

Reopening Guidance For Parents and Staff

***At Belvoirdale Community Primary School, we all work together,
to respectfully explore the world we see.***

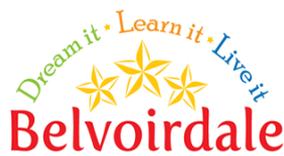
We are confident, resilient and independent and strive to the best that we can be.

This guidance should be read alongside the Road to Recovery document which set out a plan to support the academic and wellbeing of children and staff at Belvoirdale Primary School in the autumn of 2020

The Road to Recovery



AUTUMN TERM AUGUST 2020



Reopening Guidance for Parents and Staff-Autumn 2020

August 2020

School Reopening-Autumn 2020

Dear Parent/Carer,

In accordance with the Department for Education (DfE) guidance for the reopening of schools released on 2nd July 2020, Belvoirdale Primary School will re-open for all children on Wednesday 26th August 2020. Please be aware that it is once again a legal requirement to send your child to school and therefore it is not acceptable to refuse to attend because of COVID19 concerns.

Please read and familiarise yourself with the Belvoirdale **Re-Opening Guidance** that contains instructions, guidance, timetables, expectations and in some areas, changes to current school policies to ensure a safe return to school for children, parents and staff in the autumn term. You may also wish to read the government guidance for parents which is available online: <https://www.gov.uk/government/publications/what-parents-and-carers-need-to-know-about-early-years-providers-schools-and-colleges-during-the-coronavirus-covid-19-outbreak/what-parents-and-carers-need-to-know-about-early-years-providers-schools-and-colleges-in-the-autumn-term>

May I also encourage you to read the Belvoirdale **Road to Recovery** document, which provides an overview to the academic and pastoral approach that Belvoirdale will take for the autumn term and beyond; addressing the important areas of wellbeing, curriculum and catching up lost learning.

All of this information will be available via the WEDUc App and the school website. Paper copies are available on request.

If you have any concerns or questions, please do not hesitate to contact me:

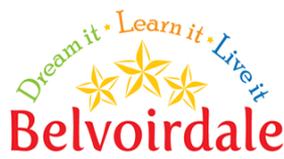
rdax@belvoirdale.leics.sch.uk

Best Wishes,

Richard Dax

Richard Dax

Headteacher



Reopening Guidance for Parents and Staff-Autumn 2020

This document should be read alongside the Belvoirdale *Road to Recovery* document, that sets out the academic and pastoral objectives of Belvoirdale Primary School as we reopen the school for all pupils and staff on Wednesday 26th August 2020. Please find below, the key principles of school reopening which adhere to national guidance set out in the DfE Guidance: *Guidance for full opening –schools* (published 2nd July 2020). A reference to all of the appropriate publications can be found in the appendix at the end of this document along with plans and timetables explaining the changes to school routines and procedures. By ensuring that the key principles set out below are followed, the remainder of the document outlines the actions that Belvoirdale Primary school will undertake to maintain the highest standards of health and safety and to continue the education and progress of its children. Please find below, the key principles, (legal requirement for schools). Following on from that, I have explained what that means for Belvoirdale and how we will follow these requirements on a day to day basis. **Mr Dax**

Key Principles taken from DfE Guidance for full opening –schools (published 2nd July 2020)

The overarching principle is to keep the children, parents and staff of Belvoirdale Primary school as safe as possible by mitigating all potential risks through a rigorous risk assessment that meets local and national standards (available on request) as well reducing the number of contacts between children and staff. This will be achieved through groups known as **bubbles** and through maintaining distance between individuals. *Therefore, year-group sized bubbles are now applicable.*

Attendance

- 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.

Staffing

- We expect that most staff will attend school. Leaders should consider what is feasible and appropriate.
- Where schools apply the full measures in this guidance the risks to all staff will be mitigated significantly, including those who are extremely clinically vulnerable and clinically vulnerable. **We expect this will allow most 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.
- People who **live with those who are clinically extremely vulnerable** or clinically vulnerable **can attend the workplace**. People who live with those who have comparatively increased risk from coronavirus (COVID-19) **can attend** the workplace.
- Governing boards and school leaders should have regard to staff (including the headteacher) **work-life balance and wellbeing**. Schools should ensure they have **explained to all staff** the measures they are proposing putting in place and involve all staff in that process.

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- All employers have a duty of care to their employees, and this extends to their mental health. Schools already have mechanisms to support staff wellbeing and these will be particularly important, as some staff may be particularly anxious about returning to school.
- Schools may need to alter the way in which they deploy their staff, and use existing staff more flexibly to welcome back all pupils at the start of the autumn term. Managers should **discuss and agree any changes to staff roles** with individuals.
- Schools can continue to **engage supply teachers** and other supply staff during this period.
- Supply staff and other temporary workers **can move between schools**, but school leaders will want to consider how to **minimise the number of visitors** to the school where possible.
- Where it is necessary to use supply staff and to welcome visitors to the school such as peripatetic teachers, those individuals will be expected to comply with the school's arrangements for managing and minimising risk, including taking particular care to maintain distance from other staff and pupils.
- Schools should also plan how shared staff spaces are set up and used to help staff to distance from each other. **Use of staff rooms should be minimised**, although staff must still have a break of a reasonable length during the day.

Arriving and Leaving School

- Schools should consider staggered starts or adjusting start and finish times to keep groups apart as they arrive and leave school.
- Staggered start and finish times **should not reduce the amount of overall teaching time**. A staggered start may, for example, include condensing / staggering free periods or break time but retaining the same amount of teaching time, or keeping the length of the day the same but **starting and finishing later** to avoid rush hour.
- Schools should consider how to communicate this to parents and remind them about the process that has been agreed for drop off and collection, including that gathering at the school gates and otherwise coming onto the site without an appointment is not allowed.

Grouping & Teaching

- Whatever the size of the group, they should be **kept apart from other groups** where possible and older children should be encouraged to keep their distance within groups.
- Schools with the capability to do it should take steps to limit interaction, sharing of rooms and social spaces between groups as much as possible.
- 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.
- Both the approaches of separating groups and maintaining distance are not 'all-or-nothing' options, and will still bring benefits **even if implemented partially**.

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- Some schools may keep children in their class groups for the majority of the classroom time, but also **allow mixing into wider groups for specialist teaching**, wraparound care and transport. Siblings may also be in different groups.
- **All teachers and other staff can operate across different classes and year groups** in order to facilitate the delivery of the school timetable.
- Staff 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 and **teachers in primary schools can still work across groups** if that is needed to enable a full educational offer.
- Maintaining a distance between people whilst inside and reducing the amount of time they are in face to face to contact lowers the risk of transmission.
- **Ideally**, adults should maintain 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 and it is not feasible in some schools where space does not allow. Schools doing this where they can, and **even doing this some of the time**, will help.
- Schools should ensure that appropriate support is made available for pupils with SEND, for example by deploying teaching assistants and enabling specialist staff from both within and outside the school to work with pupils in different classes or year groups.
- Where support staff capacity is available, schools may consider using this to support catch-up provision or targeted interventions.
- **Teaching assistants may also be deployed to lead groups or cover lessons**, under the direction and supervision of a qualified, or nominated, teacher. Any redeployments should not be at the expense of supporting pupils with SEND.
- Headteacher should be satisfied that the person has the appropriate skills, expertise and experience to carry out the work, and discuss and agree any proposed changes in role or responsibility with the member of staff.

Classroom

Schools should make small adaptations to the classroom to support distancing where possible. **That should include seating pupils side by side and facing forwards**, rather than face to face or side on. This will not always be appropriate for EYFS and KS1 classrooms as DfE guidance suggests.

Meetings

- Groups should be kept apart, meaning that **schools should avoid large gatherings** such as assemblies or collective worship with more than one group.

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- When timetabling, groups should be kept apart and movement around the school site kept to a minimum. While passing briefly in the corridor or playground is low risk, **schools should avoid creating busy corridors**, entrances and exits.

Break & Lunch

- Schools should also consider staggered break times **and lunch times** (and time for cleaning surfaces in the dining hall between groups).
- Schools should also plan how shared staff spaces are set up and used to help staff to distance from each other. **Use of staff rooms should be minimised**, although staff must still have a break of a reasonable length during the day.

SEND & Support

- Some pupils with **SEND** will need specific help and preparation for the changes to routine that this will involve, so teachers and special educational needs coordinators should plan to meet these needs, for example using social stories.

Safeguarding

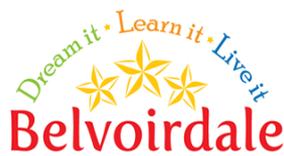
- Schools should identify pupils who are reluctant or anxious about returning or who are at risk of disengagement and develop plans for re-engaging them. This should include disadvantaged and vulnerable children and young people, especially those who were persistently absent prior to the pandemic or who have not engaged with school regularly during the pandemic.

Other Adults

- **Supply teachers**, peripatetic teachers and/or other temporary staff **can move between schools**. 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.
- Schools should consider how to manage other visitors to the site, such as contractors, and ensure 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 & Resources

- Equipment and resources: 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** should be more frequently cleaned. This would also apply to resources used inside and outside by wraparound care providers.
- **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.



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Belvoirdale: What we will do to keep everyone safe.

Bubbles

The bubbles at Belvoirdale will be predominately class based- this means that children will remain in their classes for the whole day and be taught by their class teacher. Exceptions to this include intervention and small group work where children may be placed in similar ability groups (same age where appropriate) for short lessons so that they can receive high quality support and in some cases; catch up teaching. **Breakfast club and after school clubs** will still take place and where possible, children will be kept in year groups and at appropriate social distances.

DfE guidance states: Some schools may keep children in their class groups for the majority of the classroom time, but also allow mixing into wider groups for specialist teaching, wraparound care and transport. Siblings may also be in different groups.

All teachers and other staff can operate across different classes and year groups in order to facilitate the delivery of the school timetable.

Bubble One- EYFS		
Start	9.15-9.25am	KS1 Playground Zone 1
Break Time	10.00-10.20am	
Lunch Time	11.30-12.30pm	
	11.30-12.00 –Eat in Class	
Lunch Time Play	12.00-12.30	KS1 Playground
Break Time	1.45-2.00	KS1 Playground
Finish	2.50pm	KS1 Playground Zone 1

Bubble Two/Three/Four- Year 1 & 2		
Start	9.15-9.25am	KS2 Playground Drop off
Break Time	10.00-10.20am	KS2 Playground
Lunch Time	11.30-12.30pm	
	11.30-12.00 –Eat in Class	
Lunch Time Play	12.00-12.30	KS2 Playground
Break Time	2.00 -2.15pm Daily mile	KS1 & KS2 Playground
Finish	2.50pm	KS2 Playground Pick up
Mr Dickson (Bubble 2) Wooden gate Zone 2		
Ms Stevenson (Bubble 3) Main door Zone 3		
Mrs Heath/Mrs Consterdine (Bubble 4) Classroom door Zone 4		

Bubble Five/Six/Seven- Year 3 & 4		
Start	8.45-8.55am	KS2 Playground Drop off
Break Time	10.20-10.40am	KS2 Playground
Lunch Time	12.00-1.00pm	
	12.00-12.30 –Eat in Class	
Lunch Time Play	12.30-1.00	KS2 Playground
Finish	3.00pm	KS2 Playground Pick Up
Miss Cross (Bubble 5) Right side of steps Zone 5		
Mrs Strasters (Bubble 6) Left side of steps Zone 6		
Mrs Moores & Ms Gilbert (Bubble 7) Main mobile door Zone 7		

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Bubble Eight/Nine/Ten- Year 5 & 6		
Start	9.00-9.10am	KS2 Playground Drop off
Break Time	10.40-11.00am	KS2 Playground
Lunch Time	12.30-1.30pm	
	12.30-1.00.–Eat in Class	
Lunch Time Play	1.00-1.30	KS2 Playground
Finish	3.10pm	KS2 Playground Pick Up
Miss Corbett (Bubble 8) Main mobile door Zone 8		
Mrs Gandhi (Bubble 9) Fire exit door Zone 9		
Mr Parker (Bubble 10) Fire exit door Zone 10		



Drop Off and Pick Up - You can help us by:

- Be on time and keep to your drop off and pick up time slot
- **Siblings** can be dropped off and picked up at the **same time** (please use the earliest time)
- Let school know if your child is allowed to walk home alone
- Enter and exit the school via the main red gate and follow the one-way system into school keeping a healthy social distance and allowing space for everyone.
- Go directly to your waiting area to drop off and collect your children. (see map in appendix)
- Keep your children with you at all times. (DO NOT let them run around and play)
- Teaching staff will greet you and take/send your child into/out of class.
- Leave the area as soon as possible so that social distancing can be maintained
- DO NOT use the staff car park for drop off or collection
- DO NOT drive or park in Scotlands Road- WALK to avoid congestion and interaction



Waiting Zones and Routes - You can help us by:

- Please read and familiarise yourself and your child with the attached information about our one-way system into and exiting the school site. We have also allocated each bubble a *waiting zone*. Please minimise the amount of time that you have to wait before dropping off and collecting your child by adhering to the **10 minute drop off and collection windows**.



Health & Safety - You can help us by:

- Parents are NOT allowed into school during the day under any circumstances (unless invited)
- Adults or children failing to comply with any of the health and safety rules will be asked to leave the school premises
- Children must NOT bring hand sanitizer into school. This is available in school.
- Children who have a toileting accident will have appropriate clothes changed using school items

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Cleaning & Hygiene - You can help us by:

- The school premises will be cleaning thoroughly every evening in line with DfE guidance
- Staff, where appropriate, will continue clean surfaces frequently during the day.
- Classroom tables will be cleaned after lunch by midday meal supervisors
- Hand washing and hand sanitising has become part of our everyday life and we will be encouraging the children to wash/sanitise their hands throughout the school day, particularly at transition times and before and after eating.



Uniform and Personal Belongings - You can help us by:

- Children and staff will not wear face masks (please see medical needs and first aid)
- Children must wear school uniform.
- Please ensure that hygiene standards are high and that dirty clothes are washed regularly.
- Your child should bring a named water bottle to school. Juice is NOT allowed.
- **ONLY ONE** school bag is allowed in school and this bag should contain: P.E. Kit and packed lunch box. Where possible, PE kit should be left in school as usual. Please ensure that is washed regularly.
- Only children in year 5/6 are allowed to bring a mobile phone into school. They should be handed to the school office at the start of the day. These phones will be wiped with an anti-bacterial wipe. Belvoirdale does not take responsibility for lost, broken or stolen phones.



Classrooms and Equipment - You can help us by:

- Where possible, children will sit at tables which face the front-looking towards the teacher.
- Children will be given their own equipment which will be in trays/cups on their table. This will minimise the sharing of equipment.
- Equipment in EYFS will be used sparingly and where appropriate, will be sterilised overnight.
- Reading records should be brought into school every day but should be kept in the child's school bag. The teacher will only look and sign the reading record if the child reads one to one with the teacher.
- Library reading books can still be changed once a week. Returned books will be wiped and quarantined before being placed back on the library shelves.
- Classroom reading books should be returned to the class. Returned books will be wiped and quarantined before being placed back on the library shelves.
- There will be NO Playtime/Lunchtime equipment
- Swimming- These lessons are still to be confirmed
- Music- These lessons are still to be confirmed but will follow the same guidelines as above and all equipment will be cleaned after use.
- Soft furnishings will be allowed in the classroom



Lunch and Healthy Snacks-You can help us by:

- The school kitchen will be open; **but no hot food will be served (TBC)**- this is due to us not having time or space in school to serve dinners and clean tables/chairs between each bubble. *This will be kept under review and opportunities to have "a pizza/hotdog or chip Friday" will be investigated if appropriate measures can be put in place. (TBC)*
- School dinners will be a packed lunch and are paid for in the usual way

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- A free school packed lunch is available for EYFS, Yr1, Yr2 (universal meals) and those children who receive free school meals. (FSM). These lunches will be ordered every morning and made in our kitchen at school.
- All other children must provide their own healthy packed lunch which is kept in their bag
- All lunches will be eaten in the classroom (see bubble timetable)



Behaviour Policy -You can help us by:

- Children will have been away from school for a long period of time- this will have an impact on behaviours. The Belvoirdale Behaviour policy is rooted in *tolerance* and the amended school golden rules acknowledge this. (See Road to Recovery Plan). However, disruptive behaviour affects the detailed work and the safety measures put in place to support everyone. ***A failure to embrace and follow these measures will not be tolerated.***
- Please read and familiarise yourself and your child with the attached amendments to the *Behaviour Policy*. There will be a **Zero Tolerance** approach to ensure the safety of all.
- ***A parent/Carer will be asked to collect their child immediately*** if any of the procedures outlined in the amendments to the behaviour policy or in this document are not strictly adhered to.



Wider School-Breakfast, F.A.B, Assemblies, After School Clubs, P. E- You can help us by:

DfE guidance states: *Both the approaches of separating groups and maintaining distance are not 'all-or-nothing' options, and will still bring benefits even if implemented partially. Endeavouring to keep these groups at least partially separate and minimising contacts between children will still offer public health benefits as it reduces the network of possible direct transmission.*

- Breakfast club will begin as soon as possible. This is hoped to be on Tuesday 1st Sept (TBC). Children will be kept in year groups and at appropriate social distances.
- F.A.B (Friday afternoon clubs will still take place in each class and classroom and be led by the class teacher where possible) *Behaviour Zone* (when children have not achieved a positive Dojo total) will still take place with individual children removed from their bubble and isolated in *Behaviour Zone* with the headteacher supervising appropriate social distancing. (please see amended Behaviour Policy)
- After school clubs will be in same year groups only and where possible social distancing will be maintained. There will be a reduced number of clubs available due to other teaching demands.
- P.E and sports will continue where appropriate – outdoors/school hall- appropriate social distancing will be maintained and equipment will be cleaned in line with the school COVID19 risk assessment
- Assemblies will take place in individual classrooms. Mr Dax will speak to each class individually (KS1/KS2). Friday celebration assemblies will be delivered in the same way with Mr Dax giving certificates to children in each classroom.



Miscellaneous- You can help us by:

- Belvoirdale will continue to provide fruit at break time for all children. A healthy snack such as fruit or a cereal bar should be provided if preferred (Sweets are NOT allowed)
- Staff will wear PPE to administer first aid where appropriate; this includes gloves, apron and mask
- Communication with parents will be clear, regular and use the school WEDUc app and website. There will also be a weekly newsletter. It is an expectation that all parents/carers will download the WEDUc app to a phone, tablet or laptop
- Governors are allowed into schools. When considering how to organise visits from governors, schools will need to consider their own risk assessments and how they will protect the health and safety of any visitors alongside staff and pupils.

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- If your visits can happen outside of school hours, they should. A record should be kept of all visitors. Depending on their risk assessment, schools may choose to continue to host governor meetings virtually.



Illness & Symptoms- You can help us by:

- Children must not come into the school if they have the symptoms outlined below.
- Any child who presents with a persistent cough, high temperature and/or loss of smell or taste will be taken to an isolation room. The parents will be contacted immediately and asked to take the child home.
- Belvoirdale will ask parents and staff to inform us **immediately** of the results of any test:



NHS Test and Trace- You can help us by:

Parents/carers will need to be ready and willing to engage with the NHS Test and Trace process. This means that parents must:

- Book a test if they or their children are displaying symptoms.
- Parents must provide details of anyone they have been in close contact with if they were to test positive for coronavirus (COVID-19) or if asked to do so by NHS Test and Trace
- Self-isolate if they have been in close contact with someone who develops coronavirus (COVID-19) symptoms or someone who tests positive for coronavirus (COVID-19)
- If someone tests negative, if they feel well and no longer have symptoms similar to coronavirus (COVID-19), they 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. 14 days is the appropriate time.
- They should only return to school if they do not have symptoms other than cough or loss of sense of smell/taste



Protection & Outbreaks- You can help us by:

- If schools have **two or more confirmed cases** within 14 days, or an **overall rise in sickness** absence where coronavirus (COVID-19) is suspected, they may have an **outbreak** and must continue to work with their 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**. This not be considered by schools except on the **advice of health protection teams**.
- In consultation with the local Director of Public Health, where an outbreak in a school 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.
- Schools must not share the names or details of people with coronavirus (COVID-19) unless essential to protect others
- Schools should not request evidence of negative test results or other medical evidence before admitting children or welcoming them back after a period of self-isolation.



Curriculum, Teaching and Learning (Please refer to the *Road to Recovery* Document for more details)

- The Belvoirdale curriculum will continue to be taught. Adjustments to accommodate catch-up and intervention will take place where appropriate.

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- Timetables will be adjusted and remain flexible during the first autumn half term to reflect the academic and wellbeing needs of the children and staff at Belvoirdale. We will keep you informed of any changes.
- Termly topic grids, timetables and subject specific overviews will continue to be available on the school website as usual.



Wellbeing and Health

- *The wellbeing of all* is a school priority. Children have access to a named adult for one to one support, a school ELSA (Emotional Literacy Support-Mrs Michelle Prime) and the timetable has been adjusted to allow time for sharing and reflection.
- Staff have access to the local authority *Wellbeing* support programme for confidential advice and guidance
- All staff have been informed and where appropriate, trained, on our new way of operating, ensuring both child, staff and parent safety is always a priority
- Safeguarding of all remains a Belvoirdale priority and a strength. If you have any concerns, please speak to: Mr Dax, Ms Gilbert or Miss Breeze in the strictest confidence.



Recovery and Catch-Up

- Learning and timetables will be adjusted to allow for a thorough assessment of where the children are academically and emotionally. A baseline assessment of every child will be completed immediately and teaching adjusted accordingly. (Please read *Road to Recovery* document)
- Interventions will be prioritised using school and national budgets to ensure that all children receive academic and wellbeing support where appropriate. Parents will be kept informed. An early parents evening is planned for October 2020.



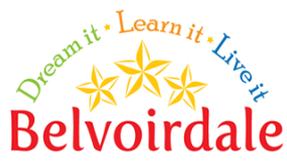
Re-establishing and Strengthening our School Community

- Parental involvement will remain an essential and high priority and Belvoirdale Primary School, even though COVID19 restrictions hamper this.
- Early parent evenings in October will provide a clear indication of each child's immediate academic and wellbeing needs
- Interaction and engagement with parents in and outside of school will be promoted where possible, allowing for COVID restrictions
- Reading, Phonics, Writing and Maths parent workshops will continue in school to support and promote home-learning



Safeguarding and E-Safety

- Please ensure that all websites and online learning platforms are monitored by an adult. Where possible the DfE and Belvoirdale will recommend safe and secure websites but parental vigilance should always be a priority.
- remain a priority.
- Safeguarding of all remains a Belvoirdale priority and a strength. If you have any concerns, please speak to: Mr Dax, Ms Gilbert or Miss Breeze in the strictest confidence.

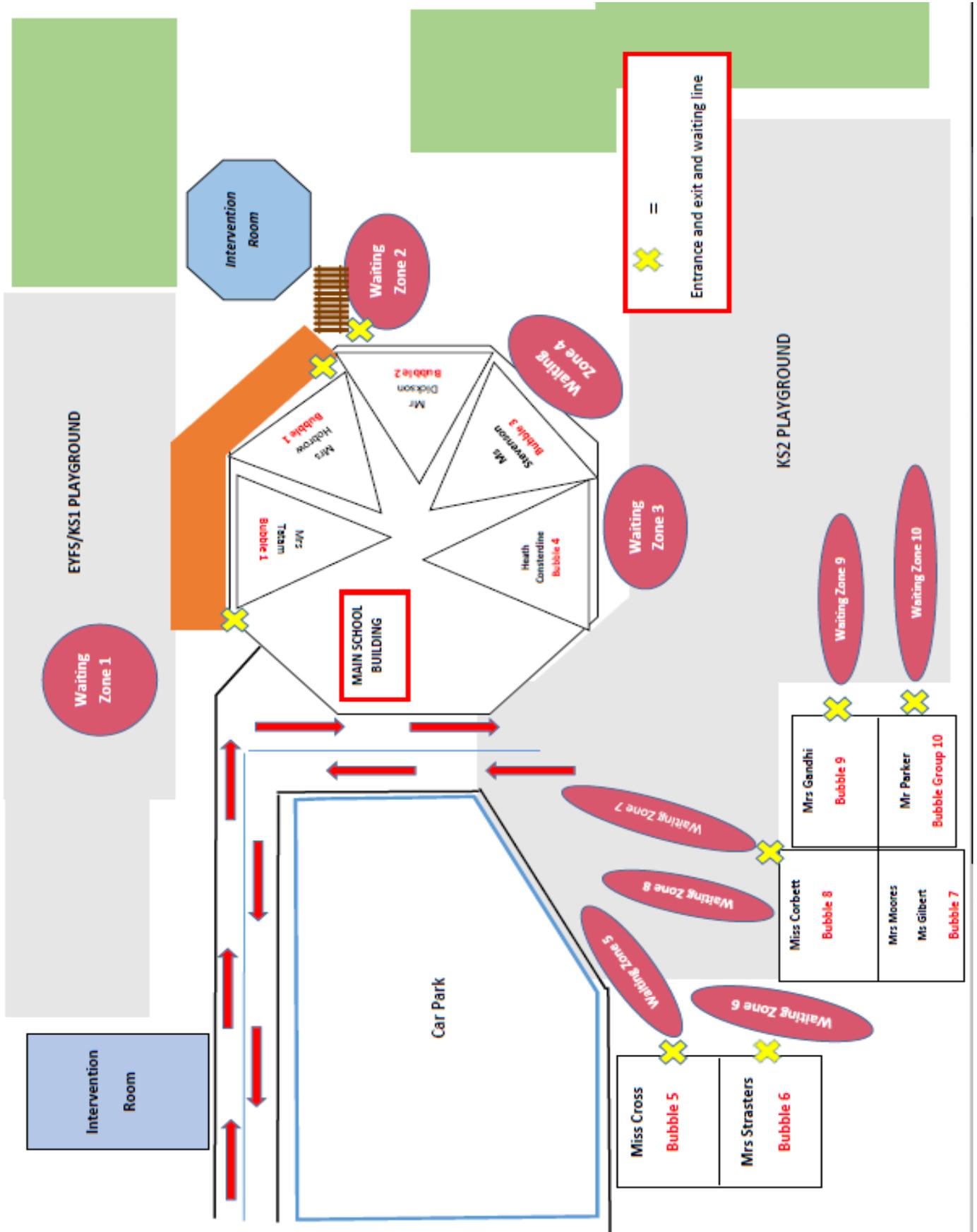


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Appendices

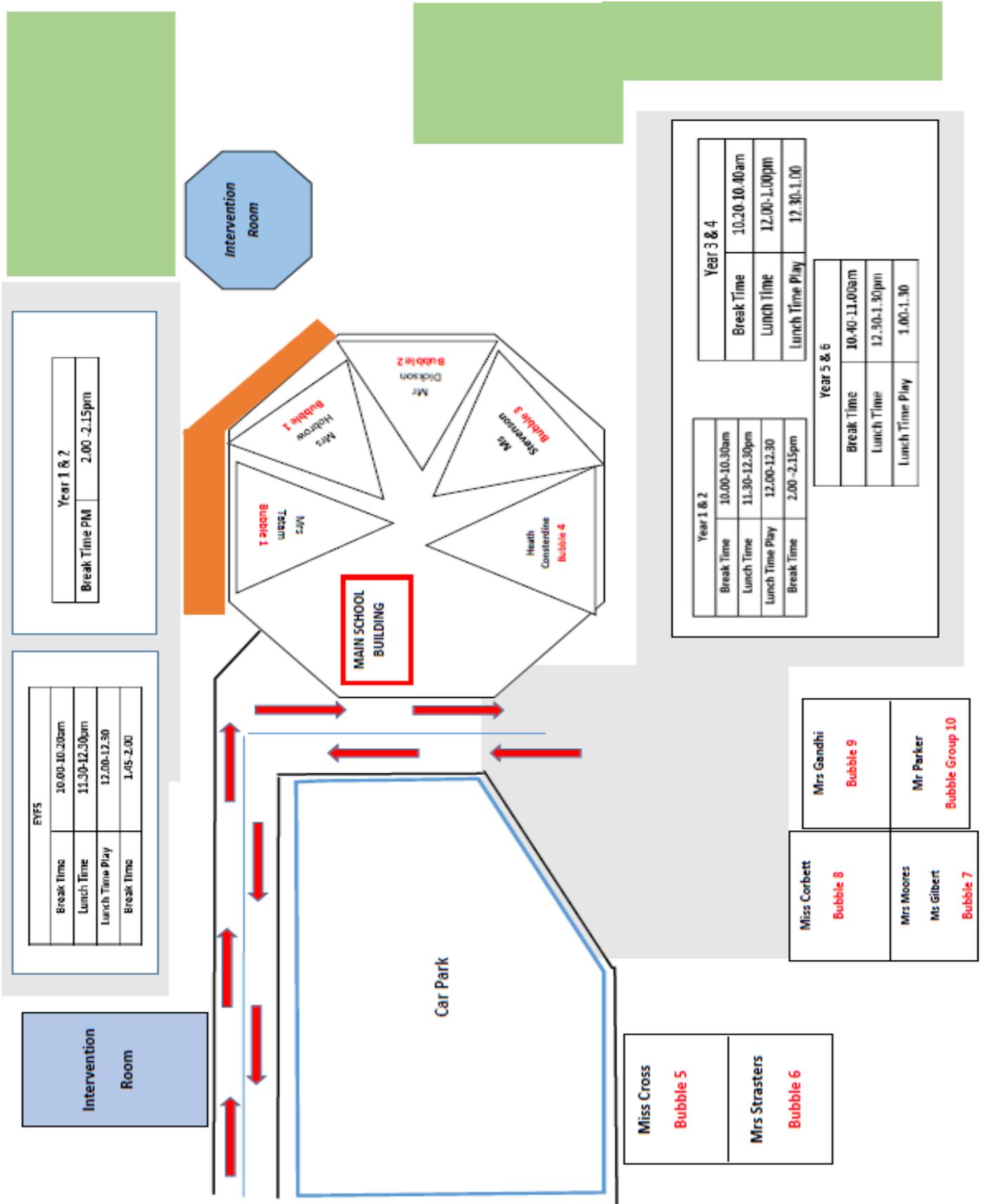
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Waiting Zones



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Break and Lunch Times



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Amendments to Belvoirdale Behaviour Policy 2020

Amendments to Belvoirdale Behaviour Policy 2019/20-COVID19

The amendments below have been written to ensure the highest safety measures are maintained for pupils and staff at Belvoirdale Primary School as they return to school in Autumn 2020. These amendments should be read alongside the current school behaviour policy and in conjunction with the COVID 19 return to school risk assessment of August 2020. All of these policies and procedures are available on the school website and have been sent to parents/carers via the WEDUc App (electronically). These amendments have been agreed by the school governing body 29-03-2020

Children and staff will be made aware of the importance of the risk assessment and the need to follow all of the daily safety procedures. All teachers in charge of the classes (Bubbles) will reinforce health and safety procedures at every opportunity to ensure the safety of all.

Hygiene and Safety

CONCERN	ACTION
<i>Refusal to comply with any COVID19 hygiene and safety procedures in conjunction with the school risk assessment; inside or outside of the classroom and their bubble.</i>	The child will be removed from the classroom by a senior member of staff and placed in an isolation room. A senior member of staff will contact the Parent/Carer of the pupil immediately. They will be informed that their child is refusing to comply with hygiene and safety procedures and they will be asked to take the child home for the day. The child will be allowed to return the following day with the verbal assurance from the parent that they will comply with every hygiene and safety requirement.
<i>Pupil spits, coughs or sneezes deliberately in the direction of another child or adult or threatens to do so.</i>	The child will be removed from the classroom by a senior member of staff and placed in an isolation room. A senior member of staff will contact the Parent/Carer of the pupil immediately. They will be informed that their child is making inappropriate threats towards others and the safety of others. As a result, they are refusing to comply with hygiene and safety procedures and they will be asked to take the child home for the day. The child will be allowed to return the following day with the verbal assurance from the parent that they will comply with every hygiene and safety requirement.

Disruption to school requests inside and outside of the classroom

CONCERN	ACTION
<i>Refusal or to carry out requests including activities, written and verbal work.</i>	In the first instance, the teacher will follow the present school behaviour system which begins with a simple request to follow the instruction. The child will be afforded time to comply. After an appropriate amount of time, a second request will be made to the child and the child will be afforded appropriate time. If the child refuses to follow the request, SLT will be informed. <ul style="list-style-type: none"> • The child will either be removed from the classroom by SLT because they are disruptive and disturbing the learning of others • The child will remain passive in the classroom while SLT contacts the Parent/Carer A senior member of staff will contact the Parent/Carer of the pupil immediately. They will be informed that their child is refusing to follow

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	<p>instructions and they will be asked to take the child home for the day. The child will be allowed to return the following day with the verbal assurance from the parent that they will comply with the expectations of the school.</p>
<p><i>Refusal to leave the bubble for activities or break, toilet, washing hands</i></p>	<p>In the first instance, the teacher will follow the present school behaviour system which begins with a simple request to follow the instruction. The child will be afforded time to comply. After an appropriate amount of time, a second request will be made to the child and the child will be afforded appropriate time.</p> <p>If the child refuses to follow the request, SLT will be informed.</p> <ul style="list-style-type: none"> • The child will either be removed from the classroom by SLT because they are disruptive and disturbing the learning of others • The child will remain passive in the classroom while SLT contacts the Parent/Carer <p>A senior member of staff will contact the Parent/Carer of the pupil immediately. They will be informed that their child is refusing to follow instructions and they will be asked to take the child home for the day. The child will be allowed to return the following day with the verbal assurance from the parent that they will comply with the expectations of the school.</p>
<p>Celebrating Good Behaviour through the Belvoirdale Characteristics</p>	
<p>CONCERN</p>	<p>ACTION</p>
<p><i>Positive reinforcement through the Belvoirdale Characteristics</i></p>	<p>Positive behaviour will continue to be rewarded at Belvoirdale with Dojo awarded for pupils demonstrating the Belvoirdale characteristics in and around the school.</p> <p>Certificates will be awarded by the headteacher and delivered to individuals in their classroom in place of the Friday afternoon assembly. Class Dojo totals will continue to be collected and collated each week-culminating in a class reward at the end of each term.</p>
<p>Dojo's and school behaviour/Reward system</p>	
<p>CONCERN</p>	<p>ACTION</p>
<p><i>Pupil fails to achieve a positive total of Dojos.</i></p>	<p>The school Dojo reward system will continue. F.A.B will celebrate a pupil's achievement at the end of the week. If a pupil fails to achieve a positive total of Dojos, they will attend Behaviour Zone with the head teacher.</p>
<p>Verbal and Physical threats and/or abuse</p>	
<p>CONCERN</p>	<p>ACTION</p>
<p><i>Pupil makes or threatens to make or carry out verbal or physical abuse to another child or to any school adult</i></p>	<p>Normal (current) behaviour procedures will be followed. The child will be excluded.</p> <p>The child will be removed from the classroom by a senior member of staff and placed in an isolation room.</p> <p>A senior member of staff will contact the Parent/Carer of the pupil immediately. They will be asked to take the child home for the day. Discussion with the parent will only be verbal via a phone call.</p> <p>Reintegration meeting will not take place on the pupil's return but will be done via a phone conversation to comply with social distancing rules.</p>



Autumn 2020

Our Golden Rules

The Road to Recovery



We care for everyone and everything

by being kind with our words and actions



We are patient

By allowing people time to think and return to routines



We are honest

by sharing our thoughts and feelings



We try our best

by showing resilience when things are tough



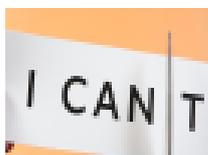
We offer friendship and support

because we know that builds a safe community



We are free to be ourselves

because we know that we are safe



We are optimistic

because we know that we can makes things better

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Appendix

- ❖ Guidance for full re-opening of schools <https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>
- ❖ Document: Behaviour and discipline in schools Advice for headteachers and school staff
- ❖ Document: Checklist for school leaders on Behaviour
- ❖ Document: Getting the simple Things Right

- **Source:** <https://www.gov.uk/government/publications/actions-for-educational-and-childcare-settings-to-prepare-for-wider-opening-from-1-june-2020/actions-for-education-and-childcare-settings-to-prepare-for-wider-opening-from-1-june-2020>
- **Hand wash video** <https://www.gov.uk/guidance/coronavirus-covid-19-information-for-the-public>

- **Guidance for education and childcare settings on how to implement social distancing**
<https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-social-distancing-in-education-and-childcare-settings/coronavirus-covid-19-implementing-social-distancing-in-education-and-childcare-settings>

- **Guidance on infection prevention and control for COVID-19**
<https://www.gov.uk/government/publications/wuhan-novel-coronavirus-infection-prevention-and-control>

- **Managing premises** <https://www.gov.uk/government/publications/managing-school-premises-during-the-coronavirus-outbreak/managing-school-premises-which-are-partially-open-during-the-coronavirus-outbreak#other-points-to-consider>

- **Source NHS:** <https://www.nhs.uk/conditions/coronavirus-covid-19/check-if-you-have-coronavirus-symptoms/>
- **Coronavirus (COVID-19): implementing protective measures in education and childcare settings:**
<https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings>
- **COVID-19: cleaning in non-healthcare settings:** <https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings>
- **St. John Ambulance Covid-19: advice for first aiders:** <https://www.sja.org.uk/get-advice/first-aid-advice/covid-19-advice-for-first-aiders/>
- **Conducting a SEND risk assessment during the coronavirus outbreak:**
<https://www.gov.uk/government/publications/coronavirus-covid-19-send-risk-assessment-guidance/coronavirus-covid-19-send-risk-assessment-guidance>
- **HSE. Talking with your workers about preventing coronavirus:**
<https://www.hse.gov.uk/news/assets/docs/talking-with-your-workers.pdf>
- **Contact for PPE orders if you have difficulties with your own suppliers:**
Leicester City : icrs.service@leicester.gov.uk
Leicester County: enquirylinequality&contracts@leics.gov.uk
Rutland: PPE@rutland.gov.uk