



1. POLICY STATEMENT:

The purpose of this addendum is to take into consideration changes to practice brought about by the global pandemic, COVID-19, to ensure at all times that strict control measures are adhered to in order to protect children, staff and the wider school community, and prevent the spread of infection wherever possible.

This addendum takes into consideration all of the forty-four Government Guidelines, issued by the DfE, up to and including 18th August 2020. Further guidance will also be taken into consideration, and due to the ever changing landscape, the addendum will be reviewed each month.

2. PRINCIPLES:

- 2.1 The well-being and mental health of our children and staff will be prioritised (Well-being Policy)
- 2.2 Attendance Policy – this will reflect Government’s guidance
- 2.3 Safeguarding Policy – a separate addendum is reviewed each month (WT Policy)
- 2.4 E-Safety Policy – amended to keep children safe during home learning
- 2.5 Inclusion Policy/SEND – assuring all children have access to learning and support
- 2.6 Teaching and learning practices will change to allow for safe working
- 2.7 Health and Safety Policy will include updated Risk Assessments
- 2.8 Marking and Feedback Policy will reflect new social distancing requirements
- 2.9 Behaviour Policy will be amended, focusing more on trauma informed practice
- 2.10 Assessment and Monitoring will be a priority to assess gaps in learning – focus will be on individual learning objectives as opposed to data collection
- 2.11 Curriculum Policy – for the recovery period, our curriculum will be ensuring breadth. (We appreciate the depth of our curriculum may not be visible) Statutory learning objectives will be prioritised. Recovery conversations and lessons, focusing on trauma, will be built into our PSCE curriculum.

3. POLICY ADDENDUM:

3.1 Well-being Policy (Staff)

- 3.1.1 In addition to this policy, an initial confidential staff questionnaire will be sent to all staff to assess the need for additional support, these will be reviewed by HT (Appendix 1)
- 3.1.2 Relevant support will be offered, this will include: 1:1 peer support allocated and timetabled during school time, 1;1 support from line manager or HT, support regarding routines and change, mindfulness activities and offer of external counselling support
- 3.1.3 Questionnaires will be sent to staff half termly
- 3.1.4 Staff will be reminded of our open door policy, and a trusting, open ethos promoted at all times

3.2 Well-being Children (Inclusion Policy)

- 3.2.1 We will help to prepare all children for a return to school by offering individualise support
- 3.2.2 Well-being questionnaire sent to all parents of all children the week before we re-start school
- 3.2.3 FSW/HT and ELSAs will assess questionnaires and decide upon intervention along with class teacher
- 3.2.4 Social story will be shared often, reminding children how it is ok for them to feel unsettled
- 3.2.5 Recovery conversations will happen in every classroom, every day. Giving children time to reflect and talk about their experiences
- 3.2.6 Diaries will be provided for all children and if a child does not want to talk, they can write or draw and share with teacher if they wish
- 3.2.7 New rules and routines will be introduced to all children by verbally and visually, with lots of support and reminders
- 3.2.8 New way of playing and showing they care for others will be modelled for children to teach them new ways to behave
- 3.2.9 New lessons focussing on recovering from trauma, feelings and change integrated into PSHE curriculum – using quality texts as models
- 3.2.10 Review of children’s well-being will take place regularly
- 3.2.11 All vulnerable children and children with SEND will be supported to attend school

3.3 Behaviour Policy

- 3.3.1 Trauma informed practice will be at the heart of all sanctions and rewards
- 3.3.2 Staff training will be held to remind staff of how behaviours can mask feelings
- 3.3.3 Praise cards and certificates will be used, but assemblies will be class based in bubbles
- 3.3.4 Traffic lights will still be used, as children are familiar with these and will need structure and familiar rules

- 3.3.5 The adult will move a child's name on the traffic lights, and should a child need to miss their break one adult, from the bubble, will stay in the classroom with them
- 3.3.6 Parents will be informed of rules regarding social distancing and keeping personal items to themselves, if any child (or adult) insist on deliberately breaking the new rules, then the HT will speak to the both children and parents
- 3.3.7 If this continues following a warning, the child's place in school will be withdrawn

3.4 Attendance Policy

- 3.4.1 The Attendance Policy will follow Government guidelines, whereby it is mandatory for all school aged children to attend.
- 3.4.2 School will liaise with parents of children with significant medical needs and all reasonable endeavours made in order ensure school is safe, a care plan will be put in place and school will liaise with health professionals
- 3.4.3 Should a child attend due to medical condition related to COVID-19, home learning will be provided and weekly contact made

3.5 Safeguarding Policy

- 3.5.1 A separate addendum to the Children Protection and Safeguarding Policy is reviewed at the end of each month. This addendum is shared monthly with LGB and staff. A new policy will be issued w/c 2nd September 2020

3.6 E-Safety Policy

- 3.6.1 Tips and instruction on how to keep children safe on-line has been sent to parents via email, it is also available on our website and will be included in eSafety lessons
- 3.6.2 Policy and tips available on our website

3.7 Health and Safety Policy

- 3.7.1 New Risk Assessments have been carried out for all areas in school, and for each position in school and our Reopening Risk Assessment and Plan is published on our website

3.8 Teaching and Learning Policy

- 3.8.1 Teaching and learning practices will change to allow for safe working
- 3.8.2 The ethos which underpins teaching and learning in Barnton will remain the same

- 3.8.3 The learning environment will change to reflect control measures, but displays must still reflect learning and adhere to the presentation policy
- 3.8.4 Cohort bubbles will work together, but contact outside this will be minimised
- 3.8.5 Classroom management changes will need to be implemented:
- 3.8.6 Children will stay in their seats, with the member of staff standing behind them to interact and feedback
- 3.8.7 Manipulatives and concrete resources will be limited and set out for individuals
- 3.8.8 Shared resources within a cohort will be cleaned after each use

3.9 Assessment and Monitoring

- 3.9.1 Assessment will be a priority to assess gaps in learning – focus will be on individual learning objectives as opposed to data collection – and will be carried out with pre/post tasks and using pupil conferencing
- 3.9.2 Gaps will be identified, recorded and interventions for whole class, groups or individual planned for
- 3.9.3 Reporting to parents will be as per Government guidance

3.10 Marking and Feedback

- 3.10.1 The Marking Policy will be implemented with minor changes:
- 3.10.2 Adults may use post-it notes to put feedback into children's books
- 3.10.3 All books will be marked with next steps
- 3.10.4 Self-marking will be encouraged where possible
- 3.10.5 Verbal feedback will be given frequently

3.11 Curriculum

- 3.11.1 For the recovery period, our curriculum has been amended to ensure all missed NC objectives will be covered
- 3.11.2 We appreciate the depth of our curriculum may not be visible in the recovery phase
- 3.11.3 Recovery conversations and lessons, focusing on trauma, will be built into our PSCHE curriculum
- 3.11.4 Quality texts and links to these will continue to underpin the curriculum, with vocabulary and reading still taking priority

4. Review

- 4.1 This addendum will be reviewed regularly, in line with new DfE and Government guidance and shared with the Trust Board and LGB

Approved by:

Date: