

Rackham Reopening Risk Assessment.

Completed by: Bridget Harrison, Headteacher.

Date: 20/05/20



Appendix includes:


- ✓ *Bubble Staffing Timetable*
- ✓ *Crucial Q and As*
- ✓ *SEND risk assessments for specific children (AB/SW)*
- ✓ *Sustainability of Curriculum at Rackham (AW)*

Our planning is underpinned by the Department for Education's advice on effective infection protection and control which states the following:

There are important actions that children and young people, their parents and those who work with them can take during the coronavirus outbreak, to help prevent the spread of the virus.

In all education, childcare and social care settings, preventing the spread of coronavirus involves dealing with direct transmission (for instance, when in close contact with those sneezing and coughing) and indirect transmission (via touching contaminated surfaces). A range of approaches and actions should be employed to do this. These can be seen as a hierarchy of controls that, when implemented, creates an inherently safer system, where the risk of transmission of infection is substantially reduced. These include:

- ✓ minimising contact with individuals who are unwell by ensuring that those who have coronavirus symptoms, or who have someone in their household who does, do not attend childcare settings, schools or colleges
- ✓ cleaning hands more often than usual - wash hands thoroughly for 20 seconds with running water and soap and dry them thoroughly or use alcohol hand rub or sanitiser ensuring that all parts of the hands are covered
- ✓ ensuring good respiratory hygiene - promote the 'catch it, bin it, kill it' approach
- ✓ cleaning frequently touched surfaces often using standard products, such as detergents and bleach
- ✓ minimising contact and mixing by altering, as much as possible, the environment (such as classroom layout) and timetables (such as staggered break times)

Considerations/Risk.  <i>Rag rated by colour.</i>	Action	Action by whom?	Action by when?	Done?
<p>Schools have not been shut</p> <p>Despite the news headlines, we know that most schools have not been closed and many school staff have continued to work in schools, including during the school holidays, though not always their own school. Furthermore, all of teachers have continued to work providing education and support from home whilst home schooling their own children. We must recognise these experiences, particularly where staff have continued working over the Easter holidays too. Staff are going to start tired and this will impact on their ability to lead, manage and respond to change. For teachers of young families and children or family to care for they will have had a very stressful time whilst working their full hours so may need some emotional support.</p>	<p>Ensure staff meetings are an opportunity to focus on wellbeing of staff and discuss any children of concern. Staff meeting will not be used to address CPD for the first half term. Staff are not expected to mark books but feedback only verbally.</p> <p>Staff are only expected to spend the first few weeks back assessing the children's academic, social and emotional needs through running open activities, talking, playing and enjoying the broad curriculum such as PE, Music, Art/ DT, topic and yoga.</p> <p>This will not need a vast amount of planning for and, again, minimise workload for teachers.</p> <p>All staff must be given time to talk with SLT regarding their own experiences at home and any support we can offer.</p>	<p>SLT All Staff</p>	<p>By 27th May</p>	
<p>Staffing requirements for June 1st</p> <p>We will be expecting about a third of the current school roll to return to us on Monday 1st June. Guidance from the DfE advises schools that a safety measure would be to halve the class sizes (typical class size being 30). With that in mind, you would need double the staff, so it would be reasonable to expect that the majority of staff return to school. Sadly, our staffing has been reduced by about two thirds, so we are likely to be very stretched in our staffing capacity.</p>	<p>Our bubble timetable has been shared with all staff. Each bubble has been allocated a certain number of adults to support them and we have used all currently available staff members available. Adults allocated a bubble are the only adults that are to come in to contact with those children i.e. a teacher cannot teach one group on Monday and then a different group on Tuesday. Non-class-based staff need to be very aware that they must not routinely come in to contact with groups of children as they could be unknowingly spreading the virus between groups.</p> <p>I am also proposing that school closes after lunchtime on Friday. That way all staff have dedicated non-contact time on Friday afternoon. Staff are to be off site by 3pm so that cleaners can clean effectively although they will be encouraged to take their PPA at home.</p> <p>Staff will have to fulfil roles beyond what they are used to. Teaching assistants will be required to take small groups and deliver lessons at times (under the instruction of a class teacher) and we will all have to support with the cleaning of school throughout the day.</p> <p>There will be a requirement to be very flexible as a staff body. If members of staff become unwell (unrelated to Covid-19) then we will need to inform parents of that bubble that their children must stay at home until the teacher returns to work.</p>	<p>SLT All staff</p>	<p>Before 22nd May</p>	<p>Done</p>

<p>Entry/exit of school and movement within</p> <p>We need to make plans to reduce the possibility of large groups of the school community gathering at any one time, that very much includes parents. Therefore, entering school and exiting school pose potential problems, as does movement within school. Our behaviours have to change so that we limit the potential risk to one another. The DfE acknowledge that schools may change the start and finish times or introduce processes for drop-off and collection arrangements.</p> <p>The DfE guidance does not refer to children socially distancing themselves from one another. This is in acknowledgement that it is impossible to do so. However, we must try to reduce contact as much as physically possible.</p>	<p>There will be no large gatherings of adults nor children. Where possible, meetings will take place in large spaces (or outside) so that adults can appropriately socially distance. Likewise, there will be no assemblies for children or dinners in the school hall.</p> <p>School will start at slightly different times for each bubble year group and details can be seen on our Q and A document.</p> <p>Parents are to be encouraged to walk to school where possible and only one parent will be permitted on the school grounds. Parents of different bubble year groups will drop off and pick up at separate locations around school. (see Q and A doc)</p> <p>The school day will end at different times for each year group. (see Q and A doc)</p> <p>Again, parents must not arrive early or late. They must collect their children on time so that teachers can release children safely. The playground will not be open to parents before their children are released to them.</p> <p>Teachers will not be available to speak to unless teachers initiate the contact. Teachers must commit their time to ensuring that all children safely leave their care. Parents can contact teachers through Seesaw if they have queries about the day or they can call to make a phone appointment.</p> <p>The school office is inaccessible. If parents need to speak face-to-face with the office team, then parents need to call to make an appointment via email or telephone. The office will not be open for parents to drop-in to. However, parents can obviously still call and receive support over the phone or via email.</p> <p>Children need to move around school in their small groups and not mix with other children.</p> <p>Teachers will need to follow the timings set out in our Q and A doc regarding timings for the day. No bubble should come into contact with another.</p> <p>The staff room will remain open to adults, however strict social distancing must be in place and where possible. It is important for your own wellbeing that you see colleagues and I encourage this, but please do not contravene social distancing measures otherwise multiple groups could be at risk of infection should anyone present with symptoms.</p>	<p>SLT All staff in school</p>	<p>From June 1st (or reopening date)</p>	
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<p>First Aid</p> <p>There may not be as many first aid trained staff on site as usual. Those who are first aid trained may be in a bubble and so unable to contaminate another bubble to administer first aid.</p>	<p>Where there may be limited staff, the requirement to provide suitable first aid cover to all staff and students has been assessed with suitable first aid or paediatric first aid provided. Access to first aid facilities is maintained and the school suitably stocked with first aid sundries.</p> <p>Staff or pupils with medical needs have been assessed and relevant consents are in place. Staff have been trained in the use of medications and increased level of control applied, to include the use of PPE if required.</p> <p>Review of the First Aid policy to include consideration of the risk of infection of covid-19.</p> <p>The HSE have announced a three-month extension to the validity of the following qualifications if the first aider to requalify because of the coronavirus:</p> <ul style="list-style-type: none"> o First Aid at Work o Emergency First Aid at Work o Paediatric First Aid o Emergency Paediatric First Aid 	<p>MWestrup, SLT, LS, SC</p>	<p>From June 1st or reopening date</p>	
<p>Cleaning/hygiene considerations</p> <p>In order to contain the virus, a strict cleaning regime needs to be in place. The government have provided very specific guidance about what we should be doing to effectively clean spaces in school. This will require adults that don't normally identify as cleaners to fulfil those duties throughout the day before the cleaning staff are in school to complete a thorough clean.</p> <p>Handwashing protocols are to be strictly followed and 'catch it, kill it, bin it' is to be promoted. Children are to be encouraged not to touch their mouth, eyes and nose.</p>	<p>At various intervals, adults will disinfect and clean tables, door handles and equipment. Each class will have their own allotted set of classroom cleaning equipment that will be stored appropriately within the classrooms.</p> <p>Adults and children are to wash their hands-on entry to school, before break time, after break, before lunch, after lunch, before leaving school, and anytime that they visit the toilet or cough/sneeze into their hands. Hand sanitisers are to be made available in classrooms.</p> <p>If they are not in classrooms, groups need to coordinate with one another so that all children can wash hands whilst remaining a sensible distance from one another. Where children are struggling to wash independently, they may receive support assuming the adult supporting is also washing their hands.</p> <p>Children should be allowed to go to the toilet as they would do in a normal school day, however staff need to be sure the pupils are using their bubbles allocated toilet station only and be very aware of how many other children are also using the toilet and ensure that children wash their hands afterwards.</p> <p>If tissues are regularly disposed of throughout the day, where possible bins should be emptied regularly.</p> <p>All rooms should be well ventilated therefore the door should remain open. This contravenes fire safety measures, however the risk of spreading the virus is greater than the risk of a fire. However, if a fire alarm is sounded, you must ensure those doors are closed. This measure will reduce the use of door handles significantly.</p> <p>We will expect children and staff to come to school in clean clothes each day.</p> <p>If we are required to clean an area after a positive case of coronavirus has been identified, we must follow the guidelines outlined within this document: https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings</p>	<p>SLT All Staff JB and cleaning team,</p>	<p>From 1st June onwards, daily</p>	

	<p>More frequent cleaning procedures should be in place across the site, particularly in communal areas and at touch points including:</p> <ul style="list-style-type: none"> ○ Taps and washing facilities, ○ Toilet flush and seats, ○ Door handles and push plates, ○ All areas used for eating must be thoroughly cleaned at the end of each break, including chairs, door handles ○ Telephone equipment, photocopiers <p>If we have been informed that someone has tested positive with covid-19 then any area/room they have accessed should be secured for 72 hours then undergo a thorough clean.</p>			
<p>Outdoor play (break and lunch)</p> <p>Children are to be encouraged to play outdoors as the transmission of the virus is reduced in outdoor spaces. However, we need to reduce the risk of contact between groups of children.</p>	<p>Each group will have an allocated space in the playground so that they don't come in to contact with other children from different groups. This has been planned and shared with staff. (See Q and A doc)</p> <p>Children are to wear a wristband with an allocated colour. This now forms part of their uniform. They will be able to distinguish between which children they can play with and which children they can't (although they shouldn't come in to contact with other groups anyway).</p> <p>Games that encourage distancing and little touch need to be made available to the children. However, outdoor equipment should not be used unless we are able to ensure that it is appropriately cleaned between bubbles using it, and that multiple bubbles do not use it simultaneously. Therefore, each bubble will need to gather resources from their classrooms or the PE cupboard so that they have dedicated outdoor equipment that is taken out and used exclusively by them. This is then gathered back in at the end of their break/ lunch time. This is much harder to do in Reception, therefore I suggest that they only get items out that they know they can clean between group use, such as the bikes, but also have a box of equipment for each group that is used exclusively by them. Reception, I suggest that you divide the space between your bubble so that each group only comes in to contact with the resources in their space.</p> <p>Teachers are to timetable adult breaks for their bubble, with 1 member of staff per bubble out at all times. The timings for break times can vary from those on our Q and A doc, but they must not conflict with other groups to the point that mixing with groups is unavoidable.</p> <p>Reception can use their outdoor spaces – Larch and Beech rooms using the space by the red gates and Ash and Rowan using their usual outdoor area. Year 1 can use the main playground and field/ vegetable garden etc.</p>	<p>All Staff</p>	<p>Daily from 1st June or reopening date</p>	

<p>Lunchtimes</p> <p>We are still required to ensure that our children are fed adequately throughout the school day but also to reduce risk of infection, therefore we need to manage this time carefully so that it is not a ‘pinch-point’.</p>	<p>Children will all bring a packed lunch in a disposable bag. BH will have made this explicit to all parents with the reasoning behind the decision.</p> <p>We do not have any midday supervisors available to work so sadly members of staff responsible for bubbles will have to rotate between supporting the lunchtime and having their own lunch. Treat every day as a sort of school trip where you eat your lunch with (or within sight) of your pupils!</p> <p>Once all children have had their dinner, they are to then play outside for 30 minutes although the timing for this is up to the teacher for each bubble. During this time bubble staff will clean the room whilst the other member of staff supervises the children in their allotted outdoor space. Jayne Browne may be available to do these cleans for you, but this is not yet confirmed.</p> <p>Whilst children are outside, members of staff are to have their lunch and appropriately rotate through supervision so that all receive a break. This can continue into the afternoon lesson time to ensure all are well-rested i.e. the teacher will deliver the start of the afternoon without support staff (or the other way around) so that everyone can have sufficient time.</p>	<p>All Staff Jayne Browne</p> <p>Sue Taylor Anne Perkins</p>	<p>Daily from 1st June or reopening date</p>	
<p>Supporting medical needs of children</p> <p>We need to retain and have a clear understanding of the medical needs of the children in our care. Children might be taught by teachers they are not used to which is why sharing medical information is increasingly important, as is protecting staff from those with symptoms of Covid-19.</p>	<p>Where children have medical needs, we need to be very aware of them. Once bubbles are established, the office will produce a report that itemises the medical requirements of each bubble. This will be shared with the members of staff responsible for that group. Following that, appropriate medicine and record-keeping will be placed in the correct classroom so that the child has appropriate access to their medication. Where children are requiring very specific support with medication, they will be prioritised as pupils that should stay with their current class teacher or a known first aider.</p> <p>If support is required to administer medication, adults can choose to wear a mask and gloves if they wish, preceded by thorough handwashing.</p> <p>If a child in the setting becomes unwell, the existing guidelines will be followed i.e. the child will be removed to the designated isolated space where they can be monitored and supported until they are collected by their parents or carers. There will also be a designated toilet assigned to children who fall ill. Once the child is collected, both spaces will be thoroughly cleaned by a member of staff wearing both gloves and a mask.</p> <p>The designated isolation space is our school hall. (See Q and A doc for more details) The designated toilet for this medical space is the disabled toilet.</p> <p>The child should then be tested for coronavirus. If the test is negative the child can return to the setting assuming they are well enough. If the test is positive, all children and adults within that group should self-isolate for 14 days and not attend the setting. This is why it is so important to not mix with other children and adults outside of your group – it is a protective mechanism. This guidance also applies if an adult presents as unwell and is subsequently tested as positive.</p> <p>Where there may be limited staff, the requirement to provide suitable first aid cover to all staff and students has been assessed with suitable first aid or</p>	<p>SLT All Staff</p>	<p>Set up medical space before 1st June</p> <p>Use medical space from 1st June</p>	

<p>First Aid</p> <p>There may not be as many first aid trained staff on site as usual. Those who are first aid trained may be in a bubble and so unable to contaminate another bubble to administer first aid.</p>	<p>paediatric first aid provided. Access to first aid facilities is maintained and the school suitably stocked with first aid sundries.</p> <p>Staff or pupils with medical needs have been assessed and relevant consents are in place. Staff have been trained in the use of medications and increased level of control applied, to include the use of PPE if required.</p> <p>Review of the First Aid policy to include consideration of the risk of infection of covid-19.</p> <p>The HSE have announced a three-month extension to the validity of the following qualifications if the first aider to requalify because of the coronavirus:</p> <ul style="list-style-type: none"> o First Aid at Work o Emergency First Aid at Work o Paediatric First Aid o Emergency Paediatric First Aid <p>The Health & Safety Executive have recently updated the Reporting of Injuries, Diseases and Dangerous Occurrences regulations (RIDDOR) to include the requirement to report possible or actual exposure to the Covid-19 virus as a result of, or in connection with, a work activity.</p>	<p>SLT All Staff</p>	<p>Set up medical space before 1st June</p>	
<p>Contractors and Property Compliance</p>	<p>All contractors must provide a suitable and sufficient risk assessment for the activities they carry out which must include covid-19.</p> <p>All planned/reactive maintenance to be carried out during out of hours unless seen as an emergency.</p> <p>The school has ensured that relevant property statutory compliance checks have been completed and records updated.</p> <p>Daily and weekly checks have been reinstated and pre-opening checklist completed.</p> <p>SB is managing property and contractor compliance in school.</p>	<p>SB</p>	<p>Ongoing until Summer holidays</p>	
<p>Online learning for children not in school</p> <p>Some children will still not be able to attend school. That will be either because they are shielding or unwell, they are not one of the designated year groups, or their parents are unwilling to allow them to come to school. Irrespective of reason, we still need to provide educational support to those children.</p>	<p>Seesaw will continue as a mechanism for home-learning and support for parents. However, it is entirely unreasonable to expect teachers to commit time to it and have to support in class without additional resources (time) to do so. Therefore, staff within each bubble will have to manage themselves throughout the day so that non-contact time can be accessed for all teachers having to offer home-learning tasks. Friday afternoons will be protected so that staff receive adequate PPA time, working from home if required.</p> <p>As far as possible, activities that are taught in school should mirror what is delivered on Seesaw. Mandy will provide more details about how this can be managed and achieved.</p> <p>Mandy or I will communicate these changes to parents so that they know that teachers will now become less active on Seesaw as they will now have further teaching responsibilities and that work is still likely to be set on Seesaw but there will be reduced communication and contact from teachers on the platform.</p>	<p>AW All Staff</p>	<p>Ongoing until summer holidays</p>	

	<p>Also consider the use of printers and photocopiers. We will not be able to share photocopiers without disinfecting them. I suggest that you plan to not need any photocopying if possible. Lots of children do not have access to these at home and so the planning should be ok in this respect. Please email resources to Sarah Bowd who may be in school on occasion throughout the week. On days she is in, she will be able to photocopy them and leave them outside relevant classrooms. If everyone used the photocopier individually then it could become a pinch-point so please ensure that you send any required resources in good time but also appreciate how busy Sarah will be and indeed that she will not be in everyday so please be reasonable in your requests. Please put your name at the top of the document so Sarah knows where to deliver it.</p>			
<p>Don't pretend that everything is normal</p> <p>For many of us, adults and children, the return to school will be greeted with a huge sigh of relief and we will want to pretend that the world is returning to how it was, but we will all have been changed by the experience. It will take time for us to adjust to the 'new' normal. We will need to recognise and allow for this by being kind to each other and ourselves.</p>	<p>This will be actioned during Staff meetings and assemblies. All staff and children will be reminded that we will take our time to return to 'normal' and it will be done in a holistic way. If we acknowledge the huge historical event we lived through and report that we can allow ourselves to blend back in to normal when all parties show they are ready. This will be reviewed daily by SLT and weekly by all staff.</p> <p>If wellbeing is cared for the children will hit the ground running when they are ready and make up the lost learning relatively quickly as evidenced in other countries.</p>	<p>SLT All Staff</p>	<p>From May onwards for up to a year</p>	
<p>Re-establishing routines</p> <p>For many the re-establishment of routines will be difficult. This will not just be for school routines; it will also be for those basic daily life routines, such as sleep and getting up. We know that this is difficult and a source of anxiety at the beginning of every term, but this will be on a larger scale. We will need to allow a period of adjustment and be aware of the impact of trying to re-establish these routines for staff, parents and children. We will need to re-learn the rhythm of the school.</p>	<p>It is important for the transition back to school to involve a routine being put in place swiftly as children prefer routine and it gives them a sense of comfort. However, some families may struggle, and it is important for the school to acknowledge this and offer help where needed.</p> <p>Children will be very tired (as will staff) by afternoon and so the timetable will need to account for this and organise for more open activities.</p> <p>Children will have been eating at very odd times and may be hungrier than usual – I will ensure parents pack snacks as part of the daily pack up and we have Michelle ready to go if/when we decide our school canteen can re-open. (Everyone needs brownies and coconut flapjacks!)</p>	<p>SLT LS and AP (ELSA) All Staff</p>	<p>From reopening date onwards and up to a year</p>	
<p>Re-establishing expectations</p> <p>We are aware that different people will have had very different experiences during the lockdown. Some will have been in school throughout, though for them school will have been a very different place. The majority of children will have been at home and each of them will have had their own experience. It will take</p>	<p>The key here is re-establishing behaviour expectations, how we speak to each other, how we treat each other and our attitude to being in school. The learning will happen when this is all established.</p> <p>Weekly Zoom talks or videos/ assemblies with/by Bridget to bubbles to remind them all is well, creating a safe environment, reminding them they are loved and cared for. With this they are reminded of respect for each other, love for each</p>	<p>SLT All Staff</p>	<p>From reopening onwards and up to a year</p>	

<p>time to re-establish and re-learn the expectations of school behaviour and learning. We know that much of learning is based on practice and we will all be out of practice with this.</p>	<p>other and what that looks like again, thus re-creating the ethos and culture we had. This will move on to attitude to learning.</p>			
<p>Differences in learning</p> <p>Across schools there will be a huge range in what learning children have engaged in while not in school. There will be children who have spent every day, including the holidays, engaged in formal learning activities and completed every piece of work set by the school. Equally, there will be children who have not engaged in any focused learning activity for the entire time they were not in school. Most children will come somewhere in between. We will need to respond to what children have learnt, not what we expected them to have learnt. We will need to understand what children have learnt and what they have forgotten.</p> <p>Even more, those who have been a carer for a sick relative or dealt with grief for someone they couldn't see. This learning and possible trauma is not on the curriculum but will be key to who our children are.</p>	<p>Assessing learning: We will do this informally, to restart children's schooling with formal testing will mitigate any focus on re-building relationships and exacerbate the anxieties about restarting formal schooling. It will be more important to value and celebrate what children have learnt. The teachers will spend time allowing the children to 'show and tell' what they have been doing, what they have learned and what their lives have been like over the lockdown. We can then assess them academically as well as socially and emotionally over time and once school begins to feel more 'usual' again.</p> <p>Key to this is celebration and recognition, will be to remember that much of what children may have learnt will be very different to 'school learning' and certainly not on the curriculum. We will need to take time to find out who has learnt to bake a cake, build a wall, become an expert on the Roman Army or the life of an Amazonian dolphin.</p> <p>Teachers' responses will be key to how children are able to reintegrate into school and the people that they will become.</p>	<p>SLT CB All Staff</p>	<p>From reopening date onwards</p> <p>Particularly from start of new academic year</p>	
<p>Feeling Excluded/ Singled out</p> <p>For many schools there are divisions between access to learning during the lock down for different children.</p> <p>Successful accessing of learning from home depends on many factors. As children become older, they may become more independent in their learning. But for many children, learning will depend on the role of parent as 'teacher'. This depends on parental skills, interest and commitment. It is further impacted by the parents' work commitments, educational and language levels. Further there are issues of space to learn, as well as access to physical and online resources.</p>	<p>We have of course sent out laptops for children, however many parents have not had the capability to get their child logged on and accessing the tasks for different reasons.</p> <p>Some children may feel they have missed out. We must acknowledge that this may not have been their fault that they did not manage to carry out much 'learning'.</p> <p>Whilst we will celebrate the 'learning' online we will also look at what children are doing to entertain themselves, how they have shown resilience, patience and kindness at home so as not to discriminate against the children who have not been able to do much work online.</p>	<p>All Staff</p>	<p>Ongoing from point of reopening</p>	

<p>Difference between those who have been on site and those who have not</p> <p>There will be significant differences for children who have and have not been on the school site during the lock down. It would be wrong to assume that those who have been in school are OK. We need to remember that these are in many cases our most vulnerable families.</p> <p>As we have only had between 3 and 6 children attend Rackham regularly during lockdown – so we can easily support their transition. They will be very comfortable with no social distancing, attending school and not worried about ‘catching’ something more than the children who have stayed home for months constantly being reminded they cannot go outside. The children will have had very different messages and experiences, but not necessarily academically different.</p>	<p>We will ensure we use their experience to highlight to children that it is safe in school if we wash our hands, keep some distance and use a tissue to sneeze or cough. The 3 children will be proof that it can be done, and we can use them which will be lovely for them as they may feel hard done by for having to go to school. This will allow us to celebrate their achievements with going to school and keeping safe.</p> <p>They can model to the other children how they kept safe and still managed to have a great time playing and learning.</p>	<p>All Staff</p>	<p>From date of reopening and ongoing</p>	
<p>Safeguarding</p> <p>Domestic Abuse</p> <p>We will need to be vigilant about children who have experienced abuse during the lock down. There has been a significant rise in domestic abuse during the lock down. Many children will have suffered significant harm during this time. We need to be aware of this as a possibility for all our children, not just the ones we had identified as vulnerable.</p> <p>Online abuse</p> <p>In addition, we need to be aware of the threats and possible abuse that children may have experienced online during this time. There are increased risks from adults and the exposure to harmful images and threats.</p> <p>Online bullying</p> <p>Further, as the lock down has forced more and more of children’s social lives to move online, we need to be aware of the increased risk of online peer on peer abuse</p>	<p>Considerable time and effort must be put into creating a safe environment for all children and allow them many regular opportunities to talk about their experiences.</p> <p>We need to ensure that children have safe spaces to talk about their experiences during the lockdown. We will need to ensure that all children have access to trusted adults who will listen them and are ready and trained to respond to them effectively. I have deliberately placed staff into bubbles with pupils who will know and trust them, rather than teachers they have never spoken to.</p> <p>All staff to receive a safeguarding briefing on how to respond to disclosures on return to school. – This will be lead by Bridget on Wednesday 3rd June at 3.30 pm.</p> <p>We need to remember that it may take a long time for children to reveal any abuse. They may communicate it through behaviour and other indicators, rather than through disclosure. All staff need to be aware of this and able to respond appropriately and immediately. We are not to assume poor behaviour is due to being back in school but could be the child trying to communicate a frustration.</p>	<p>BH LS (AL – support)</p>	<p>Ongoing and from the point of reopening</p>	

<p>Bereavement</p> <p>It is essential that we are clear with children who has died and who has not returned to our setting for some other reason- house moves, job changes, parents deciding to continue with home education, etc. This will need to be discussed, or children and social media will build up rumours and stories that will be neither helpful or healthy.</p> <p>Even for those who have not experienced a death in their family or community, any illness will become a greater source of anxiety as the link between illness and death will have been reinforced in a way that was not common experience in twenty first century Britain. This will lead to more anxiety and may make many children (and adults) more risk adverse.</p>	<p>As a school family we are transparent about any changes that have occurred. We have had some children move to other schools over the period and we want to share with the children how we wish them luck and can send a card to the child if they wish, allowing them to say goodbye.</p> <p>The school will take time to look at how many people recovered from the illness due to the skills and care of the NHS, the money that was raised to support them, the encouragement given by the nation (clapping) and find a way to let them know how thankful we are. The children can come up with a way to share the message to NHS but also the great success of this number to the community and be a voice of celebration.</p> <p>Staff will refer to the Rackham Bereavement policy where a child has experienced bereavement or is afraid and those in school who have had bereavement training can support. Bridget has a copy of ‘the little book or bereavement’ which is the perfect text for all staff to read in preparation for any pupils who have suffered bereavement.</p>	<p>SLT All Staff Governors</p>	<p>From the point of reopening onwards</p>	
<p>Sensory needs</p> <p>Many children will be looking forward to the return to school but will find being around people difficult, frightening and overwhelming, particularly if we move rapidly from social distancing to a return to school. We will need to be aware of this and support it. For some children this will be exacerbated by a fear of people in general. Having experienced weeks, or even months, of social distancing, children will have received an implicit message that other people are dangerous. Further, their experience of other people, beyond their immediate family, within their personal space will have been limited. For many the hustle and bustle, movement and number of people in school will be difficult. We need to be aware that many will express their sensory issues and anxieties about the proximity of others physically.</p>	<p>We will be aware of any sensory issues being highlighted and it is imperative that there is control in walking, gathering etc. Calm and orderly, quiet where necessary but always quiet space available. Many children will be used to quiet now and alone time and may crave it. Staff will need to be aware of this and allow pupils in their bubble to take themselves away and be quiet if they so choose (providing they can still be seen and are still within their bubble’s boundaries)</p> <p>Children will be made aware this could be an issue and should speak with a member of staff if they feel they need some down time.</p> <p>Many children have not been in a room with more than a few people for months and life has probably been very quiet, so the classroom will seem very noisy. Staff must ensure the level of noise is kept low where possible, but where it is not then always reminding children where the quiet spaces are. Consider mindfulness activities of music appreciation etc for your bubbles if you feel the noise is becoming an issue for pupils.</p> <p>All staff to be vigilant, looking for signs of stress.</p>	<p>SLT All Staff</p>	<p>From the point of reopening onwards</p>	

<p>Separation anxieties</p> <p>The majority of children will have become use to being with their parents and immediate family for an extended period. Even for those who are excited to regain their freedom and see their friends, this is a potential source of anxiety and of course, most children will not find themselves with their close friends in their bubbles which will cause upset. There will be children who struggle with this separation and experience anxiety while they are in school, particularly where their family includes key workers or those going back to work in crowded spaces.</p>	<p>Many children separate from their families easily every day, but in normal circumstances some do not. Staff know who those children are, however, now there may be many more who do not want to leave their family, because:</p> <ul style="list-style-type: none"> • They can keep their family safe if they are with them • They can see that the family are ok if they stay home • They will miss them • They don't want to be surrounded by lots of people • They don't want the stress of formal learning again <p>Staff will constantly reassure the children that the family are safe, all working, shopping etc just as we would when a child shows these anxieties. Staff can call parents midday to check in and reassure the child they have spoken to family and all is well if deemed necessary to calm a pupil down.</p> <p>For children particularly distressed we can arrange for children/parent to talk in the middle of the day. This decision needs to be approved by either LS or BH.</p>	<p>SLT LS, AP, AB, SW All Staff</p>	<p>From reopening onwards</p>	
<p>Special needs</p> <p>The impact of all these issues will be even greater for those with special needs. Their learning will have been impacted as will issues of being or not being in school, managing change, routines and anxieties. There will be issues with managing transitions into school and where there is a change of setting.</p>	<p>For most of our SEN children the biggest hurdle will be expectations of behaviour, establishing routine again and reassuring them that all is ok. Bubbles with SEND pupils will need a visual timetable every morning to reassure the children how the day will look.</p> <p>The class will need excellent behaviour management using positive reinforcement as many children will have forgotten how to behave (shouting out, talking over each other, poor language). BH is updating the behaviour policy to ensure any negative behaviour which causes other pupils or staff members to become unsafe is dealt with swiftly by means of the pupil no longer being able to attend school.</p> <p>LS and AP(ELSA) will be available in school to work with children struggling but only remotely in the first instance as both LS and AP have their own bubble to work with.</p> <p>Children will not remember how to behave immediately and may take a couple of weeks to get those good habits back, so patience will be a virtue!</p>	<p>AB, SW, SH, LS, AP</p>	<p>From reopening onwards</p>	
<p>Useful Guidance</p> <p>The Government Guidance for implementing protective measures in educational and childcare settings can be found here</p> <p>The NASUWT has also produced a useful checklist for reopening of schools which can be found here.</p> <p>Conducting a SEND risk assessment during the coronavirus outbreak guidance can be found here</p> <p>COVID-19: guidance on supporting children and young people's mental health and wellbeing can be found here</p> <p>General staff and pupil advice on limiting the spread of coronavirus in the Educational Setting</p> <p>Government advice is clear PPE, including facemasks should be taken into account where employees could be put at risk. The use of such PPE does not replace or reduce the need to follow the government guidance in relation to hygiene practices Frequently clean and disinfect objects and surfaces that are touched regularly, using your recommended cleaning products.</p>				

- Wash your hands with soap and water often – do this for at least 20 seconds.
- Use hand sanitiser gel if soap and water are not available.
- Staff and Pupils should wash their hands as soon as they get to school and when they arrive home, after they blow their nose, cough or sneeze, before they eat or handle food.
- Cover mouth and nose with a tissue or a sleeve (not hands) when you cough or sneeze.
- Put used tissues in the bin immediately and wash your hands afterwards.

Handwashing techniques advice can be found [here](#)

Looking to the future (next academic year)

September

If we are not back until September, there will be issues with children who are transitioning from one school to another.

Year 6

Normally, we spend much of the second half of the summer term preparing children for their moves from primary to secondary etc. But potentially there will be many children who have left a school without a chance to say ‘goodbye’.

Years 2/3/4/5

The children who are moving building and teacher but staying with us will have missed out on their visits, activities we had prepared and some will be very nervous about not just coming back to school but also having a new teacher and classroom.

Year R

Children will not have had their transition visit and have no idea what to expect except they will know that children were not allowed in school due to sickness. This may cause more anxiety than previously.

It will be essential to mark this transition. Our Y6 team are already busy working on how we can celebrate the end of primary for our Y6 pupils. Ideas include:

- Inviting children back to have closure, say goodbye and mark the transition. Remember that this should include any staff who are leaving and children making transitions at non-standard times.
- We will hold a leavers assembly in September and have all the Year 6s there as well as the children who left during the Summer term. We will make time to say goodbye.

Years 2/3:

- Start the year with all classes back in their previous setting and work on settling the children back to school, focus on disclosures, preparing for transition and creating the safe and happy environment they once had before moving on. This could last for up to half a term. BH to present this case to Governors within the next few weeks and plan accordingly.

Year R

- AB and SC prepared packs for Reception new intake and SW had made a video for pupils using key worker children in school. BH to schedule a parent forum Zoom in place of our usual ‘Welcome to Rackham’ evening. This will also give parents time to buy all the necessary items such as uniforms and bookbags etc. SC/AB/AL and BH currently working on correspondence with new intake parents about transition issues.
- Transition meetings with nursery/pre-school to be held in July online by AB
- The children will possibly need a staggered start in order to support all the other year groups. Pupils may need to be located in Cedar classroom where Y6 would have been whilst other year groups re-integrate into school again.

BH
Govs
LA

Plan in place with Governors before end of June

<p>Uniform</p> <p>Most children will have grown over the time that they have been out of school and so their uniform may not fit. Particularly if we go back to school on short notice, many parents will struggle to get new uniform for their children.</p> <p>This may be exacerbated by financial issues faced by parents without work and issues related to production, import and sale of non-essential goods. So, schools will need to consider relaxation of their uniform codes. Children will need to be welcomed back into school, not penalised for not having the right uniform</p>	<p>Welcome all children back, with or without uniform! This message will be shared with parents.</p> <p>Where parents are struggling the school will provide them with time (4 weeks?) to get the correct uniform or we will provide them with uniform.</p> <p>If parents can concentrate on obtaining shoes the school will provide the uniform.</p> <p>For those parents who are not PP they will be billed for the uniform but given until February to pay the full amount back. We would for the first half term accept black trainers where shoes are too expensive.</p> <p>If schools are given extra funds to support opening this can go toward paying for the uniforms for the children with no bill sent out.</p>	<p>BH Govs All Staff</p>	<p>From point of reopening to October half term</p>	
<p>Support for staff</p> <p>As school communities we will need to support our staff, including those who have experienced loss and trauma. Some will have been in school without a real break throughout the crisis, while others may have been working exclusively from home. Others will not have been working at all. We need to allow ourselves time to rebuild and reform our school communities.</p> <p>We need to consider particularly the stress our Covid19 MT has faced and their need for support. Many have made difficult decisions and had to respond to a barrage of government guidance which often has been less than clear. Almost every night since Lockdown began the MT have been working well past midnight and they will feel vulnerable and stressed. There is a clear role for governors to support all their staff, particularly school leaders.</p>	<p>Governors will need to focus on wellbeing of staff over the first half term particularly.</p> <p>Data will not be accurate as it will be from Easter and children will be being assessed carefully over the Autumn term. The newest accurate data will not be available until December. Many children will not have moved forward in their learning and therefore it may take up to 18 months to recover.</p> <p>Staff will not be spending time on monitoring learning, writing reports based on subjects, or implementing any new initiatives over the Autumn term and therefore this information will not be available to Governors. The focus will be on assessing children, supporting children and creating the correct healthy environment so that when children are ready to learn they will fly.</p> <p>No members of staff have had any experience of the last few months and so are not well equipped to inform, advise or manage the situation without some form of doubt. Governors must accept there will be some ‘feeling our way’ based on what we know about how children learn, how we know our families and from DFE / Safeguarding/ Educational psychologist advice.</p> <p>The Governors will need to ensure all their communication with staff is relating to children’s and adult’s wellbeing during Autumn term.</p> <p>The return to school will undoubtedly offer the DSL and DDSL many new disclosures to deal with, stressed and emotional parents and this will take a lot of time as well as cause emotional upset for the staff. Governors will need to nominate members to support the DSL/DDSL during this time so they can discuss what they are dealing with.</p>	<p>SLT Governors</p>	<p>From point of opening onwards for up to a year</p>	

<p>Relationships</p> <p>Key to all of this is going to be re-building relationships. One of our 5Rs! We need to be aware that this will not happen overnight. We need to give ourselves time and be kind. We will also need to address that many children have just spent months in only the company of their parent/s and will struggle to separate for a while. They have not played with friends or had to compromise. This may cause tension as friends play games with rules.</p>	<p>Ensure all playing is supervised and scaffolded, at every opportunities reminding children how we play together, compromise, share and work together just as we did before.</p> <p>Always taking time to remind the children how we do things at Rackham helping them to regain that identity and the culture and ethos that comes with it.</p> <p>Some children will have reverted back to more childish behaviour and we ask that staff are patient with this and remind the children how we speak at school without reprimand.</p> <p>BH and AW to lead STEPS training on Sept PD days and this will be crucial in terms of promoting ourselves as a therapeutic school.</p>	<p>SLT CH CRC</p>	<p>From point of reopening and up to a year</p> <p>Sept PD days</p>	
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