

September 2020 Vallis School Plan for All Pupils

Drop Off

Please wait outside each classroom following the socially distanced guidelines. We would ask all adults to wait with their child until called into class. We would appreciate it if children arrive punctually at the time allocated.

EYFS:	8:45	Sun
(Normal entrance)	9:00	Moon
Year 1:	8:45	Neptune
(Classroom doors)	9:00	Apollo
Year 2:	8:45	Jupiter
(Classroom doors)	9:00	Saturn
Year 3/4	8:30	Mars
(Normal entrance)	8:45	Milky Way
	9:00	Galaxy

Morning Break

- EYFS: Agree times for using the outdoor space between your selves.
- KS1: To use the lower playground outside their classrooms split in half.

Year 1 classes: 10:15 – 10:30

Year 2 classes: 10:30 – 10:45

- KS2 to use the front playground.

Mars: 10:15 – 10:30

Milky Way: 10:30 – 10:45

Galaxy: 10:45 – 11:00

Lunchtime

Packed Lunches in Classrooms/Hot Dinners in Hall

EYFS use their own playground – split in two.

KS1 use bottom playground – split in two. Y1 to use bottom playground/Y2 to use bottom playground for first play and then top playground after eating of lunch.

KS2 use top playground – split in three.

Children to sit on separate class tables in the hall.

<i>Time</i>	<i>Sun YR</i>	<i>Moon YR</i>	<i>Neptune Y1</i>	<i>Apollo Y1</i>	<i>Jupiter Y2</i>	<i>Saturn Y2</i>	<i>Galaxy Y3/4</i>	<i>Milky Way Y3/4</i>	<i>Mars Y3/4</i>
12:00	Lunch	Lunch							
12:10			Lunch	Lunch	Play	Play	Play	Play	Play
12:20	Play	Play			Lunch	Lunch			
12:30			Play	Play	Play	Play	Lunch	Lunch	Lunch
Adults	Karen Mc	Rachel	Lin/Marie	Tamsin	Chrissy	Shelby	Katie	Verity	Wendy

Additional: Marie (KS1 playground), Sarah B (hall), Hilary (main playground), Elaine (main playground), Catherine (EYFS playground), Wispy (hall), Holly (Hall).

Home Time

EYFS: (Normal entrance)	2:45 Sun 3:00 Moon
Year 1: (Classroom doors)	2:45 Neptune 3:00 Apollo
Year 2: (Classroom doors)	2:45 Jupiter 3:00 Saturn
Year 3/4 (Normal entrance)	2:30 Mars 2:45 Milky Way 3:00 Galaxy

Toilets

EYFS: use their own toilets.

KS1: use outside toilets.

KS2: use indoor toilets downstairs.

Plan for Remote Education if Required

If a class bubble has to self-isolate, then we will aim to provide resources and materials to enable children to continue with their education at home - this may include using a virtual platform.

Please see the Vallis Remote Learning Policy for more details.

Behaviour Policy

Our behaviour policy continues as normal throughout the current arrangements. Expectations, celebrations and consequences will continue to be implemented according to the policy and any issues relating to covid 19 will be dealt with according to normal behaviour rules. Children will be spoken to about respecting the different 'bubbles' in the school and general movement around the building.

Assemblies

There will be no whole school assemblies until further notice. A celebration of the children who have been showing our Powerful Learner attributes will continue to be celebrated and shared with the school. This may be through a whole school Teams address, a video shared with each class or by an announcement in class.

School Office

The school office will continue to be open to parents as there is a screen already in place. We would ask parents to email or phone in where possible to avoid unnecessary visits into school. Staff are asked to speak to the office staff through the screen and only to enter into the office for medical reasons or to use the phone.

Emergency Procedures

All emergency procedures e.g. fire alarm will continue to operate as normal. If the alarm goes off, classes should make their way to the top playground using the nearest exit door as they normally would.

Hand Washing and Hygiene

Children will be expected to follow all hand washing and hygiene routines while in school. Children will wash hands /use antibacterial gel before entering school, after returning from the outside, before and after eating and at regular intervals during the day.

We ask children to follow the CATCH IT, BIN IT, KILL IT, mantra when in school. If they need to cough or sneeze, they should use a tissue or crook of their arm. Children will be reminded not to touch their face, mouth, nose, or eyes while at school.

Should a child refuse to follow these routines, normal consequences will be used as per the behaviour policy.

Mental Wellbeing – Supporting Children

Tips for talking to younger children

1. Deal with the news head-on and talk about it openly and calmly, giving them the facts

- Give them age-appropriate information – take a look at:
 - [BBC Newsround hub](#) – regularly updated with information and advice
 - [#covibook](#) – for under 7s
- Educate them about reliable sources of information and how some stories on social media may be based on rumours or inaccurate information
- Encourage them to take breaks from listening to or reading the news – overexposure isn't helpful

2. Encourage questions

- This will give them the confidence to reach out and ask, if they have anything to ask
- Use comforting tones and be honest when answering questions – it's ok if you don't have all the answers

- Allow for repetition – children tend to repeat themselves when they're feeling uncertain or worried, so you might have to answer the same questions more than once as they seek extra reassurance

3. Be a role model

- Recognise and manage your own worries first
- Be open about sharing this with pupils – e.g. I'm also finding the news a bit worrying, so I'm doing X which makes me feel calm

4. Let them know it's normal to be concerned

- If needed, reassure them that the effects of this virus on healthy young people are very mild

5. Promote awareness of our body's immune system

- It's constantly working against germs without us knowing. We can't and don't need to control this process
- Explain that we're taking precautions against this particular germ because it's a new one which our bodies haven't come across before
- Remind them of the benefits of healthy eating, sleep and exercise – which help to fight germs

6. Be aware of children with higher levels of anxiety (e.g. those with existing phobias or obsessive-compulsive disorders)

- **Get them to do activities such as counting, ordering and sorting tasks which can help with heightened levels of anxiety**
- Encourage them to use relaxation techniques such as controlled breathing – revisit the Mindfulness work we have looked at
- Detect any obsessive or compulsive behaviours early and intervene before they become entrenched patterns of thinking. Do this by challenging unhelpful thoughts and assumptions. Frame worries as situation-specific by relating them to the current situation, which is temporary and unusual

7. Keep doing your bit to help children reduce the spread of germs

- [Use our posters](#) to remind pupils how and when to wash their hands
- Encourage them to sing 'happy birthday' twice when they're washing their hands

Be sure to share these tips with parents too, so they can support their children during potential self-isolation or school closure.

Curriculum

In September, the whole school will be using 'Here We Are' by Oliver Jeffers as a starting point for some work during the first couple of weeks. This will enable lots of talk and discussion around events over the past few months.

We will then be following our normal 2 yearly curriculum cycle in terms of topics. A lot of work has taken place between the teaching staff in terms of transition and gaining knowledge about what has and has not been covered in the previous year. Staff will be using this information during the course

of their planning to ensure that all the missed learning is integrated into the new learning and any gaps are covered. There will also be support in place for children who we feel need extra support to ensure they do not fall behind. The government announced some extra funding to support schools in this area. Once we have been told what this will be for Vallis, we will be able to plan how to best utilise this for the benefit of the children of Vallis.

Safeguarding

All of our safeguarding policies and procedures are valid and continue to operate in the normal way. Any concerns should be recorded as per the school policy and any actions will be done using normal protocols.

Special Educational Needs

As per the government guidelines, providing interventions for pupils with SEND can resume in the Autumn term including mixing into wider groups for specialist teaching. At Vallis, we currently plan to begin again our 'school offer' of support to children who require it, beyond their class bubble. For 1:1 interventions (such as speech and language therapy, Literacy Intervention, ELSA support) pupils and staff will be required to carry out stringent hand washing before and after their intervention and, to mitigate risk further, the space that they have used will also be thoroughly cleaned before and after the intervention. When mixing into wider groups, crossing bubbles will be kept to a minimum e.g. to a phase or year group only (e.g. Forest School) and where wider cross bubbling is required (e.g. Nurture Provision) it is planned that children will not return to their class bubble before the end of the school day. Again, spaces where group interventions take place will be thoroughly cleaned before and after use. Where children and groups gain from additional support within the classroom, staff who cross a bubble to deliver this support, again as per the government guidelines, will be kept to a minimum where possible and staff will have carried out stringent hand washing when leaving a bubble and before entering a new bubble.