**Statement of DDAT Principles**

The UK Government has set out 5 principles of returning to school and DDAT are adhering to these as we offer further detail that will assist all our schools to plan for their own children, staff and buildings. It is helpful to reflect on the Government’s principles which are:

1. The safety and mental, emotional and physical wellbeing of students and staff
2. Continuing contribution to the national effort and strategy to fight the spread of Covid-19
3. Having the confidence of parents, staff and students
4. Ability to prioritise learners at key points, including those from disadvantaged backgrounds
5. Having guidance in place to support measures such as distancing, managing attendance and wider protective actions

DDAT’s Strategic Steering Group (SSG) has also identified 3 priority areas of activity by schools working to reopen and these are:

1. Re-engagement
2. Relationships
3. Routine

SSG have considered carefully and at some length the practicalities of DDAT schools reopening and the challenges that this may raise for the whole school community. Guidance from the DfE has started to be issued and the DDAT guiding principles for re-opening and continued working of schools **takes account of all the information available to us at this point (14th May)**. It is worth noting that as further information is issued by DfE **some of the information below may change**. Throughout the current Covid 19 crisis we have noted that guidance and information issued by central government has changed and sometimes has been reversed and we need to be alert to this as we move forward with our plans.

In the SSG deliberations there has been detailed reflection on the dynamic interaction between ‘people’ and ‘place’ and how both these factors can be managed to best effect given what we know about the transmission of Covid 19 and how schools would ideally like to function. The DDAT Guiding Principles Framework below is a tool for individual schools to use to help leaders and governors formulate their own school-specific plans and practical arrangements and as a sense-check to give confidence that all relevant factors have been considered. We are aware that every school is different in respect of their families, pupils, staff and buildings and that practical arrangements will be different in every school. It is also worth reflecting on key overarching messages from central government in their document **OUR PLAN TO REBUILD:** The UK Government’s COVID-19 recovery strategy

* Re-designing workplaces and public spaces to make them "COVID-19 Secure” is required
* This is a long-term crisis (changes will need to be sustained over time)
* Drastic changes will not be made (incremental over time)
* A zero-risk approach will not work in these unprecedented times

**DDAT Guiding Principles Framework**

Considerations of ‘people’ elements includes (not exhaustive):

* Pupils
* Parents/carers
* Visitors/school contractors
* Trust staff
* School Governors
* School Leadership team
* Teachers
* Teaching support staff
* Cleaners
* Catering staff

Consideration of ‘place’ elements includes (not exhaustive):

* Classrooms
* Entrance/reception space
* Corridors/circulation space
* Toilets
* Sports hall
* Dining space
* Outdoor play areas
* Other outdoor areas

Daily school operation involves a dynamic interaction between all these elements, and this is represented below with principles for this interaction identified.

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Pupils | Parents | Visitors | Trust | Govs | SLT | Teacher | Support | Cleaner | Caterers |
| Pupils |  |  |  |  |  |  |  |  |  |  |
| Parents |  |  |  |  |  |  |  |  |  |  |
| Visitors |  |  |  |  |  |  |  |  |  |  |
| Trust |  |  |  |  |  |  |  |  |  |  |
| Govs |  |  |  |  |  |  |  |  |  |  |
| SLT |  |  |  |  |  |  |  |  |  |  |
| Teacher |  |  |  |  |  |  |  |  |  |  |
| Support |  |  |  |  |  |  |  |  |  |  |
| Cleaner |  |  |  |  |  |  |  |  |  |  |
| Caterer |  |  |  |  |  |  |  |  |  |  |
| Classroom |  |  |  |  |  |  |  |  |  |  |
| Entrance |  |  |  |  |  |  |  |  |  |  |
| Corridors |  |  |  |  |  |  |  |  |  |  |
| Toilets |  |  |  |  |  |  |  |  |  |  |
| Sports |  |  |  |  |  |  |  |  |  |  |
| Dining |  |  |  |  |  |  |  |  |  |  |
| Play |  |  |  |  |  |  |  |  |  |  |
| Other o/d |  |  |  |  |  |  |  |  |  |  |

**Key:**

Should not apply

Social distancing maintained wherever possible – maintaining 2m distancing: <https://www.gov.uk/government/publications/staying-alert-and-safe-social-distancing/staying-alert-and-safe-social-distancing>

Regular (fortnightly) communication via newsletter following Re-engagement, Relationships, Routine Action Plans

Regular (fortnightly) communication via the school website following Re-engagement, Relationships, Routine Action Plans

Governors to meet as LGBs as planned through virtual media: <https://www.nga.org.uk/getmedia/08682f90-7df0-4af3-9de4-f7712bf0d129/Covid-19-Guidance-on-decisions-and-meetings-March-2020.pdf>

Regular (weekly) reporting to Trust on issues relating to re-opening. DDAT will provide template

Daily recorded ‘Keep in touch’ (KIT) meetings for SLTs

Fortnightly recorded 1:1 supervision/well-being meetings between SLT and staff. DDAT will provide a template to help you record these sessions and you should refer to the HR scenario document for further advice on support for mental health and wellbeing

Desks including teacher’s 2m apart; group work via technology; 1:1 teacher support via technology, hand sanitiser available and encouraged to use as appropriate by teacher/support staff

Staggered start times for pupil cohorts; 2m markers on approach to entrance and in entrance space for all visitors

One-way only markings on corridors and doors. Physical barriers e.g. lockers etc. to ensure maintenance of one-way

Children’s toileting supervised. One at a time with 20 second handwashing re-enforced and appropriate signage

Staff toilets one at a time with 20 second handwashing advice and signage displayed prominently

Outdoor PE to be the default position. If not possible, individual PE (not team) e.g. dance, Joe Wicks etc

Cleaning regime as set out in DDAT hygiene standards.

Staff to manage the classroom environment closely and use hand sanitiser and surface sanitiser at each break and as thought necessary

(COSHH - check on product and any allergy implications) – see DDAT hygiene standards.

Staggered meal times for pupil cohorts; 2m distancing maintained; social interaction via technology for example \*

Staggered play time with forceful encouragement to socially distance; managed social activity wherever possible \*

\* Examples given below

**Appendix of examples to be added to as schools develop ideas:**

**Limiting numbers of parents during drop off and pick up.**

* Families with surnames beginning A-G drop off and vacate by 8:30am. H-M drop off and vacate by 8:40am, etc – similar at the end of the day.
* No parents permitted to come into school (not even the foyer) unless by appointment or invitation.

**Break times.**

* Staggered; each group are taken from their classroom together for their outdoor break. If the school grounds are big enough then maybe more than one group can go outside as long as social distancing can be adhered to.
* Games that are non-contact, i.e. hopscotch, balance games, etc – no Twister!

**Dining**

* Meals collected and brought to children’s desks.
* Children eat in hall if the hall is big enough to cope with all the numbers whilst maintaining social distancing. Some of the smaller schools that have large halls e.g. St Giles Matlock, may well manage this. Clear markings on the floor 2 meters apart and the children queue (only a few at a time) to collect their lunch. Cutlery and tray given to them at the hatch (no selecting their own cutlery from cutlery tray). Must be enough chairs out so that each child has allocated seat and although they are staggered, it is only one sitting to avoid a child occupying the same seat shortly after another child vacated it.

**Circulation around school**

* Line of tape on the floor down the middle of the corridors distinguishing a right side and a left side where wide enough; one-way system where not
* Allowing children to go to the toilet at various points during the day so that toilets are never over-occupied

**Curriculum and resourcing**

* Make use of outdoors – PE daily with non-contact activities. If school grounds allow, set up orienteering activities/map reading skills and treasure hunt type activities.
* Indoor activities for which each individual has their own equipment given to them. For example, all of the following with their name/initials on: pencil, glue stick, ruler, rubber, pair of scissors, etc, etc. They could have a kit bag/box to keep them in. They could make the kit bag/box themselves – this could be one of the first activities
* Remove resources from the classroom that will attract the children like bees round a honey pot and will involve numerous children handling few items. For example, water tray and sand tray and all the items in them

**PPE**

Not necessary if all other measures are being adhered to. However, it would be wise to invest in some face masks, gloves and gowns for the following reasons:

* Staff that deal with particular pupils that require personal care for which they would normally wear protective gear
* If a child is displaying COVID-19 symptoms and a member of staff needs to wait with them whilst they are collected

**Meal-time social interaction – examples**

* Schools from across the Trust provide short vignettes of on-line content that can be played for pupils e.g. Holbrook C of E Primary School <https://holbrook-cofe-primary-school.primarysite.media/playlist/reading-challenge-2020>

St Matthew’s C of E Primary School, Edgeley <https://youtu.be/UetWgPUaxJM>

* Britain’s Got Talent/DDAT’s got Talent contest – inter and intra school competitions filmed (with social distancing applied)
* Pupils from schools across DDAT linking together for facilitated on-line discussions and debates
* Joke/puzzle of the day – pupils encouraged to shout out answers
* Interactive quiz shows – Family Fortunes, Catch Phrase adapted for pupils

**Play-time social interaction – examples**

* Scheduled time to sit together on benches (social distanced) to talk
* Chalk drawing on playground (supervised social distanced)
* Social distanced hop-scotch
* Social distanced skipping