

## Questions and Answers for Parents

 <p style="text-align: center;">Question</p>	 <p style="text-align: center;">DfE Guidance – the ‘official’ bit</p>	 <p style="text-align: center;">Chawton CE Primary School: the ‘school’ bit</p>
<p><b>Q1: Why are some children being asked to return to school on 1<sup>st</sup> June?</b></p>	<p>From the week commencing 1 June 2020 at the earliest, we will be asking primary schools to welcome back children in Nursery, Reception, year 1 and year 6, alongside priority groups.</p> <p>We want to get all children and young people back into education as soon as the scientific advice allows because it is the best place for them to learn, and because we know how important it is for their mental wellbeing to have social interactions with their peers, carers and teachers. Children returning to educational and childcare settings in greater numbers will also allow more families to return to work.</p> <p>The three year groups within mainstream primary have been prioritised because they are key transition years – children in Reception and year 1 are at the very beginning of their school career and are mastering the essential basics, including counting and the fundamentals of reading and writing, and learning to socialise with their peers. We know that attending early education lays the foundation for lifelong learning and supports children’s social and emotional development. Year 6 children are finishing Key Stage 2 and are preparing for the transition to secondary school, and will benefit immensely from time with their friends and teachers to ensure they are ready.</p>	<p><b>Since 23<sup>rd</sup> March, Chawton CE Primary School has remained ‘open’ to give childcare for children of key workers and for those children who the government has asked stay at school.</b></p> <p><b>The Government are asking schools to open for more children from 1<sup>st</sup> June. We have been asked to implement the next phase of opening school to more pupils; this will only be done provided that the five key tests set by government justify the changes at the time, including that the rate of infection is decreasing and the enabling programmes set out in the Roadmap are operating effectively.</b></p>
<p><b>Q2: My child is in YR, Y1 or Y6, does he/she have to return to school on 1<sup>st</sup> June?</b></p>	<p>The DfE has confirmed that there will be no penalty for families who do not send their children back to school but that families ‘will be strongly encouraged to take up these places – unless the child or family member is shielding or the child is particularly vulnerable due to an underlying condition.’</p>	<p><b>We will be asking parents if they intend sending their child back to school when places are available (1<sup>st</sup> June for YR, Y1, Y6 and key worker children). For all other year groups this will be at the end of June, but we have, as yet, no fixed date.</b></p>
<p><b>Q3: I have a child in Y1 and a child in Y3. My Y1 child is ‘encouraged’ to be in school, can I also send in my Y3 child?</b></p>	<p>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.</p>	<p><b>We have missed the school community being together and would love to see all the children, and families, back in school, however we will be following the Government’s guidelines <u>and will not</u> be accepting children into year groups</b></p>

		outside the Government's timeframe (see above).
<p><b>Q4: Should I be worried about the risk of sending my child back to school?</b></p>	<p>Our approach is underpinned by our latest understanding of the science, which indicates that we need to take a phased approach to limit the risk of increasing the rate of transmission (often referred to as R) above 1. We have factored in:</p> <ul style="list-style-type: none"> <li>• severity of disease in children – there is high scientific confidence that children of all ages have less severe symptoms than adults if they contract coronavirus (COVID-19)</li> <li>• the age of children – there is moderately high scientific confidence that younger children are less likely to become unwell if infected with coronavirus (COVID-19)</li> <li>• numbers of children going back – which needs to be limited initially then increased gradually as the science permits</li> <li>• systems to reduce the size of the groups coming into contact with each other – such as smaller class sizes spread out across settings</li> </ul>	<p><b>We have strict Government guidelines to follow to ensure that the risk to both children and staff is kept to a minimum.</b></p> <p><b>The safety of our children and staff is of the utmost importance to us.</b></p> <p><b>We have written an in-depth plan for re-opening and an in-depth Health and Safety (following Hampshire guidance) risk assessment which will be continuously monitored and adapted as required.</b></p>
<p><b>Q5: How is my school making preparations to open on 1<sup>st</sup> June?</b></p>	<p>Schools have been asked to consider a number of actions for educational settings:</p> <p><a href="https://www.gov.uk/government/publications/actions-for-educational-and-childcare-settings-to-prepare-for-wider-opening-from-1-june-2020">https://www.gov.uk/government/publications/actions-for-educational-and-childcare-settings-to-prepare-for-wider-opening-from-1-june-2020</a></p>	<p><b>We are currently looking at all ways in which we can implement the guidelines giving consideration as to how we:</b></p> <ul style="list-style-type: none"> <li>• Stagger the start and finish times for year groups</li> <li>• Restrict the number of adults who enter the school site</li> <li>• Stagger playtimes and use separate play areas for each group</li> <li>• Organise classrooms to give maximum space between seats and tables as possible</li> <li>• Restrict movement of children and adults around the school</li> <li>• Minimise children contact with one another (outside their small teaching group)</li> <li>• Ensure that there are sufficient cleaning products around school</li> <li>• Review the curriculum and implement a 'catch-up' curriculum where necessary</li> <li>• Implement the best possible hygiene requirements throughout the day</li> <li>• Minimise risk to children and staff</li> </ul>

		<p><b>More information will be given to parents by the end of this week.</b></p>
<p><b>Q6: Someone in my household has been advised to 'shield,' should my child still come into school?</b></p>	<p>Children and young people in eligible year groups are strongly encouraged to attend (where there are no shielding concerns for the child or their household), so that they can gain the educational and wellbeing benefits of attending.</p> <ul style="list-style-type: none"> <li>• children, young people and staff who have been classed as <a href="#">clinically extremely vulnerable due to pre-existing medical conditions</a> have been advised to shield. We do not expect people in this category to be attending school or college, and they should continue to be supported to learn or work at home as much as possible. Clinically vulnerable (but not clinically extremely vulnerable) people are those considered to be at a higher risk of severe illness from coronavirus. Few if any children will fall into this category, but parents should follow medical advice if their child is in this category. Staff in this category should work from home where possible, and refer to the detail in our protective measures guidance</li> <li>• a child/young person or a member of staff who lives with someone who is clinically vulnerable (but not clinically extremely vulnerable), including those who are pregnant, can attend their education or childcare setting</li> <li>• if a child/young person or staff member lives in a household with someone who is extremely clinically vulnerable, as set out in the <a href="#">guidance on shielding</a>, 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, if 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.</li> </ul>	<p><b>Please follow medical guidance at all times.</b></p> <p><b>Please do inform us about your situation so that we can support you, and your family.</b></p>

<p><b>Q7: Will teachers be wearing PPE and will my child need to wear a face mask?</b></p>	<p>The majority of staff in education settings 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:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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.</li> </ul> <p>Wearing a face covering or face mask in schools or other education settings is <b>not</b> recommended. Face coverings may be beneficial for short periods indoors where there is a risk of close social contact with people you do not usually meet and where social distancing and other measures cannot be maintained, for example on public transport or in some shops. This <b>does not</b> apply to schools or other education settings. Schools and other education or childcare settings should therefore not require staff, children and learners to wear face coverings. Changing habits, cleaning and hygiene are effective measures in controlling the spread of the virus. Face coverings (or any form of medical mask where instructed to be used for specific clinical reasons) should not be worn in any circumstance by those who may not be able to handle them as directed (for example, young children, or those with special educational needs or disabilities) as it may inadvertently increase the risk of transmission.</p>	<p><b>We will be following Government guidelines in the use of PPE and face masks.</b></p> <p><b>We have purchased the relevant PPE should we need to use it if a child becomes unwell with suspected symptoms of coronavirus.</b></p>
<p><b>Q8: How will staff encourage children to keep a distance of 2m from one another?</b></p>	<p>It is still important to reduce contact between children and staff as far as possible, and settings can take steps to achieve that and reduce transmission risk by ensuring children, and staff where possible, mix in a small group and keep that small group away from other people and groups. In mainstream schools and college settings the basic principle is that classes should be halved. Where settings can keep children and young people in those small groups 2m away from each other, they should do so. While in general groups should be kept apart, brief, transitory, contact such as passing in a corridor is low risk. Each setting's circumstances will be slightly different.</p> <p>One of the protective measures we can take to reduce transmission is to have smaller group and class sizes. We know that, unlike older children and adults, early years and primary age children cannot be expected to remain 2m apart from each other and staff. In deciding to bring more children back to early years and schools, we are taking this into account. Schools should therefore work through the hierarchy of measures set out in our <a href="#">guidance</a> Keep cohorts together where possible and:</p>	<p><b>We are currently looking at a number of things that we can do in school to reduce contact between children and staff and between children and their peers.</b></p> <p><b>We recognise that for children, especially the youngest, it will be very difficult to ensure a 2m social distancing from one another and therefore we will be following guidance that includes the following:</b></p> <ul style="list-style-type: none"> <li>• <b>Children will be in small groups of 15 max (we have the option to split groups further using our LSAs)</b></li> <li>• <b>Children from different groups will not come into contact with other children or adults outside that group</b></li> <li>• <b>Minimising movement around the school</b></li> </ul>

	<ul style="list-style-type: none"> <li>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</li> <li>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</li> <li>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</li> </ul>	<ul style="list-style-type: none"> <li><b>Ensuring that all staff and children understand good hygiene rules</b></li> </ul>
<p><b>Q9: What will happen if my child has an accident and needs first aid or is upset and needs comforting?</b></p>		<p><b>Your child's wellbeing and safety remains of utmost importance to us.</b></p> <ul style="list-style-type: none"> <li><b>First aid treatment will continue to be given; our strategies will be dependent upon the age of the child and the severity of the treatment needed.</b></li> <li><b>If a child needs comfort and all other options have been unsuccessful; we reserve the right to briefly offer comfort to your child.</b></li> <li><b>Each class has been provided with an emergency first aid kit so they are able to administer basic first aid.</b></li> <li><b>All staff are first aid trained</b></li> </ul>
<p><b>Q10: I am a key worker, will my child be able to attend school if he/she is not in YR, Y1 or Y6?</b></p>	<p>Education and childcare settings are already open to priority groups (<a href="#">vulnerable children</a> and children of <a href="#">critical workers</a>)<sup>1</sup>. Now that we have made progress in reducing the transmission of coronavirus we are encouraging all eligible children to attend - it is no longer necessary for parents of eligible children to keep them at home if they can.</p>	<p><b>We will be organising groups in the following way:</b></p> <ul style="list-style-type: none"> <li><b>If your child is a key worker and are not in any of the 'priority' year groups, they will be in another classroom and kept together as a group</b></li> </ul>
<p><b>Q11: My child is in Y2, Y3, Y4 or Y5, when will he/she be 'encouraged' to return to school?</b></p>	<p>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.</p> <p>Our approach is in line with other countries across Europe, who have begun to bring pre-school and school-age children back in a phased way and are focusing on primary schools</p>	<p><b>We will be keeping a close eye on the impact of opening schools on 1<sup>st</sup> June.</b></p> <p><b>We will follow Government guidance and timeframe for the next phase of opening to all year groups.</b></p> <p><b>Watch this space!</b></p>

	<p>and younger children. Approaches between countries will vary slightly based on different public health circumstances.</p> <p>We will assess the impact of these changes closely, working with medical and scientific advisers as well as sector leaders.</p>	
<p><b>Q12: What will school do to ensure the minimum of cross contamination takes place?</b>  <b>E.g. handwashing, cleaning of surfaces and areas.</b></p>	<p>Every setting should carry out a risk assessment before opening. The assessment should directly address risks associated with coronavirus (COVID-19), so that sensible measures can be put in place to control those risks for children and staff. All employers have a duty to consult employees on health and safety, and they are best placed to understand the risks in individual settings.</p> <p>In all education, childcare and social care settings, preventing the spread of coronavirus involves dealing with direct transmission (for instance, when in close contact with those sneezing and coughing) and indirect transmission (via touching contaminated surfaces). A range of approaches and actions should be employed to do this. These can be seen as a hierarchy of controls that, when implemented, creates an inherently safer system, where the risk of transmission of infection is substantially reduced. These include:</p> <ul style="list-style-type: none"> <li>• minimising contact with individuals who are unwell by ensuring that those who have coronavirus symptoms, or who have someone in their household who does, do not attend childcare settings, schools or colleges</li> <li>• cleaning hands more often than usual - wash hands thoroughly for 20 seconds with running water and soap and dry them thoroughly or use alcohol hand rub or sanitiser ensuring that all parts of the hands are covered</li> <li>• ensuring good respiratory hygiene by promoting the ‘catch it, bin it, kill it’ approach</li> <li>• cleaning frequently touched surfaces often using standard products, such as detergents and bleach</li> <li>• minimising contact and mixing by altering, as much as possible, the environment (such as classroom layout) and timetables (such as staggered break times)</li> <li>• following strict cleaning and hygiene rules</li> <li>• reduce contact with other groups and staff members</li> <li>• accessing rooms directly from outside where possible</li> <li>• considering one-way circulation, or place a divider down the middle of the corridor to keep groups apart as they move through the setting where spaces are accessed by corridors</li> <li>• staggering breaks to ensure that any corridors or circulation routes used have a limited number of pupils using them at any time</li> </ul>	<p><b>We are currently in school, setting up the details in the plan to ensure that it works and so we can ‘iron out any wrinkles.’ These details will be shared with you before the end of the week.</b></p>

	<ul style="list-style-type: none"> <li>• staggering lunch breaks</li> <li>• how we use outside space for exercise and breaks and for outdoor education, where possible, as this can limit transmission and more easily allow for distance between children and staff</li> <li>• reduce the use of shared resources by limiting the amount of shared resources that are taken home and limit exchange of take-home resources between children, young people and staff and by seeking to prevent the sharing of stationery and other equipment where possible. Shared materials and surfaces should be cleaned and disinfected more frequently</li> </ul>	
<p><b>Q13: I have been told that I need to wash clothes more regularly, will the children be expected to wear school uniform?</b></p>	<p>There is no need for anything other than normal personal hygiene and washing of clothes following a day in an educational or childcare setting</p>	<p><b>All children will be asked to wear clothes appropriate for outdoor learning every day. These must be taken off as soon as they get home and washed as soon as possible.</b></p> <p><b>To support children with a sense of belonging, we are asking that children wear their school jumpers/cardigans on top. These jumpers/cardigans can then be left in school during the week and taken home to be washed at the end of the week.</b></p> <p><b>School footwear can be trainers, but children must be able to put them on/take them off again themselves.</b></p>
<p><b>Q14: What if my child is unwell before school? What will happen if my child becomes ill during the school day? What happens if staff become ill?</b></p>	<p><b>Staff and children or young people should not attend if they have symptoms or are self-isolating due to symptoms in their household.</b></p> <p>If anyone becomes unwell with a new, continuous cough or a high temperature in an education or childcare setting, they must be sent home and advised to follow the <a href="#">COVID-19: guidance for households with possible coronavirus infection guidance</a>.</p> <p>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.</p>	<p><b>If your child becomes unwell during the school day for whatever reason, we will contact you to collect.</b></p> <p><b>If your child is showing symptoms compatible with coronavirus, he/she will be moved, if possible, to the library. This is a suitable place where they can be isolated behind a closed door, with appropriate adult supervision through a glass window. Windows can be opened for ventilation.</b></p>

	<p>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.</p> <p>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.</p>	<p><b>If it is not possible to isolate them, we will move them to an area which is at least 2 metres away from other people.</b></p> <p><b>If we have a teacher/s sick for any significant length of time, we may have to consider closing a class/part or the whole school.</b></p>
<p><b>Q15: What will learning look like in school? If I decide to keep my child at home, how will the school continue to support me in home schooling?</b></p>	<p>Schools need to refresh the timetable to:</p> <ul style="list-style-type: none"> <li>• decide which lessons or activities will be delivered</li> <li>• consider which lessons or classroom activities could take place outdoors</li> <li>• use the timetable and selection of classroom or other learning environment to reduce movement around the school or building</li> <li>• stagger assembly groups</li> <li>• stagger break times (including lunch), so that all children are not moving around the school at the same time</li> <li>• stagger drop-off and collection times</li> <li>• 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.</li> <li>• agree ongoing learning offer for eligible pupils who can't attend school, as well as offer for those that continue to be out of school.</li> </ul>	<p><b>We have to be realistic and say that learning for your child will look different; the school day will look different; the routines and organisation will look different.</b></p> <p><b>We will stagger the start and finish times:</b>  <b>YR (and Key Worker group) – 8.30am start and 3.15pm finish</b>  <b>Y1 – 8.45am start and 3.00pm finish</b>  <b>Y6 – 9.00am start and 2.45pm finish</b></p> <p><b>The curriculum we deliver will be different. We feel that our priority is to concentrate on children's wellbeing and mental health ensuring that we give them the reassurance and support that they need at this difficult and confusing time. This has to be our priority.</b></p> <p><b>We also recognise that that children have had very different experiences during the school closure and we would want to explore the best possible learning for each year group taking this into account.</b></p> <p><b>We will continue to support home learning during this time; however the level of support and guidance teachers have offered during the past two months cannot be maintained as teachers will be face-to face teaching all day. We will</b></p>

		inform parents of the details of this at a later date.
<b>Q16: I am a regular volunteer in school, should I still come in?</b>	<p>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)</p> <p>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.</p>	<p><b>We really appreciate all offers of support however, until further notice, volunteers should not come into school.</b></p> <p><b>Parents wishing to make contact with the office or classteacher should so via email, ClassDojo or phone call.</b></p> <p><b>All absences should be reported to the school office either by email or phone.</b></p>
<b>Q17: My child usually attends Before School Club and/or After School Club. Will these still be taking place? My child attends an after school club, will these still be running?</b>	<p>Agree whether breakfast clubs, lunch clubs and after-school clubs can operate (in line with the <a href="#">implementing protective measures in education and childcare settings</a> guidance), and under what terms.</p>	<p><b>At the present time we are not envisaging Before School or After School clubs taking place due to the need to keep groups separate.</b></p> <p><b>There will be no other clubs taking place either.</b></p>
<b>Q18: We are now in the second half of the summer term; will the usual school calendar events be taking place? (E.g. sports day/sports fixtures/leavers' assembly etc.)</b>		<p><b>Sadly, with the current restrictions in place, our usual school calendar dates are cancelled.</b></p> <p><b>We will be looking at alternative ways to hold really significant events such as our leavers' assembly.</b></p>
<b>Q19: Will staff, and contractors, be self-isolating whilst they are not at school?</b>	<p>Staff will be following the guidance published by the government. <a href="https://www.gov.uk/coronavirus">https://www.gov.uk/coronavirus</a></p>	<p><b>There is no requirement for staff to self-isolate whilst they are not teaching. It is imperative that staff well-being, and that of their families, is considered during this time as well as that of our 'school' family/</b></p>