**HEP**

**DOCUMENT TO SUPPORT THE PLANNING FOR PARTIAL REOPENING OF SCHOOLS – PHASE 2**

**PHASE ONE**

Many schools are already open under Phase One opening for priority students as set by the government. This should have allowed schools to practice social distancing routines, albeit small scale, review and adapt. It may be useful to fully document these procedures before planning for Phase Two

**PHASE TWO**

**- Social Distancing partial re-opening**

**The overarching consideration is the health and safety of all of our community.  We will follow government guidelines and work to our own school specific risk assessments.**

At the point of writing we are not any clearer about reopening timelines or what the government is going to suggest.  However, we believe it is prudent to start our planning as we will be reopening at some point; albeit in a different way.  A socially distanced school is very very different from returning to school under normal circumstances and this has to be carefully and clearly communicated to all – parents students staff governors

**Practical Planning Considerations**

* Increase Handwashing facilities. Stainless Steal Handwashing Troughs can be plumbed in outside in playground areas. They are not cheap but will help entry handwashing routines and should support PE and playground activity in later stages of opening. Wall mounted hand sanitisers at all entrance points and if possible at entry to classrooms or spaced along corridors. Sensor dispensers are the best. The cartridge refill ones are not recommended as they tie you to a refill product and hence price.
* Assess the number of children that can be socially distanced in your classrooms (2 meters in the first instance so masks do not have to be warn). Maximum size is probably 15 with 10 for more complex groups or younger children. Set up your classrooms according to agreed plan considering entrance and exit routine.
* Windows should be open to allow good ventilation. If cold they should be opened fro 15 minutes two or three times a day.
* Mark up corridors and entrances to the school with social distance markings
* Ensure that handwashing and social distance information posters are highly prominent around the school and in every classroom and wash room area.
* Clean and disinfect school buildings, classrooms and especially water and sanitation facilities at least once a day, particularly surfaces that are touched by many people (railings, lunch tables, sports equipment, door and window handles, toys, teaching and learning aids etc.). » Use sodium hypochlorite at 0.5 per cent (equivalent 5000ppm) for disinfecting surfaces and 70 per cent ethyl alcohol for disinfection of small items, and ensure appropriate equipment for cleaning staff.
* Consider any additional PPE that may be required for personal care if your school has students who require this support. The wearing of masks is optional in most schools around Europe that have reopened but deemed to be probably not necessary when in a socially distanced classroom.

**Initial Planning for Learning**

* Risk assess your teachers and support staff according to those who can not come into school or may be more vulnerable and would be better protected at home.
* Work out your safest number of groups according to classroom capacity and staffing numbers. (It is very unlikely that you will jump to this maximum group number this term) Start at the smallest number of group at any one time end of the scale.
* Remember that you will still need a fair amount of teachers managing high quality distance learning as most children will still be working from home during Phase 2.
* Set your new class groupings in each year. They will be taught together across the subject ranges (probably mostly core) and will not move class. There may be some specialist teacher movement between classes but some lessons may be delivered by teachers teaching outside their specialist area
* For the first few weeks of re-joining school, we need to be very clear what we want to achieve. Good practice seems to point to training students into the new safe way of working and moving around in school. Re-socialisation, emotional and wellbeing considerations will need to be thought through carefully in the planning of the first sessions. PSHE type curriculum. The second phase of learning will probably be best focused on setting up some new learning that will allow students to engage better with their ongoing distance learning curriculum
* Timetable your teachers to groups.

**Organisation of days**

* How schools rota their students groups through the week and day is best left for them to consider. It has been suggested that groups should remain consistent and not mix with others during break times, which is why break times should be taken for each group in rotation. Each group should have regular and predictable school times to aid parents’ schedules and create consistency for students. It may be that you split the day into two learning sessions so that no break time is required. **See two examples** below.
* Carefully consider arrival and departure- do students line up in the playground in their designated class area on pre-marked spots. Better to gather outside than inside. Can be taken to classrooms in controlled fashion through hand washing facilities. Do they go straight to their classrooms? Either way they must know what their new class is and where to go in advance. Key communication.
* Do you need to stagger your arrival and departure time according to your rota type and student numbers. Schools should check the plans of neighbouring schools as transport considerations will need to be taken into account across the busy bus routes.
* It is suggested that parent’s entry to site should be minimised. How will you manage the area outside school and main dispersal routes?

**Year Group Rotas**

**Suggestion one**

10.00 to 2.00 - day rota

* Monday and Wednesday Yr 10
* Tuesday Yr 7
* Friday Yr 8
* Thursday Yr 9

**Primary Schools** (Secondary if you can manage more than one Year Group or when it may be safe to increase on site provision) we could look at the preferred **Austrian Model.**

The groups will continue to be taught in their classrooms, with Group A on Mondays, Tuesdays and Wednesdays, and Group B on Thursdays and Fridays. In the following 43 A selection of reopening plans outlined by different countries week, they will swap. After two weeks, both groups will have received the same amount of instruction and the system allows for timetables to remain in place. On the days where children are not taught in school, they should stay at home unless their parents are key workers, in which case care will continue to be provided for students in spaces such as school halls, for example. Such a system also means that fewer students will be taking public transport at the same time and they will not have to share desks in schools, thereby allowing for social distancing guidelines to be observed.

**Pros and cons:**

This rota minimises traffic in and out and to and from school but does mean that Yrs 7 to 9 are only in school one day a week.

There are implications here for what we timetable to take place on these days. Does it best set up support distance learning for the remainder of the week if they only come in once?

Lunchtimes will need to be staggered through the day and thought given to management of this time

**Suggestion two:**

Session one 9.30 to 12.00   Session two 1.00  to 3.15

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Monday | Tuesday | Wednesday | Thursday | Friday |
| Year 10 | Year 8 | Year 9 | Year 7 | Year 10 |
| Year 7 | Year 9 | Year 10 | Year 8 | Year 10 |
|  |  |  |  |  |

**Pros and cons**

More traffic / movement to and from school.  Need for additional midday cleaning between sessions. This may be more difficult for Primary

However, coming to school twice a week is preferred to help re-socialisation and set up learning for the ongoing distance learning sessions.

Lunch can be provided in pack lunch form and given out at the end of the first session from their classrooms. Afternoon students can pick up lunch on arrival from playground.

**Communication and Training** –the success of any of these partial reopening suggestions relies upon this being given huge amounts of thought. Each school will know best what communications work best. The following just gives an example to stimulate thoughts.

* Clear communication on how the school will work is key.  We will use videos, letters, emails and texts home setting out the new behaviour expectations to keep everyone safe.  Build up photographic evidence of current provision being offered showing social distance learning. Video a walk around the site showing how it is organised and the routine that are expected eg handwashing corridor spacing lining up for entry.
* Communication needs to encourage confidence and allay concerns.  (Staff, students, parents)
* Students and their parents will be asked into school in small groups so that they are quite clear how it will work and our health and safety risk assessment for behaviours in school, on the way to school, entry and arrival at school. These sessions will allow parents and students to see the school before starting, share any concerns or questions they may have.
* The same meetings and re-socialisation into school will be set up for all staff who have not previously returned to school.