49 worries of parents, carers and families

The following are direct questions from parents, carers and families (PCF). For many of those who contributed these questions demonstrate the barriers to them feeling ready for their child to return to their educational setting.

The suggested answers are taken from government guidance, local guidance and cases where educational providers have already considered their response. (Press CTRL and Click on the question to go to the current advice and suggested replies to PCF)

How is the social distancing rule going to be implemented in a school environment?	Will the children be able to interact freely with their friends without worrying about social distancing?	Will children be expected to continually wash their hands as this may cause anxiety and sore hands?	What is another child displayed symptoms of Covid 19?	Will schools penalise parents for opting their child out of school?	For those children requiring transport to and from School how will this be done safely, and infection control be carried out in a safe manor?	How about children who need physical support?	What will my child be doing in school for the rest of this term?	What happens if there is a confirmed case of coronavirus in a setting?	Issues around public transport?
Communication from school about their plans to reduce risk and ensure hygiene and safety in school?	Will teachers be given PPE? What measures will be in place to ensure social distancing, effective hand washing etc?	How will things like lunch time be managed/how will food be served etc.	What is a member of staff displayed symptoms?	Will there be a transition period back into school for anxious children?	When can my child return to school?	What about those children with a single EHC plan, who needs additional support – how will these be met?	The splitting the classes? What will happen when children are not having maths and english? What will this mean in terms of the quality of the provision?	How much thought, if any, has been given to the potential negative affect that social distancing from their friends/teachers will have when they return to school if social distancing measures are still in force?	What will the expectation be of missed education time – will children be under more pressure?
What safety precautions will be in place for students and school staff?	How can they guarantee siblings of shielded children (or children of shielded adults) are safe from bringing the virus home? If they can't, will there be provision for these children to learn at home?	Supporting children's mental health and emotional wellbeing in school, will teachers be able to help with personal care and providing emotional care to children whom are frightened, excited, or sad.	What if, for whatever reason they needed to be sent to hospital? For example, if they had an accident in school or became very unwell?	Will they be returning to their current teacher and class or will the children we divided into different classrooms for social distancing?	What class will they be in? Who will be there teacher? How many other children will be in their classes?	What will be the processes for a child who has historically had a one to one provision?	What might contact look like between children when they return?	My child has experienced a death in the family or community how can I support them? How can the school support them? Who else can help?	If it's only one day a week etc what are the benefits as we have a home school structure, and this may disrupt for one day a week
Within a SEN setting where social distancing is not an option what will be the safety measures?	What cleaning will be done in the school building to ensure everything is cleaned, will this be daily?	I am a key worker; will my child join the other children?	Can social distancing be maintained as the months go on? / how will staff manage if there are still members of staff that cannot work?	My child is worried about coming back to school, how can I help them?	How will I drop my child off at school? How will I collect them?	What rules will be in place for free play?	What will happen in terms of what has been missed? Do they repeat years? What about the gaps in provision that they have missed?	I have seen the news and do not know what to believe?	What about the staff who have not had a break or who need to do all this additional work?
How will schools protect staff as well as child?	What will happen if a child or member of staff becomes ill with the virus whilst they are at school?	What if my child started to display symptoms of Covid 19?	Will teachers set work for students are at home?	If these children join their returning year group for part of the week then they will be with different teachers and a different group of children. Increased risk?	Whether the children will be upset/scared of people wearing masks/not being able to touch each other or get close to others.	Will schools be expected to put the pressure back on for learning and catching up or are they going to be allowed to focus until the summer holidays on a pastoral level ?	What will they be learning? Is this fair for the children who can't return to school/what will happen with options/GCSE students?	Our independent children like to travel – will they be allowed to travel independently, or will we have to support?	

Infection Control and Social Distancing		
Direct Questions from parents, carers, families	**Guidance**	
1. How is the social distancing rule going to be implemented in a school environment?	We are therefore gradually increasing the numbers of children and young people attending schools and colleges. This decision is based on the latest scientific advice. By returning pupils gradually, settings can initially reduce the number of children and young people in classrooms compared to usual and put protective measures in place to reduce risks. Children will need to stay within their new class/group wherever possible and we will ask settings to implement a range of protective measures including increased cleaning, reducing 'pinch points' (such as parents dropping children off at the start and end of the day), and utilising outdoor space. Staff and pupils in all settings will be eligible for testing if they become ill with coronavirus symptoms, as will members of their households. Guidance **Actions for education and childcare settings to prepare for wider opening from 1 June 2020** Updated 12 May 2020	We will put the safety and welfare at the front of our planning, but will not be able to guarantee virus immunity, based on the nature of our work, and children and young people's needs.
2. Communication from school about their plans to reduce risk and ensure hygiene and safety in school?	Consider the following steps: - tell children, young people, parents, carers or any visitors, such as suppliers, not to enter the education or childcare setting if they are displaying any symptoms of coronavirus (following the COVID-19: guidance for households with possible coronavirus infection) - tell parents that if their child needs to be accompanied to the education or childcare setting, only one parent should attend - tell parents and young people their allocated drop off and collection times and the process for doing so, including protocols for minimising adult to adult contact (for example, which entrance to use) - make clear to parents that they cannot gather at entrance gates or doors, or enter the site (unless they have a pre-arranged appointment, which should be conducted safely) - also think about engaging parents and children in education resources such as e-bug and PHE schools resources - ensure parents and young people are aware of recommendations on transport to and from education or childcare setting (including avoiding peak times). Read the Coronavirus (COVID-19): safer travel guidance for passengers Guidance **Coronavirus (COVID-19): implementing protective measures in education and childcare settings** Updated 12 May 2020 You should communicate with parents to make sure they know : - whether their child will be able to attend from the week commencing 1 June - what protective steps you're taking to make the school a low-risk place for their child - what you need them to do (such as on drop off and collection) - A model letter will be available shortly on preparing for the wider opening of schools from 1 June, which you can use if useful and adapt as you wish. - You may also want to consider senior leaders calling parents in eligible groups to discuss with them directly, where this is feasible.	Draft Parents Letter (1 June).docx

		Guidance **Planning guide for primary schools** Published 14 May 2020	
3.	What safety precautions will be in place for students and school staff?	Keep cohorts together where possible and: ensure that children and young people are in the same small groups at all times each day, and different groups are not mixed during the day, or on subsequent days ensure that the same teacher(s) and other staff are assigned to each group and, as far as possible, these stay the same during the day and on subsequent days, recognising for secondary and college settings there will be some subject specialist rotation of staff ensure that wherever possible children and young people use the same classroom or area of a setting throughout the day, with a thorough cleaning of the rooms at the end of the day. In schools and colleges, you may want to consider seating students at the same desk each day if they attend on consecutive days	To reduce the risk of spreading the virus across the school we will be keeping the children in the same groups at all times and limiting the time when they would normally see other children or staff. We will also be limiting the areas of the school that these children can attend.
4.	Within a SEN setting where social distancing is not an option what will be the safety measures?	We have published guidance for special schools, specialist colleges, local authorities and any other settings managing children and young people with education, health and care plans, including those with complex needs. This covers recommendations for educational settings, working with local areas and families, on how to assess risks in supporting children and young people. Guidance **Coronavirus (COVID-19): implementing protective measures in education and childcare settings** Updated 12 May 2020 If non-symptomatic children present behaviours which may increase the risk of droplet transmission (such as spitting), they should continue to receive care in the same way, including any existing routine use of PPE. Guidance **Safe working in education, childcare and children's social care settings, including the use of personal protective equipment (PPE)** Published 14 May 2020	In considering our plan to bring children back into school we have carefully considered their individual needs and the risk linked with their provision. This means we now have a plan in place to make sure we can keep their social distanced from other children and make sure that the contact with adults is also safe.
5.	How will schools protect staff as well as child?	The guidance that has been provided for schools also refers to staff as well. (some schools have made decisions to close staff rooms and other shared areas)	As much as we have considered the plan to keep children safe we have also considered plans to keep staff safe and well. These plans include
6.	Will the children be able to interact freely with their friends without worrying about social distancing?	Groups of children will remain in the same groups and the following will likely apply: • staggering breaks to ensure that any corridors or circulation routes used have a limited number of pupils using them at any time • staggering lunch breaks - children and young people should clean their hands beforehand and enter in the groups they are already in, groups should be kept apart as much as possible and tables should be cleaned between each group. If such measures are not possible, children should be brought their lunch in their classrooms • ensuring that toilets do not become crowded by limiting the number of children or young people who use the toilet facilities at one time	Whilst children will be able to see some of their friends it is unlikely that there will be the same freedom to interact as there was before lockdown. All children will remain in set groups, at all times, and will only have access to the same parts of the school such as their classroom, identified toilet and

	Guidance **Actions for education and childcare settings to prepare for wider opening from 1 June 2020** Updated 12 May 2020	nominated outdoor space. Movement in these areas will also be limited so they can maintain social distancing at all times.
7. Will teachers be given PPE? What measures will be in place to ensure social distancing, effective hand washing etc?	The majority of staff in schools will not require PPE beyond what they would normally need for their work, even if they are not always able to maintain a distance of 2 metres from others. PPE is only needed in a very small number of cases including: • children, young people and students whose care routinely already involves the use of PPE due to their intimate care needs should continue to receive their care in the same way • if a child, young person or other learner becomes unwell with symptoms of coronavirus while in their setting and needs direct personal care until they can return home. Guidance **Planning guide for primary schools** Published 14 May 2020	Current government guidance identified that those working in schools do not need PPE, unless they would normally use it as part of their role, or if they are supporting a child or colleague who is displaying symptoms.
8. How can they guarantee siblings of shielded children (or children of shielded adults) are safe from bringing the virus home? If they can't, will there be provision for these children to learn at home?	If a child, young person or a member of staff lives with someone who is clinically vulnerable (but not clinically extremely vulnerable), including those who are pregnant, they can attend their education or childcare setting. If a child, young person or staff member lives in a household with someone who is extremely clinically vulnerable, as set out in the COVID-19: guidance on shielding and protecting people defined on medical grounds as extremely vulnerable guidance, it is advised they only attend an education or childcare setting if stringent social distancing can be adhered to and, in the case of children, they are able to understand and follow those instructions. This may not be possible for very young children and older children without the capacity to adhere to the instructions on social distancing. If stringent social distancing cannot be adhered to, we do not expect those individuals to attend. They should be supported to learn or work at home. Guidance **Coronavirus (COVID-19): implementing protective measures in education and childcare settings** Updated 12 May 2020	We will put the safety and welfare at the front of our planning, but will not be able to guarantee virus immunity, based on the nature of our work, and children and young people's needs. On this basis we will be able to continue to support your child to learn at home.
9. What cleaning will be done in the school building to ensure everything is cleaned, will this be daily?	Public areas where a symptomatic individual has passed through and spent minimal time, such as corridors, but which are not visibly contaminated with body fluids can be cleaned thoroughly as normal. All surfaces that the symptomatic person has come into contact with must be cleaned and disinfected, including: • objects which are visibly contaminated with body fluids • all potentially contaminated high-contact areas such as bathrooms, door handles, telephones, grab-rails in corridors and stairwells Guidance **COVID-19: cleaning in non-healthcare settings** Updated 15 May 2020	The current guidance shows that our general cleaning procedures will be sufficient in most cases. However, should a child or adult display symptoms of Covid 19 the areas they have had contact with will be subject to higher levels of deep cleaning.
10. What will happen if a child or member of staff becomes ill with the virus whilst they are at school?	If anyone becomes unwell with a new, continuous cough or a high temperature in an education, childcare or non-residential children social care setting, they must be sent home and advised to follow the guidance for households with possible coronavirus infection. If a child is awaiting collection, they should be moved, if possible, to a room where they can be isolated behind a closed door, with appropriate adult supervision if required depending on the age of the child. Ideally, a window should be opened for ventilation. If it is not possible to isolate them, move them to an area which is at least 2 metres away from other people.	If anyone becomes ill in school, or displays symptoms linked to Covid 19, they will be isolated from the rest of the community in (identify location) until it is safe and possible for them to leave the school site to go home.

		If they need to go to the bathroom while waiting to be collected, they should use a separate bathroom if possible. The bathroom should be cleaned and disinfected using standard cleaning products before being used by anyone else. Guidance **Coronavirus (COVID-19): guidance for educational settings** Updated 18 May 2020	When this refers to a child they will be supervised by an adult who will use PPE to reduce the chance of spreading the virus.
11.	Will children be expected to continually wash their hands as this may cause anxiety and sore hands?	The current guidance for handwashing in schools is as follows: ensure that all adults and children: • frequently wash their hands with soap and water for 20 seconds and dry thoroughly. Review the guidance on hand cleaning • clean their hands on arrival at the setting, before and after eating, and after sneezing or coughing Guidance **Coronavirus (COVID-19): implementing protective measures in education and childcare settings** Updated 12 May 2020	Children will not be expected to wash their hands continually. Current guidance suggests that handwashing needs to take place on arrival at the setting, before and after eating, and after sneezing or coughing.
12.	How will things like lunch time be managed/how will food be served etc.	Schools should provide meals for all children in school, and meals should be available free of charge where pupils meet the free school meal (FSM) eligibility criteria. To ensure food is available for pupils who attend, educational settings are expected to reopen their kitchens and ensure that meals are able to be prepared and served safely. We are also continuing to ask schools to work with their food providers to offer meals or food parcels for benefits-related free school meal pupils not in school. Now that schools are opening more widely, school catering teams will be better placed to do this. The provision of food vouchers for those eligible under the benefits criteria will also continue to be available where needed. Information on supporting those in FE with free meals is in the FE operational guidance. Guidance **Actions for education and childcare settings to prepare for wider opening from 1 June 2020** Updated 12 May 2020	(This is a response that would be based on the individual setting and their capacity to offer hot meals?)
13.	Supporting children's mental health and emotional wellbeing in school, will teachers be able to help with personal care and providing emotional care to children whom are frightened, excited, or sad. Teaching children to not share and stay away from others and	Plan likely mental health, pastoral or wider wellbeing support for children returning to school (for example, bereavement support) and discuss with your local authority what wider support services are available. Work with your local authority to secure services for additional support and early help where possible (for example, around anxiety, mental health, behaviour, social care, or changes to mobility), and consider how these might apply to pupils and students who were not previously affected. Guidance **Opening schools for more children and young people: initial planning framework for schools in England** Updated 12 May 2020	As part of the return to school we are aware that children's experiences during the lockdown would have been very varied. Many will be worried about what they have seen on the TV or social media. Others might have experience personal loss or trauma. To support them when they return we have already planned certain lessons and opportunities to give children a chance to talk and share their feelings about Covid and lockdown. When needed we can access support

the long-term impact.		through the local authority to get them even more support should they need it.
14. I am a key worker; will my child join the other children?	Settings will need to consider how they integrate children and young people from priority groups who are attending but not in any of the transition year groups into their education offer. Settings have the flexibility to make the right decision for their circumstances on how these pupils are supervised, continue to learn and are supported in school. Guidance **Actions for education and childcare settings to prepare for wider opening from 1 June 2020** Updated 12 May 2020 We are expecting the majority of settings to stay open for the children of critical workers and vulnerable children so they can continue to attend their usual provider, but we acknowledge this will be impossible for some. Where a setting is unable to stay open, we will work with local authorities, regional school commissioners and neighbouring providers to find an alternative setting for their students. We have made temporary changes to the law to allow vulnerable children and the children of critical workers to attend another school, on only a temporary basis, if their school is closed. The changes ensure they can return to their normal school once it reopens. Guidance **What parents and carers need to know about schools, colleges and other education settings during the coronavirus outbreak** Updated 11 May 2020	At the moment the advice is that we identify how we can integrate the children of priority groups into the new provision from the 1st June. This will mean that there will be some integration between these groups. However, our plans for social distancing will be maintained.
	What if?	
15. What if my child started to display symptoms of Covid 19?	If anyone becomes unwell with a new, continuous cough or a high temperature in an education, childcare or non-residential children social care setting, they must be sent home and advised to follow the guidance for households with possible coronavirus infection. For an adult they must leave the site as soon as is possible. If they are waiting to be collected they must be moved, if possible, to a room where they can be isolated behind a closed door. Ideally, a window should be opened for ventilation. If it is not possible to isolate them, move them to an area which is at least 2 metres away from other people.	If anyone becomes ill in school, or displays symptoms linked to Covid 19, they will be isolated from the rest of the community in (identify location) until it is safe and possible for them to leave the school site to go home.
16. What is another child displayed symptoms of Covid 19?	If a child is awaiting collection, they should be moved, if possible, to a room where they can be isolated behind a closed door, with appropriate adult supervision if required depending on the age of the child. Ideally, a window should be opened for ventilation. If it is not possible to isolate them, move them to an area which is at least 2 metres away from other people.	When this refers to a child they will be supervised by an adult who will use PPE to reduce the chance of spreading the virus.
17. What is a member of staff displayed symptoms?	If they need to go to the bathroom while waiting to be collected, they should use a separate bathroom if possible. The bathroom should be cleaned and disinfected using standard cleaning products before being used by anyone else. Guidance **Safe working in education, childcare and children's social care settings, including the use of personal protective equipment (PPE)** Published 14 May 2020	If anyone becomes ill in school, or displays symptoms linked to Covid 19, they will be isolated from the rest of the community in (identify location) until it is safe and possible for them to leave the school site to go home.

		When this refers to an adult and when it is safe to do so they should leave the site to return home. If it is not safe for them to travel in their own care they will be isolated until arrangements for a member of the same household to take them home.
18. What if, for whatever reason they needed to be sent to hospital? For example, if they had an accident in school or became very unwell?	In an emergency, call 999 if they are seriously ill or injured or their life is at risk. Do not visit the GP, pharmacy, urgent care centre or a hospital. Guidance **Coronavirus (COVID-19): implementing protective measures in education and childcare settings** Updated 12 May 2020	If anyone becomes ill in school, or displays symptoms linked to Covid 19, and they might require hospitalisation, or if they have had an accident and require hospitalisation they will be isolated from the rest of the community in (identify location) until it is safe and possible for them to leave the school site to go to hospital. In these cases families will be contacted straight away.
19. Can social distancing be maintained as the months go on? / how will staff manage if there are still members of staff that cannot work?	Our ambition is to bring all primary year groups back to school before the summer holidays, for a month if feasible, though this will be kept under review. We will only welcome back additional year groups if the most up-to-date assessment of the risk posed by the virus indicates it is appropriate to have larger numbers of children within schools. The safety of children and staff is our utmost priority. Guidance **Actions for education and childcare settings to prepare for wider opening from 1 June 2020** Updated 12 May 2020	Like many schools we will review the provision after the 1st June to see how effectively the children have started back at school. This review along with government guidance will determined will inform our next steps and for how long social distancing will be in place in our school.
For those who still do not attend school		
20. Will teachers set work for students are at home?	Agree what learning is appropriate (including the relationship between face-to-face and remote education), for example, identify curriculum priorities, agree revised expectations and required adjustments in practical lessons, and any approaches to 'catch up' support. Guidance **Opening schools for more children and young people: initial planning framework for schools in England** Updated 12 May 2020 From the week commencing 1 June at the earliest, we will be asking primary schools to welcome back children in nursery, reception, year 1 and year 6, alongside priority groups. We will ask secondary schools, sixth form and further education colleges to offer some face-to-face support to supplement the remote education of year 10 and year 12 students who are due to take key exams next year, alongside the full time provision they are offering to priority groups. Guidance **Coronavirus (COVID-19): implementing protective measures in education and childcare settings**	It is likely that the arrangements for distant and remote learning will change but schools will continue to offer some level of agreed work for those who do not attend schools.

	Updated 12 May 2020 Clinically vulnerable individuals who are at higher risk of severe illness (for example, people with some pre-existing conditions as set out in the [Staying at home and away from others (social distancing) guidance](#) have been advised to take extra care in observing social distancing and should work from home where possible. Education and childcare settings should endeavour to support this, for example by asking staff to support remote education, carry out lesson planning or other roles which can be done from home. Guidance **Coronavirus (COVID-19): implementing protective measures in education and childcare settings** Updated 12 May 2020	
21. Will schools penalise parents for opting their child out of school?	Parents will not be fined for non-attendance at this time, and schools and colleges will not be held to account for attendance levels. Guidance **Actions for education and childcare settings to prepare for wider opening from 1 June 2020** Updated 12 May 2020	No, you will not be fined. If a child has a social worker or has other support needs we strongly encourage them to attend school. We can't make you send them however and you nor they will be in trouble.
Managing the transition back		
22. Will there be a transition period back into school for anxious children?	Local authorities and educational providers will need to work closely together to consider what can reasonably be provided to support children and young people with EHC plans. This will include work with health partners to ensure services for additional support and early help, for example around anxiety, mental health, behaviour, social care, or changes to mobility, will be available, being mindful that these considerations could apply to pupils and students who they did not previously affect. Guidance **Supporting vulnerable children and young people during the coronavirus (COVID-19) outbreak - actions for educational providers and other partners** Updated 15 May 2020	For the last few weeks we have been considering how best to support all children back into school. We are aware that many children will be anxious about returning and have carefully considered how e can best support them. (consider sharing some of the contents of 'Guidance for parents and carers on supporting children and young people's mental health and wellbeing during the coronavirus (COVID-19) pandemic)'.
23. Will they be returning to their current teacher and class or will the children we divided into different classrooms for social distancing?	Schools should not plan on the basis of a rota system, either daily or weekly. This guide sets out other options for schools if they are unable to cater for all of the vulnerable children, children of critical workers, nursery children (where applicable – any pre-existing, standard rotas may remain unchanged), reception pupils, year 1s and year 6s with their available staff or in their available space. In most cases the preparation for wider opening will be undertaken by the headteacher and senior colleagues. However, relevant bodies (such as local authorities, academy trusts or governing bodies, depending on the school type) retain responsibility for key decisions and plans should be confirmed with them, particularly risk assessments of the school opening more widely, before pupils and staff return. Guidance **Planning guide for primary schools** Published 14 May 2020	Where possible we will try to keep to the routines your child are used to. As we have to split classes your child may be in a different class, possibly with a different teacher. The work set will be consistent for each age group over the course of the week however.

24. My child is worried about coming back to school, how can I help them?	**Provide clear information about the situation:** Children and young people want to feel assured that their parents and carers can keep them safe. One of the best ways to achieve this is by talking openly about what is happening and providing honest answers to any questions they have. Explain what is being done to keep them and their loved ones safe, including any actions they can take to help, such as washing their hands more often than usual. Use words and explanations that they can understand. There are resources available to help you do this, including the Children's Commissioner's Children's Guide to Coronavirus, or the Inter-Agency Standing Committee (IASC) have produced a storybook developed by and for children around the world affected by coronavirus (COVID-19). Make sure you use reliable sources of information such as GOV.UK or the NHS website – there is a lot of misleading information from other sources that can create stress for you and your family. It will not always be possible to provide answers to all the questions that children and young people may ask, or to address all their concerns, so focus on listening and acknowledging their feelings to help them feel supported. Guidance **Guidance for parents and carers on supporting children and young people's mental health and wellbeing during the coronavirus (COVID-19) pandemic** Updated 21 April 2020	One of the best ways to achieve this is by talking openly about what is happening and providing honest answers to any questions they have. Explain what is being done to keep them and their loved ones safe, including any actions they can take to help, such as washing their hands more often than usual. Use words and explanations that they can understand. The Children's Commissioner's Children's Guide to Coronavirus is a really great resource for dealing with the facts.
25. If these children join their returning year group for part of the week then they will be with different teachers and a different group of children. Increased risk?	Groups of children will remain in the same groups and the following will likely apply: • staggering breaks to ensure that any corridors or circulation routes used have a limited number of pupils using them at any time • staggering lunch breaks - children and young people should clean their hands beforehand and enter in the groups they are already in, groups should be kept apart as much as possible and tables should be cleaned between each group. If such measures are not possible, children should be brought their lunch in their classrooms • ensuring that toilets do not become crowded by limiting the number of children or young people who use the toilet facilities at one time Guidance **Planning guide for primary schools** Published 14 May 2020	Whilst children will be able to see some of their friends it is unlikely that there will be the same freedom to interact as there was before lockdown. All children will remain in set groups, at all times, and will only have access to the same parts of the school such as their classroom, identified toilet and nominated outdoor space. Movement in these areas will also be limited so they can maintain social distancing at all times.
26. For those children requiring transport to and from School how will this be done safely, and infection control be carried out in a safe manor?	For mainstream or those that do not provide transport You should plan for putting in place protective measures to reduce risks, for example by adjusting timings of the school day and agreeing this with the relevant body (such as your governing board). The overriding aim here is to reduce contact between different groups. You should consider steps including: • how you might stagger start and end times between year groups by a short period to reduce volume at the entrance • ensuring parents and carers are aware of recommendations on transport to and from school, which means reducing any unnecessary travel on coaches, buses or public transport where possible (for example, by walking or cycling to school) and avoiding peak times Guidance **Planning guide for primary schools** Published 14 May 2020	For mainstream or those that do not provide transport If you have to use public transport we would encourage you to follow the guidance on how to travel safely when planning your travel, particularly if public transport is required. For those who use specialist transport *This is a setting based decision based on the completed risk assessment. For this reason the answer to this question will look very different*

	Settings should also consider ways to minimise use of public transport to get to and from school at peak times, in consultation with local authorities. Further guidance on safer travel for passengers, including children, can be found at Safer travel guidance for passengers. Guidance **Actions for schools during the coronavirus outbreak** Updated 18 May 2020 For those who use specialist transport Home to school transport provided or organised by schools, trusts or local authorities varies widely. Schools, trusts and local authorities should work together and with relevant transport providers to put in place arrangements which fit the local circumstances, including the measures being put in place to reduce contact. Guidance **Actions for schools during the coronavirus outbreak** Updated 18 May 2020	
27. When can my child return to school?	We trust headteachers to make the best decisions they can. If you still cannot get enough cover in place and an arrangement which enables eligible children to attend consistently at another local school is not manageable, schools should focus first on continuing to provide places for priority groups of all year groups (children of critical workers and vulnerable children). Then, to support children's early learning, you should prioritise groups of children as follows: • early years settings - 3 and 4 year olds followed by younger age groups • infant schools - nursery (where applicable) and reception • primary schools - nursery (where applicable), reception and year 1 Schools should not plan on the basis of a rota system, either daily or weekly. Guidance **Planning guide for primary schools** Published 14 May 2020	*This is a setting based decision based on the completed risk assessment. For this reason the answer to this question will look very different*
28. What class will they be in? Who will be there teacher? How many other children will be in their classes?	In so doing you should: • assume all eligible children will attend for the purposes of the first stage of planning, even if you think that is unlikely - that includes ensuring you follow the attendance expectations for vulnerable children • determine your half class groups (maximum size of 15), taking into account any limitations of your school buildings and outdoor space (see implementing protective measures in education and childcare settings for more details) • include children of critical workers and vulnerable children who are in reception, year 1 or 6 in groups of 15 within their year group • determine your small groups (maximum size of 15) of children of critical workers and vulnerable children not in reception or years 1 and 6 • assume that the staffing model will be one teacher per group (or 2 teachers sharing the week if you have existing jobshares) - qualified teachers are qualified to teach any primary year group, including early years foundation stage (EYFS) • if there are any shortages of teachers then teaching assistants can be allocated to lead a group,	*This is a setting based decision based on the completed risk assessment. For this reason the answer to this question will look very different*

working under the direction of a teacher

As a result of this exercise, and in the light of your staffing audit and the school premises, you will know if you can cater for all eligible children, including children of critical workers and vulnerable children of all ages.

If you do not have the staff available to be able to cover all the new teaching groups you have created, and this may be more likely for infant schools, you will need to consider possible solutions with your local authority and/or trust.

Possible approaches to managing a shortfall in staffing include:

- bringing additional teachers in to help, who may be supply teachers, teachers on temporary agreed loan from other schools, or teachers provided by your trust or local authority (considering the guidance in section 2 about consistent staffing across the week)
- asking suitably experienced teaching assistants who are willing to do so to work with groups under the supervision of a teacher
- using some senior leadership time to cover groups, although you should as headteacher consider your own workload and that of your senior colleagues to make sure this is manageable and you have sufficient leadership time remaining

Guidance
Planning guide for primary schools
Published 14 May 2020

29. How will I drop my child off at school? How will I collect them?	You should plan for putting in place protective measures to reduce risks, for example by adjusting timings of the school day and agreeing this with the relevant body (such as your governing board). The overriding aim here is to reduce contact between different groups. You should consider steps including: • how you might stagger start and end times between year groups by a short period to reduce volume at the entrance • ensuring parents and carers are aware of recommendations on transport to and from school, which means reducing any unnecessary travel on coaches, buses or public transport where possible (for example, by walking or cycling to school) and avoiding peak times • using signage to guide parents and carers about where and when they should drop off and pick up their children - you will want to communicate this to parents in advance • working out arrangements for breaks or play times so that ideally only one group of maximum 15 children is in the same play area at any one time • ensuring that staff remain at a safe distance from each other at lunchtime or during breaks (including how to manage if your school has a small staff room or other staff areas) • arranging for assemblies to take place with individual groups in their allocated classroom spaces rather than bringing children from different classes together into one hall or large space Guidance **Planning guide for primary schools** Published 14 May 2020	*This is a setting based decision based on the completed risk assessment. For this reason the answer to this question will look very different*
30. Whether the children will be upset/scared of people wearing masks/not being able to touch each other or	The majority of staff in schools will not require PPE beyond what they would normally need for their work, even if they are not always able to maintain a distance of 2 metres from others. PPE is only needed in a very small number of cases including: • children, young people and students whose care routinely already involves the use of PPE due to their intimate care needs should continue to receive their care in the same way if a child, young person or other learner becomes unwell with symptoms of coronavirus while in their setting and	In following the guidance from the government our staff will not be wearing masks, but will be following social distancing. Only in cases where a member of the community is showing symptoms of

get close to others.	needs direct personal care until they can return home. Guidance **Safe working in education, childcare and children's social care settings, including the use of personal protective equipment (PPE)** Published 14 May 2020	Covid 19, or where a child needs help with personal care needs, will PPE be used.
Special Educational Needs and / or disabilities		
31. How about children who need physical support? 32. What about those children with a single EHC plan, who needs additional support – how will these be met? 33. What will be the processes for a child who has historically had a one to one provision?	Schools, colleges and local authorities should ensure risk assessments are kept up to date so that pupils and students can be brought back in, in any year group, where circumstances change, for example if it is becoming unsustainable for parents and carers to care for their child week-round. This includes children and young people who are placed in special units and resourced provision attached to a mainstream school, since they are recorded on the roll of the mainstream school. Schools, colleges and local authorities have latitude to use special educational needs and disability (SEND) risk assessments also for children and young people who have SEND without an EHC plan, where they feel it would be beneficial, for instance for children on SEN support who have complex needs. This means they can use this as a mechanism to bring back pupils and students with SEND who need it, in other year groups, even if they do not have an EHC plan. For all children and young people with an EHC plan in special educational settings, such as special schools, special post-16 institutions and hospital schools, settings should encourage attendance based on the child's risk assessment and on the ability of the setting to provide for their needs, and not using the child's year group as a primary deciding factor, both because all children and young people in these settings are considered vulnerable and because year groups may not be indicative of key transition points. In line with the guidance on implementing protective measures in education and childcare settings and the guidance for special schools, specialist colleges, local authorities and any other settings, special schools and special post-16 institutions should: • consult risk assessments conducted and where children and young people are attending their specialist setting, they should continue to do so • work with local authorities and families to continually review risk assessments and bring children and young people back to face to face education where circumstances change, for example where it is becoming unsustainable for a family to care for a child week-round • consider how to increase the numbers of children and young people accessing on-site education from the week commencing 1 June, including where appropriate by considering what the key transition points are, and ensure that as many children as can be safely catered for are able to attend their setting • consider a range of options to enable as many children as possible to benefit from attending their setting, such as creating part-time attendance rotas Guidance **Supporting vulnerable children and young people during the coronavirus (COVID-19) outbreak - actions for educational providers and other partners** Updated 15 May 2020	For the last few weeks we have been considering how best to support all children back into school. For your child we have carefully considered the plan for how we can best support them whilst maintaining a safe working relationship. Please contact the school for more specific detail about your child.

What will happen when they return in term of what they will do?		
34. What rules will be in place for free play?	The priorities for young children at this time are resocialisation into new style school routines; speaking and listening, and regaining momentum in particular with early reading. Each school context will vary and needs are likely to be greatest where children have not been able to access remote education consistently. Children who have had limited opportunities for exercise should be encouraged to exert themselves physically, making use of supervised non-touch running games within their group. Youth Sport Trust are also offering some support to schools. For younger children, the resources made available for child-initiated learning should be carefully considered. For example, malleable resources, such as play dough, should not be shared and consideration should be given to their safe use, depending on circumstances.	When the children return to school some aspects of their provision will change. Whilst we will endeavour to support all children to experience a broad range of play opportunities, experiences such as free play will now be carefully managed to ensure that the risk of spreading the virus is limited. In our setting this will mean….
35. Will schools be expected to put the pressure back on for learning and catching up or are they going to be allowed to focus until the summer holidays on a pastoral level with the children, ie contacting friendship groups again, teachers contacting with the children again, checking that children's wellbeing and mental health is ok?	Resources for activities such as painting, sticking, cutting, small world play, indoor and outdoor construction activities should be washed before and after use (more detailed guidance on this will be included in the guide for early years providers) and where possible, children should be discouraged from sharing these. Children should be taught to wash their hands frequently, but particularly after using wheeled bikes, trikes and other large, movable toys. Children should be encouraged where possible not to touch their faces or to put objects in their mouths. Sharing stories, singing and playing outdoor games will help all children to socialise and resettle into familiar everyday classroom routines. We have amended legislation to allow for the temporary disapplying and modifying of a number of requirements within the early years foundation stage (EYFS), which covers children in reception, giving settings flexibility to respond to changes in workforce availability and potential fluctuations in demand. These temporary changes came into force on 24 April 2020. During the coronavirus outbreak, schools should use reasonable endeavours to meet the existing EYFS learning and development requirements. As far as possible, children should benefit from a broad range of educational opportunities, but this also provides schools with the flexibility to give additional focus to fundamental areas where support is required following time spent out of school, such as reading. For year 1, where possible schools should ascertain where children have fallen behind or have progressed further against the school's existing reading curriculum. If they have forgotten aspects already covered, then reteach and practise this material, where necessary reteaching phonics and using appropriately matched reading books to practise reading. Where there are small numbers significantly behind others then ensure they receive support as intensively as can be managed to catch up, and liaise where possible with parents and carers to ensure they can support too.	When younger children return to school we will be placing an emphasis on speaking, listening and developing reading. We will also be providing safe opportunities for children to develop physical skills. We will also be using the time to help children catch up on what they might not have learnt in the past. We are also mindful that four our older pupils we need to spend some time getting them ready for secondary schools. This includes helping them learn the skills they need to be successful when they get to year 7. We are currently working with our secondary schools to develop opportunities for your child to develop their understanding of their new school remotely.
36. What will my child be doing in school for the rest of this term?	In year 6 it is unlikely that many of the end of term traditions will be able to take place, for example, whole year or class assemblies with parents, school journeys and trips. Schools should provide opportunities for children to discuss this as it may be a source of anxiety or sadness. Though visits to secondary schools for induction will not take place this year, some secondary schools may have capacity to undertake remote induction briefings or other types of sessions for pupils, for example to meet form tutors, heads of year, or other key staff, or have a tour of the school virtually. You should discuss the options with your secondary schools.	
37. The splitting the classes? What will happen when children are not having maths and english? Who will lead the other groups? Will this be non-	Primary schools should, if not already in hand, ensure that information is transferred to destination secondary schools as soon as possible, and if practical in the absence of SATs results ensure that secondary schools are briefed in as much detail as possible about the attainment profile of transferring pupils, along with other information normally transferred.	*This is a setting based decision based on the completed risk assessment. For this reason the answer to this question will look very different*

qualified staff? What will this mean in terms of the quality of the provision?	Year 6 teaching during this time should focus on readiness for secondary school, including academic readiness, which could involve additional teaching in any subject, but in particular mathematics and English to make up for any losses to learning incurred while at home. Physical education lessons may continue to take place providing they are strictly non-contact and do not involve more than any one temporary group. Guidance **Planning guide for primary schools** Published 14 May 2020	
38. What might contact look like between children when they return?	Groups of children will remain in the same groups and the following will likely apply: • staggering breaks to ensure that any corridors or circulation routes used have a limited number of pupils using them at any time • staggering lunch breaks - children and young people should clean their hands beforehand and enter in the groups they are already in, groups should be kept apart as much as possible and tables should be cleaned between each group. If such measures are not possible, children should be brought their lunch in their classrooms • ensuring that toilets do not become crowded by limiting the number of children or young people who use the toilet facilities at one time	Whilst children will be able to see some of their friends it is unlikely that there will be the same freedom to interact as there was before lockdown. All children will remain in set groups, at all times, and will only have access to the same parts of the school such as their classroom, identified toilet and nominated outdoor space. Movement in these areas will also be limited so they can maintain social distancing at all times.
39. What will happen in terms of what has been missed? Do they repeat years? What about the gaps in provision that they have missed?	Agree what learning is appropriate (including the relationship between face-to-face and remote education), for example, identify curriculum priorities, agree revised expectations and required adjustments in practical lessons, and any approaches to 'catch up' support. Guidance **Opening schools for more children and young people: initial planning framework for schools in England** Updated 12 May 2020	When younger children return to school we will be placing an emphasis on making sure that have as broad a range of opportunities as possible. This will include developing speaking, listening, reading, mathematic skills and lessons from other subjects.. We will also be providing safe opportunities for children to develop physical skills. We will also be using the time to help children catch up on what they might not have learnt in the past.
40. What will they be learning? Is this fair for the children who can't return to school/what will happen with options/GCSE students?	We will ask secondary schools, sixth form and further education colleges to offer some face-to-face support to supplement the remote education of year 10 and year 12 students who are due to take key exams next year, alongside the full-time provision they are offering to priority groups. Guidance **Actions for education and childcare settings to prepare for wider opening from 1 June 2020** Updated 12 May 2020	*This is a setting based decision based on the completed risk assessment. For this reason the answer to this question will look very different*

41. What happens if there is a confirmed case of coronavirus in a setting?	When a child, young person or staff member develops symptoms compatible with coronavirus, they should be sent home and advised to self-isolate for 7 days. Their fellow household members should self-isolate for 14 days. All staff and students who are attending an education or childcare setting will have access to a test if they display symptoms of coronavirus, and are encouraged to get tested in this scenario. Where the child, young person or staff member tests negative, they can return to their setting and the fellow household members can end their self-isolation. Where the child, young person or staff member tests positive, the rest of their class or group within their childcare or education setting should be sent home and advised to self-isolate for 14 days. The other household members of that wider class or group do not need to self-isolate unless the child, young person or staff member they live with in that group subsequently develops symptoms. As part of the national test and trace programme, if other cases are detected within the cohort or in the wider setting, Public Health England's local health protection teams will conduct a rapid investigation and will advise schools and other settings on the most appropriate action to take. In some cases a larger number of other children, young people may be asked to self-isolate at home as a precautionary measure – perhaps the whole class, site or year group. Where settings are observing guidance on infection prevention and control, which will reduce risk of transmission, closure of the whole setting will not generally be necessary. Guidance **Coronavirus (COVID-19): implementing protective measures in education and childcare settings** Updated 12 May 2020	If anyone becomes ill in school, or displays symptoms linked to Covid 19, they will be isolated from the rest of the community in (identify location) until it is safe and possible for them to leave the school site to go home. When this refers to a child they will be supervised by an adult who will use PPE to reduce the chance of spreading the virus.
The impact on the emotional health ands wellbeing of children and young people		
42. How much thought, if any, has been given to the potential negative affect that social distancing from their friends/teachers will have when they return to school if social distancing measures are still in force?	Plan likely mental health, pastoral or wider wellbeing support for children returning to school (for example, bereavement support) and discuss with your local authority what wider support services are available. Work with your local authority to secure services for additional support and early help where possible (for example, around anxiety, mental health, behaviour, social care, or changes to mobility), and consider how these might apply to pupils and students who were not previously affected. Guidance **Opening schools for more children and young people: initial planning framework for schools in England**	For the last few weeks we have been considering how best to support all children back into school. We are aware that many children will be anxious about returning and have carefully considered how we can best support them.
43. My child has experienced a death in the family or community how can I support them? How can the school support them? Who else can help?	Whenever it happens, experiencing the loss of a friend or loved one can be an extremely difficult and challenging time. Children and young people may not be able to say goodbye in the way they would have wanted and it may be harder to connect with their usual support networks. Grief affects children and young people in different ways depending on their age, their level of understanding, and the changes the death means for their daily life. They often feel waves of powerful emotions such as sadness, guilt, shock and anger, which they may struggle to express. It is very common for their behaviour to change and for them to worry a lot about other people. It can be challenging to support a child when you are grieving yourself. Listening carefully, answering questions honestly in an age appropriate way, continuing routines where possible, and providing lots of love and support will help. The NHS has advice about grief and the support available, and the Childhood Bereavement	It can be challenging to support a child when you are grieving yourself. Listening carefully, answering questions honestly in an age appropriate way, continuing routines where possible, and providing lots of love and support will help. The NHS has advice about grief and the support available, and the Childhood Bereavement Network has information and links to

	Network has information and links to national and local support organisations. Guidance **Guidance for parents and carers on supporting children and young people's mental health and wellbeing during the coronavirus (COVID-19) pandemic** Updated 21 April 2020	national and local support organisations.

		General	

44. I have seen the news and do not know what to believe?	**Provide clear information about the situation:** Children and young people want to feel assured that their parents and carers can keep them safe. One of the best ways to achieve this is by talking openly about what is happening and providing honest answers to any questions they have. Explain what is being done to keep them and their loved ones safe, including any actions they can take to help, such as washing their hands more often than usual. Use words and explanations that they can understand. There are resources available to help you do this, including the Children's Commissioner's Children's Guide to Coronavirus, or the Inter-Agency Standing Committee (IASC) have produced a storybook developed by and for children around the world affected by coronavirus (COVID-19). Make sure you use reliable sources of information such as GOV.UK or the NHS website – there is a lot of misleading information from other sources that can create stress for you and your family. It will not always be possible to provide answers to all the questions that children and young people may ask, or to address all their concerns, so focus on listening and acknowledging their feelings to help them feel supported. Guidance **Guidance for parents and carers on supporting children and young people's mental health and wellbeing during the coronavirus (COVID-19) pandemic** Updated 21 April 2020	At the moment the purest information is coming from the government sources. My starter for ten would be NHS, WHO, PHE. For younger children, Newsround is a good source.
45. Our independent children like to travel – will they be allowed to travel independently, or will we have to support?	Settings should consider ways to minimise children and young people's use of public transport to get to and from school at peak times, in consultation with local authorities where appropriate. Parents, children and young people should be encouraged to walk or cycle to their educational setting where possible. Educational settings, parents and young people should follow the guidance on how to travel safely when planning their travel, particularly if public transport is required. **Transport - arrangements for children and young people who are accessing an educational setting that is not local** We expect local authorities to review transport arrangements and make appropriate provision for relevant vulnerable children and young people to reach their educational setting safely. We will work closely with local authorities to put the necessary arrangements in place including between now and the week commencing 1 June. **Transport - arrangements for children and young people with EHC plans who are continuing to attend educational settings** Local authorities should continue to provide transport for children and young people with EHC plans who are continuing to attend their usual educational setting. If between now and the week commencing 1 June, children and young people with EHC plans are accessing an educational setting that is not local or their usual setting, we would expect the local authority to review transport arrangements and endeavour to make appropriate provision for children and young people to reach their educational setting safely. We will work closely with local authorities to put the necessary arrangements for more children and young people to begin attending educational settings from the week commencing 1 June.	Where ever possible we would encourage parents, carers and families to walk or cycle to their educational setting where possible. If you have to drive to school we would ask you to park away from the school and walk the final part of the journey to prevent a build up of families at any one time. If you have to use public transport we would encourage you to follow the guidance on how to travel safely when planning your travel, particularly if public transport is

		required.
46. Issues around public transport	Consider all other forms of transport before using public transport. Before and during your journey, check with your transport operator for the latest travel advice on your route: • bus, coach, tram and ferry operators • TfL • National Rail Travel may take longer than normal on some routes due to reduced capacity and social distancing measures. Allow sufficient time if your journey involves changes between different forms of transport. Plan ahead by identifying alternative routes and options in case of unexpected disruption. If you can, travel at off-peak times. Your transport operator can advise on off-peak times. Your employer may agree alternative or flexible working hours to support this. Where possible, book your travel online through your transport provider's ticketing app or website. Consider contactless payment to buy tickets. Taking a less busy route and reducing the number of changes (for example between bus and train) will help you keep your distance from others. Public Health England recommends keeping a 2 metre distance from other people, where possible. Where this is not possible you should keep the time you spend nears others as short as possible and avoid physical contact. Try to start or end your journey using a station or mode of transport you know to be quieter or more direct. For instance, walk the first or last mile of your journey, or alight at an earlier station, where this is possible. Guidance **Coronavirus (COVID-19): safer travel guidance for passengers**	If you have to use public transport we would encourage you to follow the guidance on how to travel safely when planning your travel, particularly if public transport is required.
47. What will the expectation be of missed education time – will children be under more pressure?	Agree what learning is appropriate (including the relationship between face-to-face and remote education), for example, identify curriculum priorities, agree revised expectations and required adjustments in practical lessons, and any approaches to 'catch up' support. Guidance **Opening schools for more children and young people: initial planning framework for schools in England** Updated 12 May 2020	When younger children return to school we will be placing an emphasis on making sure that have as broad a range of opportunities as possible. We will also be using the time to help children catch up on what they might not have learnt in the past.
48. If it's only one day a week etc what are the benefits as we have a home school structure, and this may disrupt for one day a week	Schools should not plan on the basis of a rota system, either daily or weekly. This guide sets out other options for schools if they are unable to cater for all of the vulnerable children, children of critical workers, nursery children (where applicable – any pre-existing, standard rotas may remain unchanged), reception pupils, year 1s and year 6s with their available staff or in their available space. Guidance **Planning guide for primary schools** Published 14 May 2020	If your child comes into school, it will be easier for us to assess what they remember and don't remember since lockdown began. This will enable us to start to provide tailored support to your son or daughter. We will not be delivering the full curriculum from day one however and we will follow the same process of assessing your child's progress and abilities and providing tailored support whenever they return to school.

| 49. What about the staff who have not had a break or who need to do all this additional work? | Governing boards and senior leaders should be conscious of the wellbeing of all staff, including senior leaders themselves, and the need to implement flexible working practices in a way that promotes good work-life balance and supports teachers and leaders.

Workload should be carefully managed, and schools and colleges should assess whether staff who are having to stay at home due to health conditions are able to support remote education, while others focus on face-to-face provision. Senior leaders and boards will want to factor this into their resource and curriculum planning, and consider where additional resource could be safely brought in if necessary. | *This is a setting based decision based on the completed risk assessment. For this reason the answer to this question will look very different* |