curricular activities where they are satisfied that this is safe to do so. Activities such as active miles, making break times and lessons active and encouraging active travel will help enable pupils to be physically active while encouraging physical distancing.

Pupil wellbeing and support

Pupils may be experiencing a variety of emotions in response to the coronavirus (COVID-19) outbreak, such as anxiety, stress or low mood. This may particularly be the case for vulnerable children, including those with a social worker and young carers. It is important to contextualise these feelings as normal responses to an abnormal situation. Some may need support to re-adjust to school; others may have enjoyed being at home and be reluctant to return; a few may be showing signs of more severe anxiety or depression. Others will not be experiencing any challenges and will be keen and ready to return to school.

The return to school allows social interaction with peers, carers and teachers, which benefits wellbeing. We will ensure pastoral support is there for all pupils designed to:

- support the rebuilding of friendships and social engagement
- address and equip pupils to respond to issues linked to coronavirus (COVID-19)
- support pupils with approaches to improving their physical and mental wellbeing

We will also provide more focused pastoral support where issues are identified that individual pupils may need help with, drawing on external support where necessary and possible.

Transition for children coming back to school

Staff will be conscious that many children have not been in school for a very long time and so will be displaying a whole range of emotions. Before any 'formal' teaching takes place staff will ensure that children feel happy and safe at school. There will be plenty of opportunities for children to discuss their emotions and any concerns. During the first week back children will be involved in induction activities to help them settle into their new classes and year groups.

Wrap Around Care (Y1-6)

Breakfast Club

- Children will be sitting at tables, in their year group bubbles, to eat their breakfast and then to enjoy some activities. They will not be able to move around the hall.
- It will not be possible for children to avoid sitting opposite each other, so please can parents be aware of this
- Breakfast club will run from 8am- 8:40 (for this period only). The price will be reduced to £2 to reflect this change

After School Club

Kent Play Clubs will contact parents with regard to their After School Club provision.

PPA Time (for teachers only)

PPA time will be continued as normal but timings will need to change. Any additional time needed due to extra teaching each day and no prep time during daily assemblies will form part of the planning days during Term 1 and possibly 2 and through discussion with the Headteacher.

Trips

School trips will resume during the school year but only after risk assessments have been carried out.

Uniform

Our high expectations in terms of our uniform, footwear and hairstyle policy will resume from September. Uniform plays a valuable role in contributing to the ethos of our school and sets an appropriate tone. All pupils will need to follow our policy.

Belongings

Children will only bring limited belongings to school. We will be using cloakrooms but staff must limit the numbers using the cloakroom at any one time. Cloakrooms must be completely cleared at the end of each week. Y1-6 will need to bring their own pencil cases with basic stationery.

Plans for a local lockdown

For those self isolating either individuals or groups we will provide remote learning for pupils as outlined above and within our Remote Learning Policy.

Conclusion

I'm sure you can appreciate that although these measures may seem quite severe, we need to ensure the health and safety of our whole community. All schools will be interpreting the guidance differently but hopefully, at Great Chart Primary School, we have been proportionate in our response. We have tried to balance the risks of Covid 19 with the fact that we are a school educating and supporting children. We will always aim to do our best endeavours especially when it relates to social distancing, but we need to be realistic in our response and consider not only health and safety needs but mental health also.

We appreciate that our whole school community is very worried about the school reopening but hopefully this document will help everyone feel much more informed about the measures that we are putting in place.

Thank you once again for your support and understanding.

Kind Regards

Mrs Pang and the SLT

