

Phase I/II/III

Phase 1 = child care key workers and vulnerable

Phase 2 = Reception, Year 1 and Year 6

Phase 3=school

Checklist 1: Safeguarding

is open to all children

Consider:	Phase I: Actions needed (if any): Risk/support required/additional considerations	Phase II	Phase III
What additional risk assessments/amendments need to be in place for safeguarding of pupils - what these will look like for setting/schools and pupils (individually identified vulnerability)	<ul style="list-style-type: none"> • DSL or Deputy DSL to be onsite 4 out of 5 days • DSL or Deputy DSL available on the other day via phone • Ensure that the side gate is closed after parents. Check at 8:50am • Parents called if a child who is expected to attend doesn't by 9.30am 	<ul style="list-style-type: none"> • All DSLs return to normal working hours (always one DSL on site at all times); • Safe and well phone calls daily for those who do not attend and were expected; • PSHE/Wellbeing/mental health lessons on return; 	<ul style="list-style-type: none"> • DSL on site every day
How has the safeguarding policy been reviewed and amended in light of the current situation?	<ul style="list-style-type: none"> • New addendum adopted • Governors have seen this and approved 	<ul style="list-style-type: none"> • New addendum adopted • Governors have seen this and approved 	<ul style="list-style-type: none"> • New addendum adopted • Governors have seen this and approved • Return to normal safeguarding procedures.
Have you adopted a 'COVID-19 outbreak' addendum to your child protection policy to include the specific	<ul style="list-style-type: none"> • Yes 	<ul style="list-style-type: none"> • Yes 	<ul style="list-style-type: none"> • Yes

issues for these circumstances?			
What could the specific issues be for your school?	<ul style="list-style-type: none"> • Unavailability of DSL on the rota • 4 trained DSLs at school so flexibility for another member of staff to fill the gap 	<ul style="list-style-type: none"> • Unavailability of DSL • 4 trained DSLs at school so flexibility for another member of staff to fill the gap • CC back 02.06.20 but qualification out of date 	<ul style="list-style-type: none"> • Unavailability of DSL • 5 trained DSLs at school
How are you ensuring that someone is responsible for ensuring the policy actions are completed?	<ul style="list-style-type: none"> • DSLs monitor and ensure safeguarding issues are logged on Cpoms • Weekly inclusion meeting to discuss concerns including lack of staff reporting concerns if relevant 	<ul style="list-style-type: none"> • DSLs monitor and ensure safeguarding issues are logged on Cpoms or pink forms • Weekly inclusion meeting to discuss concerns including lack of staff reporting concerns if relevant 	<ul style="list-style-type: none"> • DSLs monitor and ensure safeguarding issues are logged on Cpoms or pink forms • Weekly inclusion meeting to discuss concerns including lack of staff reporting concerns if relevant
Are governors aware of the Government's interim safeguarding guidance and how this has been included in their school policy?	<ul style="list-style-type: none"> • Sent to governors and approved 	<ul style="list-style-type: none"> • Risk assessment seen and approved at emergency governor committee on 18.05.2020 • Continually review risk assessment procedures at full governors and Health and Safety Committee. Any changes highlighted 	<ul style="list-style-type: none"> • Continually review risk assessment procedures at full governors and Health and Safety Committee. Any changes highlighted
How are you making sure that someone is responsible for continuity in safeguarding leadership?	<ul style="list-style-type: none"> • Virtual weekly inclusion meeting to discuss issues • TC leading on this • DS back up DSL 	<ul style="list-style-type: none"> • Virtual weekly inclusion meeting to discuss issues • TC leading on this • DS back up DSL 	<ul style="list-style-type: none"> • Inclusion meeting (face-to-face when possible) to discuss issues • TC leading on this • DS back up DSL

How might you ensure a trained DSL is available, in-person, by phone or video link when required?	<ul style="list-style-type: none"> ● Rota system; ● Phone details given in the form of school closure list ● Learning mentors' number on school website and DS and TC email 	<ul style="list-style-type: none"> ● All DSLs in school ● Phone details given in the form of school closure list ● Learning mentors' number on school website and DS and TC email 	<ul style="list-style-type: none"> ● All DSLs in school ● Phone details given in the form of school closure list ● Learning mentors' number on school website and DS and TC email
Is there a nominated senior leader to be the onsite safeguarding lead?	<ul style="list-style-type: none"> ● Yes with exception of JP day where DS and TC available by phone 	<ul style="list-style-type: none"> ● Yes 	<ul style="list-style-type: none"> ● Yes
Are all staff aware of the new arrangements for DSLs and reporting concerns?	<ul style="list-style-type: none"> ● Yes- emailed out the safeguarding addendum 	<ul style="list-style-type: none"> ● Any changes communicated by email and virtual staff briefings 	<ul style="list-style-type: none"> ● Any changes communicated by email and staff briefings
Are the leaders aware of any LA/Trust changes there may be for contacting the LADO?	<ul style="list-style-type: none"> ● Yes 	<ul style="list-style-type: none"> ● Yes 	<ul style="list-style-type: none"> ● Yes
Are leaders aware of changes there may be for contacting/referring to the MASH team or other external services?	<ul style="list-style-type: none"> ● Yes- only accepting referrals of significant harm 	<ul style="list-style-type: none"> ● Yes 	<ul style="list-style-type: none"> ● Yes
Are leaders aware of changes there may be for contacting social workers?	<ul style="list-style-type: none"> ● Yes 	<ul style="list-style-type: none"> ● Yes 	<ul style="list-style-type: none"> ● Yes
Are all who need to, aware of which children have social workers and how to contact them?	<ul style="list-style-type: none"> ● Yes- Social worker details held on Cpoms 	<ul style="list-style-type: none"> ● Yes- Social worker details held on Cpoms 	<ul style="list-style-type: none"> ● Yes- Social worker details held on Cpoms
Do all who need to, know which children are CLA/PCLA, who their	<ul style="list-style-type: none"> ● Yes 	<ul style="list-style-type: none"> ● Yes 	<ul style="list-style-type: none"> ● Yes

Virtual School Head is and how to contact them?			
If you are a hub, how are you making sure that all staff understand that you have the responsibility for safeguarding all children and staff?	<ul style="list-style-type: none"> • N/A 	<ul style="list-style-type: none"> • N/A 	<ul style="list-style-type: none"> • N/A
Are leaders able to evaluate the risks and include this information in their rationale for assessing which pupils come into school first and when?	<ul style="list-style-type: none"> • Yes • Key worker parents • Vulnerable child now in school • Children with EHCP all risk assessed 	<ul style="list-style-type: none"> • Contact to be made with all EHCP, CP or CIN parents/social workers regarding their return to either education or childcare • Children of key workers are allowed the child care but we do check that there is no-one at home to look after them. Stay at home if they can. 	<ul style="list-style-type: none"> • All children required in and return to normal safeguarding procedures based on CP/CIN, LAC plan.
Are leaders considering remote safeguarding based upon teacher knowledge from their pupils and the daily/weekly contact they have with their pupils and families?	<ul style="list-style-type: none"> • Yes, learning mentors making welfare checks. CP daily phone calls, CIN once a week, LAC once a month 	<ul style="list-style-type: none"> • Yes, learning mentors making welfare checks. CP daily phone calls, CIN once a week, LAC once a month 	<ul style="list-style-type: none"> • All children required in and return to normal safeguarding procedures based on CP/CIN, LAC plan.
Do all who need to know, know which children should be in school and follow up where they do not attend?	<ul style="list-style-type: none"> • Yes registers • Registers updated weekly • Follow up call made daily if child does not attend • email to all leaders 	<ul style="list-style-type: none"> • Registers taken for EYFS, Year 1 and Year 6 (or other year groups required in) • Childcare registers still compiled weekly • Follow up call made daily if child does not attend • Parent survey to ascertain who will be in school when EYFS, Year 1 and 6 return; • First day back all parents contacted to ensure that EYFS, Year 1 and year 6 pupils are in who should be. (Safeguarding) 	<ul style="list-style-type: none"> • Return to safe and well phone calls by 9.30am for all pupils.
Who is ensuring emergency numbers and alternatives are kept up to date?	<ul style="list-style-type: none"> • If informed by parents or member of staff, contact 	<ul style="list-style-type: none"> • Parents reminded for updated personal details; • Parents reminded to check all contact details. 	<ul style="list-style-type: none"> • Personal details checked and amended by parents at Autumn Parents' Evening or sent home

	details changed by office staff		
Are there new staff deployed to the school/volunteers? How are they made aware of the safeguarding processes they should adhere to?	<ul style="list-style-type: none"> ● 2 new staff and they have had safeguarding training ● no volunteers ● induction folders issued with all key policies 	<ul style="list-style-type: none"> ● Resumed inductions with an induction plan ● No volunteers 	<ul style="list-style-type: none"> ● Return normal induction procedures
How might you make sure new staff, staff relocated to the school, and volunteers understand the staff code of conduct?	<ul style="list-style-type: none"> ● staff code of conduct sent to new staff and printed copy in their induction folder ● Email from Induction Lead to check understanding once confirmation of reading policies are received. 	<ul style="list-style-type: none"> ● staff code of conduct sent to new staff and printed copy in their induction folder 	<ul style="list-style-type: none"> ● staff code of conduct sent to new staff and printed copy in their induction folder
How have you ensured that any volunteers have been individually risk-assessed?	<ul style="list-style-type: none"> ● N/A 	<ul style="list-style-type: none"> ● Volunteers and visitors are not in school ● Office to contact all volunteers to inform not able to be in school at this current time 	<ul style="list-style-type: none"> ● Risk assessed and advice followed to see if Volunteers in school with potential social distancing
How are you making sure that each vulnerable child/pupil has an easily transferable record of why they are vulnerable, a copy of the EHCP and/or CIN or CP Plan, the name of their social worker and contact details, for LAC children the name of the relevant Virtual School Head?	<ul style="list-style-type: none"> ● Risk assessments for all children with EHCP ● CP children phoned daily; ● CIN children phoned once a week; ● Children with a social worker phoned weekly 	<ul style="list-style-type: none"> ● All red folders updated and chronology completed ● Pupils who are in school, update SEND risk assessments to reflect the risk of them being in school, if any exists ● Pupils who remain at home, updated SEND risk assessment if required and discussion about them being in school if there are concerns 	<ul style="list-style-type: none"> ● Return to normal procedures.

	<p>or more if needed</p> <ul style="list-style-type: none"> ● LAC children phoned monthly; ● CPOMs updated ● Red folders updated for year 6 pupils ready for transition ● SEND Coordinator ensure all annual reviews completed and SEN profiles updated 		
How are you keeping track and recording which staff are onsite daily?	<ul style="list-style-type: none"> ● Register ● Rota ● Temperatures taken daily 	<ul style="list-style-type: none"> ● All staff in school signing in on the inventory system ● Normal absence reporting procedures applied. Phone call by 8am ● Temperatures continue to be taken daily. Thermometer at front desk with staff list to record temperatures 	<ul style="list-style-type: none"> ● All staff in school signing in on the inventory system ● Normal absence reporting procedures applied. Phone call by 8am
Have you checked that the SCR is up to date with any relocated staff or volunteers and made sure that the appropriate checks have been made?	<ul style="list-style-type: none"> ● Yes 	<ul style="list-style-type: none"> ● DS and/or TC check monthly cross referencing with personnel folder 	<ul style="list-style-type: none"> ● DS and/or TC check monthly cross referencing with personnel folder ● Safeguarding governor resumes termly check
Have leaders ensured that the safer recruitment processes are clear and adhered to, for example, being aware of anyone unknown to the school offering themselves as a volunteer?	<ul style="list-style-type: none"> ● N/A at this time no volunteers or interviews since closure 	<ul style="list-style-type: none"> ● Interviews conducted virtually if required (Gov present) ● Safeguarding questions asked on interview ● Application form gaps in employment picked up at interview ● References requested before interview with safeguarding questions asked of previous employer/school ● Ensure references are from appropriate sources and are not personal references 	<ul style="list-style-type: none"> ● Normal safer recruitment procedures resume and face-to-face interviews

<p>How are you ensuring staff are aware and understand that there may be an impact on the mental health of pupils, parents and staff or volunteers; and therefore, have access to whatever support may be available?</p>	<ul style="list-style-type: none"> ● Education support phone number and website details shared for staff; ● DS regularly emails staff to ensure that they are aware of the counselling and support Education Support can provide; ● DS and TC staff welfare calls for those shielding, self-isolating ● DS emailed anxiety and stress due to coronavirus guide from Education Support ● Coronavirus booklets explaining in a story format sent out to all parents via parent pay ● CEOP Think You Know link sent to parents via weekly newsletter. This includes lessons and 	<ul style="list-style-type: none"> ● Recovery curriculum covers PSHE, mental health, wellbeing in lessons.DS to highlight Pxl resources which could be useful regarding mental health and wellbeing; ● Staff all briefed on what they can do if they are struggling via virtual meeting before school resumes. Followed up by email from DW to everyone in the event of not everyone attending virtual meeting. ie speak to SLT, use employee assist, advise to contact GP; ● Parent letter regarding reopening to highlight if children, parents or family have been affected by Covid-19, they need to inform school 	<ul style="list-style-type: none"> ● PSHRE lessons resume with a focus on wellbeing, mental health etc
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	<p>learning around online safety to pupils. Now 4 sessions and weekly new ones are released.</p> <ul style="list-style-type: none"> • Think piece on mental health and well-being of children sent to all staff 		
<p>Have you checked that the school has an online teaching and learning/curriculum policy which considers safeguarding risks for those pupils accessing home learning?</p>	<ul style="list-style-type: none"> • Covered in safeguarding policy addendum and this has been approved by governors • Parent newsletter highlights CEOP Think You Know resource lessons • Continuation of sending fortnightly online safety leaflets to parents • Zoom and WhatsApp information parent leaflet sent to parents • Parent information letter sent out for online safety 	<ul style="list-style-type: none"> • Online safety lesson on their return to schools using the CEOP Think You Know resources for schools 	<ul style="list-style-type: none"> • Online safety lessons will resume once a half term;

Additional considerations:			
	Learning mentors picking up any concerns	Learning mentors alert to pick up children and support	Learning mentors to resume duties
		New bereavement policy	
		Posters and signage around school to remind staff and pupils of the Government guidelines and site specific rules.	Posters and signage around school to remind staff and pupils of the Government guidelines and site specific rules.
DfE guidance: <ul style="list-style-type: none"> • Safeguarding: https://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers/coronavirus-covid-19-safeguarding-in-schools-colleges-and-other-providers • Remote learning: https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19 • Attendance: https://www.gov.uk/government/publications/coronavirus-covid-19-attendance-recording-for-educational-settings 			

Phase I/II/III

Checklist 2: Premises (any school)

Consider:	Phase I: Actions needed (if any): Risk/support required/additional considerations	Phase II	Phase III
What physical changes and adaptations will leaders need to think about to ensure a safe entry and safe exit to the school for all?	<ul style="list-style-type: none"> • one person in office reception at a time • hand sanitiser on front desk and in all rooms, which are used 	<ul style="list-style-type: none"> • one-way system • Perspex screen to be installed on the front desk to protect office staff and visitors against infection • Perspex screen to be installed onto desks in office areas • Portable Perspex screens to be used in Rm 22 in the event of the 	<ul style="list-style-type: none"> • Return to normal adaptations once vaccine/treatment established

		<p>need to have face-to face meetings with parents</p> <ul style="list-style-type: none"> ● Toilets only allowed one person in at a time ● Downstairs kitchen only allowed one person in at a time ● Upstairs staffroom to limit numbers of staff to 4 at any time to allow for social distancing 	
How will the entry and exit be supervised and labelled/marked out including appropriate signage?	<ul style="list-style-type: none"> ● signage at the front of school reminding only 1 person in the office at one time 	<ul style="list-style-type: none"> ● signage added to gates and entrances informing parents to drop off to member of staff and leave. Parents will not be permitted on site ● arrows on the floor ● signage regarding one-way system in place ● signage on toilets and a system to alert when in use or not ● Risk assessment shared with staff and gone through at a virtual meeting before reopening. Cleaners will go through this face-to face with SLT member with social distancing measures in place 	<ul style="list-style-type: none"> ● Return to normal signage once vaccine/treatment established
Has the school site been measured to ascertain what the maximum capacity/proportion of pupils that can physically be in school at any one time with the social distancing applied?	<ul style="list-style-type: none"> ● 10 pupils per a mobile; ● Outside space utilised where ever possible; ● Pupils spoken to about social distancing; ● When in the hall pupils sat with a space between them and only 4 to a table. 	<ul style="list-style-type: none"> ● All room dimensions known and local authority guidance followed regarding how many pupils and staff per a square meter can be in a room ● 15 pupils in a classroom maximum 	<ul style="list-style-type: none"> ● Potential to split schooling to am or pm
Has the capacity and availability of cleaning staff been considered to meet the increased need for cleanliness and hygiene of the premises?	<ul style="list-style-type: none"> ● Cleaning staff working throughout Covid 19 to ensure deep clean. 	<ul style="list-style-type: none"> ● Email sent to A-M.V asking for more cleaning products to be ordered ready for opening 	<ul style="list-style-type: none"> ● Return to normal cleaning material requirement

	<ul style="list-style-type: none"> • Tick list of necessary sanitisation daily • Tick list of deep clean tasks displayed on caretakers cupboard • All areas used that day are cleaned 	<ul style="list-style-type: none"> • Increase cleaners hours and always have one cleaner/caretaker on site at all times to clean handles, light switches, toilets, taps • Caretaker to be responsible for ordering of more cleaning products/materials going forwards 	
What is the availability of current staff and what will need to be increased to accommodate increased demand?	<ul style="list-style-type: none"> • currently have enough staff to run child care; • rota in place. 	<p>staff who will potentially be absent;</p> <ul style="list-style-type: none"> • Debs Loew-Berry (Work from home medical condition) • Gemma Dexter (Shielding child) • Kayley Moses (work from home medical condition) • Pat Horsman (Over 70) • Gill Barnett (Required back in) • Sandra Carpenter(over 70) • Liam Yallup (shielding due to medical condition) • Anne-Marie Venters (shielding Medical condition) • Karina Lee (Shielding child) 	<ul style="list-style-type: none"> • All staff return
Have the site team/assigned person increased stock levels for cleaning, toilet and hygiene products, first aid, soap and hand sanitiser? This will take time to order and be delivered - staff need to communicate the time scales for this to be in place.	<ul style="list-style-type: none"> • All stocks increased • PPE has been delivered 	<ul style="list-style-type: none"> • Email sent to A-M.V asking for more cleaning products to be ordered ready for opening 	<ul style="list-style-type: none"> • Return to normal cleaning material requirement
How will leaders ensure it is checked that staff maintain higher than normal levels of essential supplies to prepare for more frequent cleaning or the possibility of a second outbreak of COVID-19/or cases of COVID-19 and additional 'deeper' cleaning needing to take place?	<ul style="list-style-type: none"> • Orders are being placed and arriving • Cleaners have made caretaker or SLT aware if products need ordering 	<ul style="list-style-type: none"> • Email sent to A-M.V asking for more cleaning products to be ordered ready for opening 	<ul style="list-style-type: none"> • Return to normal cleaning material requirement
How will leaders ensure staff responsible arrange for extra cleaning of the school, especially for areas, furniture and equipment still in use by the children of	<ul style="list-style-type: none"> • There is a tick list in place 	<ul style="list-style-type: none"> • All cleaners are expected to work • Cleaners to have individual tick sheets for their areas or each 	<ul style="list-style-type: none"> • Return to normal cleaning material requirement

<p>key workers and vulnerable children and additional pupils as the attendance of pupils increases?</p>	<ul style="list-style-type: none"> • All cleaners are expected to work their hours 	<p>area has the tick list displayed on the door</p> <ul style="list-style-type: none"> • All rooms to be cleaned daily • Taps, switches, handles, tables, chairs all cleaned at least 3 times a day with antiviral spray (pink solution) • If morning and afternoon children different, clean at lunchtime 	<ul style="list-style-type: none"> • Cleaners have individual cleaning schedules for areas that they are responsible for
<p>How are leaders making sure the use of school space both inside and outside is used effectively to ensure the safety of all pupils adhering to social distancing recommendations?</p>	<ul style="list-style-type: none"> • Ten children to a mobile • Ensuring there is a range of indoor and outdoor activities when weather permits 	<ul style="list-style-type: none"> • 9 children in each classroom maximum Yr 6 • 15 in reception and year 1 • Staggered break and lunch times • No parents allowed on site. Drop off on roundabout or at staffed entrances from 2 m mark • Place 2m markers at entrances in the event of queues to remind parents about social distancing • Different entrances (Playpark, Ken Stimpson, EYFS Gate, side kitchen gate) • Social distancing explained to children in first week remain in <i>class bubble (same children and adults)</i> 	<ul style="list-style-type: none"> • Normal classroom procedures resumed
<p>How will classes be set out to ensure all pupils can follow social distancing effectively?</p>	<ul style="list-style-type: none"> • N/A 	<ul style="list-style-type: none"> • 9 children in each classroom in year 6 • 15 in reception and year 1 • Children have their own equipment • Reception toys sanitised after use • No assemblies, trips, clubs or parents in school 	<ul style="list-style-type: none"> • Normal classroom procedures resumed
<p>With social distancing in mind, how many pupils can be safely taught in the classroom areas?</p>	<ul style="list-style-type: none"> • Social distancing discussed with pupils 	<ul style="list-style-type: none"> • 9 in each classroom in yr 6, 15 in reception and yr 1 	<ul style="list-style-type: none"> • Normal classroom procedures resumed

What areas are safe to be used by pupils for different purposes than the school premises were used for previously to achieve better social distancing?	<ul style="list-style-type: none"> • School hall and activity hall could be used if needed • 3 mobile classrooms and rm 22 could be used in needed 	<ul style="list-style-type: none"> • School hall and activity hall could be used if needed • 3 mobile classrooms and rm 22 could be used in needed 	<ul style="list-style-type: none"> • School hall and activity hall could be used if needed • 3 mobile classrooms and rm 22 could be used in needed
Have leaders considered a premises risk assessment if any cases of COVID-19 occur? What will happen and who will be responsible for overseeing this/doing this?	<ul style="list-style-type: none"> • Email to staff outlining procedure if suspected case of Covid-19; • Confirmed case SLT to consult with Public Health England regarding actions to take 	<ul style="list-style-type: none"> • Document produced to give guidance on procedure for staff and pupils; • Confirmed case SLT to consult with Public Health England regarding actions to take 	<ul style="list-style-type: none"> • Normal school procedures resumed
Have leaders looked at premises use for lettings to make decisions about whether these will be stopped/some restarted/fully operational again? (May have financial implications for schools as well as in 'normal' times, care for pupils for working parents)	<ul style="list-style-type: none"> • Currently Church not using the school building. They are using their office for collecting mail 	<ul style="list-style-type: none"> • Any reopening of Emmanuel to be discussed via virtual call with GR, TC, PCC; • Plan to be agreed at church school and RE liaison committee 	<ul style="list-style-type: none"> • Reopening of church building
Additional considerations:			
		<p>Fire drill is the same as it always was. Children to leave the building by nearest door (even if that goes against the one way system) and to then social distance once on the playground.</p>	<p>Fire drill is the same as it always was. Children to leave the building by nearest door (even if that goes against the one way system) and to then social distance once on the playground.</p>
		The over door heater at the front of school cannot be used. Fuse to be removed	The over door heater at the front of school cannot be used. Fuse to be removed
		All taps and shower to be run for 10 minutes before the reopening of school	
		Staff asked to bring in their own mugs, glasses, crockery and cutlery.	Staff asked to bring in their own mugs, glasses, crockery and cutlery.

DfE guidance:

- Premises: <https://www.gov.uk/government/publications/managing-school-premises-during-the-coronavirus-outbreak/managing-school-premises-which-are-partially-open-during-the-coronavirus-outbreak>

Phase I/II/III

Checklist 3: Health and safety

Consider:	Phase I: Actions needed (if any): Risk/support required/additional considerations	Phase II	Phase III
How have leaders added to/adapted the health and safety policy and other associated policies to include aspects linked to COVID-19 management?	<ul style="list-style-type: none"> ● Door handles, taps, tables and chairs cleaned 3 times a day. 	<ul style="list-style-type: none"> ● Door handles, taps, tables and chairs cleaned 3 times a day; ● 9 tables and chairs in each classroom yr 6, reception and year 1 will have 15 ● All other tables and chairs removed to the main hall. 	<ul style="list-style-type: none"> ● Return to normal health and safety practice
How will the health and safety policy and other associated policies (it may be across a number of policies or all in one policy document) be reviewed?	<ul style="list-style-type: none"> ● Change in systems, procedures were all discussed at the emergency governors meeting when school closures were announced. 	<ul style="list-style-type: none"> ● Governors to review regularly; ● Via Covid-19 risk assessment; ● Feedback from staff considered. 	<ul style="list-style-type: none"> ● Return to normal health and safety practice
What procedures will be in place for staff to safely return to school and prepare classrooms for the phased return of pupils?	<ul style="list-style-type: none"> ● Staff have all cleaned their classrooms. Staff can sign up to 5 on any one day to prepare classrooms. 	<ul style="list-style-type: none"> ● Staff setting up classrooms to accommodate 9 or 15 pupils in a class; ● Tables spaced out and one pupil at a table; ● One person in the toilet at a time; ● Protective screen at front office, protective screens on office and DW desks; ● Portable screens in the unlikely event of a face to 	<ul style="list-style-type: none"> ● Removal of screens; ● Classrooms return to normal; ● Toilets allowed multiple people in at once.

		face meeting with an outside agency, parent etc	
What are the PPE needs for the staff at school? Consider contact and risk assess?	<ul style="list-style-type: none"> ● PPE located in rm 22; ● Only to be used with a suspected case of Covid-19 	<ul style="list-style-type: none"> ● PPE located in rm 22; ● Suspected case procedure in place and shared with staff; ● Only to be used with a suspected case of Covid-19; ● Is not need to be worn to administer first aid; ● Is not needed in the classroom for pupils or staff 	<ul style="list-style-type: none"> ● PPE would not be needed at this point
Have leaders explored how PPE equipment will be obtained and the timing for this as this will impact upon the pupils entering the school and staff attending? Risk assess and gain support where required.	<ul style="list-style-type: none"> ● LA authority have provided 3 sets of PPE 	<ul style="list-style-type: none"> ● If PPE is used, then it will be replenished from own suppliers 	<ul style="list-style-type: none"> ● PPE would not be needed at this point but potentially a stock of 3 sets kept on site for future use if needed.
What assurance is gained about continual supply of PPE to sustain a phased re-opening safely? Especially for schools where intimate care and physical care is required on a regular basis?	<ul style="list-style-type: none"> ● No intimate care needed. 	<ul style="list-style-type: none"> ● Intimate care can still be administered without PPE, this was clarified by LA 	<ul style="list-style-type: none"> ● Normal procedures resumed
Has consideration been given for cases of COVID-19 and what will happen following this? For example, deep clean, temporary halt to re-opening process.	<ul style="list-style-type: none"> ● Email sent to staff explaining process if there was a suspected case of Covid-19. 	<ul style="list-style-type: none"> ● Suspected case procedure in place and shared with staff ● Displayed in downstairs kitchen, first aid cupboard and room 22; ● Public Health England contacted for advice if needed. 	<ul style="list-style-type: none"> ● Return to normal procedures
What risk assessments will be needed or how are leaders adjusting their risk assessments to meet the current needs of the school?	<ul style="list-style-type: none"> ● Extra cleaning conducted throughout the day; ● Rota in place to limit the amount of staff in the building 	<ul style="list-style-type: none"> ● Continually reviewed and adjusted if needed 	<ul style="list-style-type: none"> ● Normal risk assessment procedures resume
How are leaders ensuring that a named person has responsibility for reviewing and adapting the risk assessments as the school re-opening moves through the phases and pupil attendance increases?	<ul style="list-style-type: none"> ● Headteacher and Deputy in case one person was to be ill 	<ul style="list-style-type: none"> ● Headteacher and Deputy in case one person was to be ill 	<ul style="list-style-type: none"> ● Risk assessments reviewed by person responsibility for health and safety

How will leaders stagger start/finish times/playtimes and lunchtimes to support social distancing measures?	<ul style="list-style-type: none"> • Currently all on break and lunch together as averaging 20 children 	<ul style="list-style-type: none"> • Breaktimes and lunchtimes will be staggered depending on how many children are in school. Bubbles allocated areas of the school grounds. No bubbles mixing 	<ul style="list-style-type: none"> • Normal lunchtime routines resume
How will parents drop off and collect pupils at the beginning and end of the school day? What will this look like in your school and how will the social distancing be implemented visually and supervised if necessary?	<ul style="list-style-type: none"> • Currently parents come to the mobile to drop off their children 	<ul style="list-style-type: none"> • Parents will not be allowed on school premises, drop their children at the gates. • Cars will be allowed in school to drop children at the roundabout. 	<ul style="list-style-type: none"> • Parents allowed back on site to drop off and collect
Have leaders checked the building and grounds for health and safety issues? Are all 'normal' tasks being carried out/planned such as fire alarm testing, legionella risk assessments, repairs, grass cutting, servicing of equipment or PAT testing? Check if the boiler and heating, utilities, and internet services are working? (especially if the school building has been closed for a period of time)	<ul style="list-style-type: none"> • Groundsman has continued to come into school and cut the grass, bushes etc • Caretaker in and alerted to jobs that need rectifying on site 	<ul style="list-style-type: none"> • Site inspection before opening conducted by headteacher and deputy 	<ul style="list-style-type: none"> • PAT testing September 2020
What additional checks need carrying out to ensure all aspects associated with COVID-19 are thought about and actions taken?	<ul style="list-style-type: none"> • No masks adult or children • Fire drill 2 m apart 	<ul style="list-style-type: none"> • No masks adults or children • Fire drill 2m apart 	
Have leaders considered the sharing of resources to think about cost and resource especially amongst smaller schools and within cluster working groups?	<ul style="list-style-type: none"> • Potential to be a hub if needed 	<ul style="list-style-type: none"> • More pupils would return so would not be able to accommodate others in school 	<ul style="list-style-type: none"> • All pupils return so would not be able to accommodate pupils
Additional considerations:			
DfE guidance: <ul style="list-style-type: none"> • Prevention and control- https://www.gov.uk/government/publications/guidance-to-educational-settings-about-covid-19/guidance-to-educational-settings-about-covid-19 			

Phase I/II/III

Checklist 4: HR

Consider:	Phase I: Actions needed (if any): Risk/support required/additional considerations	Phase II	Phase III
<p>Are all staff clear on the absence reporting system linked to COVID-19? How do leaders know?</p>	<ul style="list-style-type: none"> ● Clearly communicated via email before closure. Process is to email DW, DS and TC ● Clearly communicated the need to report absence even if ill with non-covid-19 related illness ● Staff have been reporting into school if they have been absent 	<ul style="list-style-type: none"> ● Return to normal reporting arrangements call DW and inform line manager by 8am 	<ul style="list-style-type: none"> ● Return to normal reporting arrangements call DW and inform line manager by 8am
<p>How are leaders ensuring there is a communication link with staff who are shielding so they are supported and their situation is monitored to ensure their well-being?</p>	<ul style="list-style-type: none"> ● Email sent to all members of staff regarding employee assist ● Posted employee assist information to those not on email groups ● Welfare calls by DS and TC at least every fortnight ● Informed to contact TC or DS if needed ● Emails responded to when expressing distress D.L-B 	<ul style="list-style-type: none"> ● Continue to call shielded members of staff. Discussion around their wellbeing 	<ul style="list-style-type: none"> ● Continue to call shielded members of staff. Discussion around their wellbeing
<p>When looking at staffing and the changes being made, are there staff that could potentially be redeployed to support the school working effectively?</p>	<ul style="list-style-type: none"> ● OSC furloughed; ● Redeployment not required 	<ul style="list-style-type: none"> ● In the event of staff absence TA to take the class ● Possibility of allocating a clinically vulnerable member of staff to older children bubble where social distancing is more likely to be maintained. This will be assessed via individual risk assessment ● Clinically vulnerable staff could be responsible for distance learning 	<ul style="list-style-type: none"> ● In the event of staff absence TA to take the class ● Possibility of allocating a clinically vulnerable member of staff to older children bubble where social distancing is more likely to be maintained. This will be assessed via individual risk assessment ● Clinically vulnerable staff could be responsible for distance learning

		<ul style="list-style-type: none"> Clinically vulnerable staff could be responsible for welfare calls 	<ul style="list-style-type: none"> Clinically vulnerable staff could be responsible for welfare calls
Is there a clear system of support through the bereavement policy that ensures staff are clear about the support and systems in place?	<ul style="list-style-type: none"> Employee assist could help with members of staff who need support in this area 	<ul style="list-style-type: none"> Employee assist could help with members of staff who need support in this area Employee assist resources referred to by SLT 	<ul style="list-style-type: none"> Employee assist could help with members of staff who need support in this area Employee assist resources referred to by SLT
Are staff aware of the bereavement policy and what this may require following the impact of COVID-19? How are staff supported to follow this within their own situations and that of pupils and colleagues?	<ul style="list-style-type: none"> New bereavement policy written 	<ul style="list-style-type: none"> New bereavement policy shared with staff 	<ul style="list-style-type: none"> Bereavement policy embedded
What support is offered to staff through the local authority/trust to help staff who are anxious and/or concerned?	<ul style="list-style-type: none"> Employee assist could help with members of staff who need support in this area Discussion with SLT either on the phone or via email to reassure staff 	<ul style="list-style-type: none"> Employee assist could help with members of staff who need support in this area; Discussion by SLT with member of staff to reassure 	<ul style="list-style-type: none"> Employee assist could help with members of staff who need support in this area; Discussion by SLT with member of staff to reassure
How are leaders inducting new staff during this period of time? Are the appropriate checks being made and overseen including the SCR checks and records?	<ul style="list-style-type: none"> Induction folder created and given to new staff; Loft training for JJ (delivered by TC) and CW (delivered by DS); Policies given both hardcopy and electronically; TC or DS in with JJ or CW to assist induction 	<ul style="list-style-type: none"> Normal induction process resumes 	<ul style="list-style-type: none"> Normal induction process resumes
How will recruitment be managed?	<ul style="list-style-type: none"> Catering staff recruitment needed and carried out (virtual) 	<ul style="list-style-type: none"> Recruitment as needed (virtual) 	<ul style="list-style-type: none"> Normal procedures for recruitment
Check any staff contracts that need to be issued, extended or amended in light of the current situation and for the future.	<ul style="list-style-type: none"> These are being checked 	<ul style="list-style-type: none"> We will continue to check 	<ul style="list-style-type: none"> We will continue to check

Check current advice about staff appraisal and pay. If this is paused, what arrangements have been made and how has this been communicated with the staff it involves?	<ul style="list-style-type: none"> Continue with normal arrangements Discussion at SLT regarding data targets being considered up until march 2020 when school closed. 	<ul style="list-style-type: none"> Performance management to go ahead with understanding on data targets 	<ul style="list-style-type: none"> Performance management to go ahead with understanding on data targets
Prior to the current situation, were there any outstanding HR matters that require appropriate communication within timescales and deadlines, for example, redundancy consultations?	N/A	N/A	N/A
Are there any external staff required to be furloughed? How has this been communicated and what agreements have been made?	<ul style="list-style-type: none"> OSC- spoken to via telephone by TC. Letter sent to them. This was initially to May 2020 with the potential to extend if needed. Governors agreed to pay 100% of wages (80% government and 20% incurred cost by the school) 	<ul style="list-style-type: none"> Need to decide whether we keep them furloughed until Sept and dont charge if children arrive at 8am and stay until 6pm in July. 	<ul style="list-style-type: none"> In September 2020 OSC will operate with social distancing.
Additional considerations:			
		Staff wellbeing and mental health. Employee assist available to all staff. Headteacher and Deputy available for staff if they need support All staff asked to report any difficulties	Staff wellbeing and mental health. Employee assist available to all staff. Headteacher and Deputy available for staff if they need support All staff asked to report any difficulties
DfE guidance: <ul style="list-style-type: none"> Advice: https://www.gov.uk/government/collections/coronavirus-covid-19-list-of-guidance Data protection: https://www.gov.uk/government/publications/data-protection-toolkit-for-schools 			

Phase I/II/III

Checklist 5: Governance

Consider:	Phase I: Actions needed (if any): Risk/support required/additional considerations	Phase II	Phase III
How are governors involved in the discussion and planning for the school re-opening?	<ul style="list-style-type: none"> ● Emergency committee held on 8.4.2020 With all the chairs of committees ● TC and DS went through school closure plan, how school would operate, welfare checks on children and staff and how home learning would be provided ● All governor meetings are being held virtually including committees ● Governors continue to be informed about future plans of a phase/partial reopening of school 	<ul style="list-style-type: none"> ● Governor meetings to continue virtually for all committees and full governors; ● Emergency committee convened 19.05.2020 to discuss reopening, share risk assessments and get trustees approve 	<ul style="list-style-type: none"> ● Expecting all Governors meetings to continue virtually
What are governors able to do to support leaders during the various phases of re-opening? How will they assure themselves of the safety of pupils and staff? What will be their determining factors for making the decisions they need to make?	<ul style="list-style-type: none"> ● Govs not in school. ● CoG speaks with TC 	<ul style="list-style-type: none"> ● Chair of Govs to monitor arrangements in school 	Normal Govs monitoring
How will leaders evaluate what is feasible to do and how will they effectively communicate to reassure parents/other stakeholders and communicate with LA/trust authorities?	<ul style="list-style-type: none"> ● Fortnightly parent newsletter ● Letter sent to children from teacher ● Phone call from teacher to child 	<ul style="list-style-type: none"> ● Letter sent to parents regarding reopening communicating safety measures in place, what school will look like ● 9 Zoom meetings offered to parents ● Plan shared with the LA ● Plan shared with governors 	<ul style="list-style-type: none"> ● Any changes communicated via newsletter
What are leaders doing to ensure governors are aware of what is happening and what input are governors having in the decision-making process?	<ul style="list-style-type: none"> ● Emergency governors meetings to close school and open school. ● Full Governors meetings virtually ● Committee meetings virtually 	<ul style="list-style-type: none"> ● Expecting all Governors meetings to continue virtually 	<ul style="list-style-type: none"> ● Expecting all Governors meetings to continue virtually
How do leaders decide what governors need to know and how frequently they receive	<ul style="list-style-type: none"> ● Governors ask for items to be on the agenda 	<ul style="list-style-type: none"> ● By reading what the NGA is saying 	<ul style="list-style-type: none"> ● By reading what the NGA is saying

information? How might this be being determined?	<ul style="list-style-type: none"> • By reading what we should be telling Governors and how often • By trying to keep Governors fully informed 	<ul style="list-style-type: none"> • The Key for Governors 	<ul style="list-style-type: none"> • The Key for Governors
How involved are governors in communicating with parents and the school's community?	<ul style="list-style-type: none"> • Chair of Governors asked to write a letter to parents • Chair of finance committee has written to parents about deposits on residential 	<ul style="list-style-type: none"> • CoG coming into a zoom meeting with parents 	<ul style="list-style-type: none"> • normal procedures
Are governors able to work with leaders to review what is happening on a regular basis? What might this look like for the school?	<ul style="list-style-type: none"> • Headteacher speaks fortnightly with Chair of Governors • Virtual weekly committee meetings during 1st half term; • Virtual full governors In the second half of summer term • Emergency committee to close school and open school.Minutes sent to all Governors 	<ul style="list-style-type: none"> • Headteacher speaks fortnightly with Chair of Governors • Full Headteachers report at Full Govs in May • Virtual meetings to continue 	<ul style="list-style-type: none"> • Headteacher speaks fortnightly with Chair of Governors • Full Headteachers report at Full Govs in May • Virtual meetings to continue
How will governors know that the plans they have participated in are being followed and adhered to?	<ul style="list-style-type: none"> • Reported back to them at the next meeting 	<ul style="list-style-type: none"> • Updated at all governor meetings 	<ul style="list-style-type: none"> • Updated at all governor meetings
How will governors evaluate the impact of their work to re-open the school? What ways can this be achieved that would not cause additional work?	<ul style="list-style-type: none"> • Parent Governors asked at learning and teaching committee how the remote learning packs were going. 	<ul style="list-style-type: none"> • During phased return Chair to be invited into school to see how it is working for him to report back to full governors 	<ul style="list-style-type: none"> • When school is open, governors who are staff to write a report for Governors
What agencies are governors working with to ensure they are aware of the staffing situation? What can be planned? And how are staff used effectively as the school moves through the phases of re-opening fully?	<ul style="list-style-type: none"> • Emergency committee to agree furlough OSC • EPM consulted on furlough • Pupil and personnel committee aware of staffing situation 	<ul style="list-style-type: none"> • Pupil and personnel committee aware of staffing situation 	<ul style="list-style-type: none"> • Normal staffing resumed
What aspects of governance are being put to one side to deal with the immediate situation? When do leaders envisage these to be reviewed as being or not being required?	<ul style="list-style-type: none"> • Gobs monitoring put aside • Gobs in school put aside 	<ul style="list-style-type: none"> • Only CoG to monitor 	<ul style="list-style-type: none"> • Normal monitoring
How are governors ensuring they are providing support to leaders in this current situation?	<ul style="list-style-type: none"> • Governors check up on leaders 	<ul style="list-style-type: none"> • Governors checking on leaders 	<ul style="list-style-type: none"> • Normal procedures
Additional considerations:			

DfE guidance:

- Educational provision guidance: <https://www.gov.uk/government/publications/coronavirus-covid-19-maintaining-educational-provision/guidance-for-schools-colleges-and-local-authorities-on-maintaining-educational-provision>
- Educational settings: <https://www.gov.uk/government/publications/guidance-to-educational-settings-about-covid-19/guidance-to-educational-settings-about-covid-19>
- Guidance on school closures: <https://www.gov.uk/government/publications/covid-19-school-closures/guidance-for-schools-about-temporarily-closing>
- Reporting: <https://www.gov.uk/government/publications/coronavirus-covid-19-attendance-recording-for-educational-settings/educational-settings-self-reporting-online-form-frequently-asked-questions-faq>

Phase I/II/III

Checklist 6: Staffing/well-being

Consider:	Phase I: Actions needed (if any): Risk/support required/additional considerations	Phase II	Phase III
How are leaders going to communicate and consult over the re-opening plan for their school?	N/A	<ul style="list-style-type: none"> • Virtual staff meeting to discuss reopening after government announcement • Separate meeting with Teachers, TAs, catering and Office team • Face to face meeting in school with cleaners whilst maintaining social distancing. • 9 Zoom meetings with parents • Letter out to parents 	<ul style="list-style-type: none"> • Letter • website
How will staff keep themselves safe and be kept safe?	<ul style="list-style-type: none"> • Employee assist; • Teacher and TAs only in once a fortnight • SLT and Office staff in weekly • Catering in twice a week 	<ul style="list-style-type: none"> • Hand sanitiser in all rooms; • washing hands • Pupils will be spaced out across the classroom; 	<ul style="list-style-type: none"> • Hand sanitiser in all rooms; • washing hands • Pupils will be spaced out across the classroom;

	<ul style="list-style-type: none"> ● Cleaners in daily but less staff in at these times ● Social distancing from each other ● temperatures taken 	<ul style="list-style-type: none"> ● Procedure in place for pupil and staff suspected cases of Covid-19; ● Hand sanitiser at the front of school; ● Parents will not be allowed into school grounds and contact will be limited to school gates at a distance of 2m; ● Staff to kept in ‘bubble’ ● Risk assessment for those who are clinically vulnerable if requested ● One way system ● temperatures taken 	<ul style="list-style-type: none"> ● Procedure in place for pupil and staff suspected cases of Covid-19; ● Hand sanitiser at the front of school; ● Parents will not be allowed into school grounds and contact will be limited to school gates at a distance of 2m; ● Staff to kept in ‘bubble’ ● Risk assessment for those who are clinically vulnerable if requested ● One way system ● temperatures taken
<p>How will leaders evaluate the well-being and personal and emotional needs of staff who are dealing with anxiety, loss, fear and upset?</p>	<ul style="list-style-type: none"> ● Employee assist programme provided by Education Support Partnership; ● Wellfare calls to those staff who are self-isolating, shielding or are unwell. 	<ul style="list-style-type: none"> ● Employee assist programme provided by Education Support Partnership; ● Wellfare calls to staff who are shielding every two weeks; ● Open door policy to discuss concerns with SLT members if needed 	<ul style="list-style-type: none"> ● Employee assist programme provided by Education Support Partnership; ● Wellfare calls to staff who are shielding every two weeks; ● Open door policy to discuss concerns with SLT members if needed
<p>What minimum staffing will you require on a daily basis with the model of phases of pupil entry leaders choose?</p>	<ul style="list-style-type: none"> ● 3-4 members of staff needed depending on daily numbers, which fluctuate. 	<ul style="list-style-type: none"> ● 21 members of teaching staff would be required ● PPA teachers can’t cover PPA because of the ‘bubble’ ● PPA Friday afternoon 	<ul style="list-style-type: none"> ● 21 members of teaching staff would be required ● PPA teachers can’t cover PPA because of the ‘bubble’ ● PPA Friday afternoon

<p>What models of staffing are required for the school to be able to operate feasibly?</p>	<ul style="list-style-type: none"> ● Teachers and TAs in on a fortnightly rota; ● SLT members in weekly; ● Office staff in weekly; ● Cleaners in daily; ● Catering in 1-2 times a week; ● OSC furloughed. 	<ul style="list-style-type: none"> ● All members of staff required in school unless shielding; ● Clinically vulnerable could work at home if needed ● Risk assessment completed for individual who is clinically vulnerable and wants to be in school. This needs to be requested by the employee as stated in email ● Friday afternoon PPA for whole school 	<ul style="list-style-type: none"> ● All members of staff required in school unless shielding; ● Clinically vulnerable could work at home if needed ● Risk assessment completed for individual who is clinically vulnerable and wants to be in school. This needs to be requested by the employee as stated in email ● Friday afternoon PPA for whole school
<p>What are the variables that will need to be considered to staff the school and what are the options if this changes from day-to-day?</p>	<ul style="list-style-type: none"> ● Shielding or self-isolating staff ● Staff sickness plan- call in others who are not on the rota that day 	<ul style="list-style-type: none"> ● Shielding or self-isolating staff ● Staff sickness- TA to cover if needed 	<ul style="list-style-type: none"> ● All staff in, TAs to cover illness or absence
<p>What support will staff require to effectively manage the return of pupils to school?</p>	<ul style="list-style-type: none"> ● Clear communication 	<ul style="list-style-type: none"> ● Clear guidance and procedures communicating to them 	<ul style="list-style-type: none"> ● Clear guidance and procedures communicating to them
<p>How will the return be managed with staff changing regularly? How will staff be informed of this information?</p>	<ul style="list-style-type: none"> ● Rota sent out to staff 	<ul style="list-style-type: none"> ● Any staff who return from maternity, shielding or self-isolating updated on their return to school ● Virtual staff meeting to communicate ● CC called 	<ul style="list-style-type: none"> ● Normal procedures
<p>How will staff working arrangements be different and how will you involve them in this process?</p>	<ul style="list-style-type: none"> ● Teachers/TAs working one day a fortnight at school, the other days from home. Explained to staff ● SLT one day a week ● OSC furloughed 	<ul style="list-style-type: none"> ● Virtual meetings weekly leading up to the return ● Virtual meetings to evaluate return 	<ul style="list-style-type: none"> ● Virtual meetings until face to face is allowed

What cover plans have been thought of should leaders/teachers have significant absence? (all staff)	<ul style="list-style-type: none"> • Call other staff in 	<ul style="list-style-type: none"> • TA to cover in event of staff absence and no one to cover; • SLT to cover 	<ul style="list-style-type: none"> • TA to cover in event of staff absence and no one to cover; • SLT to cover
How could leaders redeploy staff whose roles are outside the reduced provision (e.g. catering staff or after school play leaders?)	<ul style="list-style-type: none"> • Different staff asked to cover front desk 	<ul style="list-style-type: none"> • OSC to remain furloughed; • Everyone will need to resume their normal roles • If needed staff cover for each other 	<ul style="list-style-type: none"> • OSC back • staff to all do their roles
What is the staffing capacity to support while increasing numbers of pupils attend school - consider how this will led/overseen?	<ul style="list-style-type: none"> • Staffing capacity is very good 	<ul style="list-style-type: none"> • Most staff available and school can run 	<ul style="list-style-type: none"> • Need more staff when school is back
Additional considerations:			
DFE guidance: <ul style="list-style-type: none"> • NQT advice: https://www.gov.uk/government/publications/coronavirus-covid-19-induction-for-newly-qualified-teachers 			

Phase I/II/III		Checklist 7: Phased return of pupils	
Consider:	Phase I: Actions needed (if any): Risk/support required/additional considerations	Phase II	Phase III
What is leaders' rationale as to which year groups/pupils are considering as a priority to have in school first?	<ul style="list-style-type: none"> • N/A 	<ul style="list-style-type: none"> • Led by the government Year R, 1 and 6 initially; • After initial opening year 5, 2, 3 and 4 	<ul style="list-style-type: none"> • Govt has said all pupils by the summer
What are leaders' thoughts and rationale about the phased return for all pupils?	<ul style="list-style-type: none"> • Key workers and vulnerable children 	<ul style="list-style-type: none"> • Reception children and year 1 15 in a class with their class teacher/another 	<ul style="list-style-type: none"> • We don't yet know what all the children

		<p>teacher in their classrooms</p> <ul style="list-style-type: none"> Year 6- 9 in a classroom full time Year 6 - 9 in a classroom full time 	<p>back will look like?</p>
<p>How could you adapt the timetable to allow for more socially distant activities (e.g. outdoor learning/use of hall?)</p>	<ul style="list-style-type: none"> One way round school Children in child care not social distancing from each other Children in child care not socially distancing from staff 	<ul style="list-style-type: none"> Stagger playtimes Stagger lunchtimes Desks in Year 1 and Year 6 2 metres apart Corridors all one way Reducing children's movement around school No PE/Games No Clubs No trips No assemblies 	<ul style="list-style-type: none"> Stagger playtimes Stagger lunchtimes Desks in Year 1 and Year 6 2 metres apart but that would mean 9 in a classroom year 6, 15 in year 1. If everyone back 15 in a classroom. Corridors all one way Reducing children's movement around school No PE/Games No Clubs No trips No assemblies
<p>How will leaders manage siblings/what will be the offer to families with siblings?</p>	<ul style="list-style-type: none"> Child care provision has been able to accommodate siblings 	<ul style="list-style-type: none"> Rec, year 1 and year 6 so no siblings unless vulnerable or key workers 	<ul style="list-style-type: none"> If all back then i assume we will have siblings
<p>Do you have a full up-to-date list of all eligible key workers, including those who have not taken up the offer yet, but do qualify?</p>	<ul style="list-style-type: none"> Yes and we have copied proof of them being a key worker.65 key workers with the uptake about 20 a day. 	<ul style="list-style-type: none"> Key workers will increase as the work force goes back to work because if no-one in the house to care for them at home, key workers will need the child care. 	<ul style="list-style-type: none"> Key workers will increase as the work force goes back to work because if no-one in the house to care for them at home, key workers will need the child care.
<p>What has worked well from being currently open to key workers that you would wish to continue?</p>	<ul style="list-style-type: none"> We have been a child care setting, much more play. Themed approach each week. 	<ul style="list-style-type: none"> We don't know how many we will have or 	<ul style="list-style-type: none"> We don't know how many we will have or where we will

	Fun activities, lots of outside play	where we will have to accommodate them.	have to accommodate them.
What will need changing to accommodate more pupils than the key worker groups?	<ul style="list-style-type: none"> We currently use 2 mobiles 	<ul style="list-style-type: none"> We can use 3 mobiles or classrooms 	<ul style="list-style-type: none"> Depending on numbers will depend on which rooms we use
Who are the children that will need continued shielding and what will be the provision for them?	<ul style="list-style-type: none"> Children that are shielding have learning packs 	<ul style="list-style-type: none"> Children who are shielding will have learning packs and well being calls 	<ul style="list-style-type: none"> Children who are shielding will have learning packs and well being calls
What do leaders think will be more difficult or not possible to do in school due to social distancing rules? What is the rationale behind this decision? Are there alternatives that could be considered for now and/or in the future?	<ul style="list-style-type: none"> In the child care setting we have told them about 2m and social distancing but they want to play with each other and share equipment e.g. a football 	<ul style="list-style-type: none"> No whole school assemblies, not eating in hall, no leavers service, no sports day no trips, no clubs. Reception children will play outside in 3 zones. Socially distancing in their bubble will be difficult but they will be in a bubble. PPA teachers will not be able to go into the different bubbles which is a challenge Induction for the new reception 	<ul style="list-style-type: none"> Part time schooling for all children? Rethink school assemblies and them virtually? Use outside learning as much as possible Meeting next year's teachers and what next academic year will look like
Have leaders looked at the weekly model of attendance based upon smaller class sizes? How could this work?	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Government have stipulated that this cannot happen. 	<ul style="list-style-type: none"> Don't know what the Government is saying for when they are all back
Additional considerations:			
DfE guidance: <ul style="list-style-type: none"> Cluster and hubs: https://www.gov.uk/government/publications/using-clusters-and-hubs-to-maintain-educational-provision/cluster-and-hub-provision-coronavirus-covid-19 			

Phase I/II/III

Checklist 8: Vulnerable (FSM/SEND/Specific identified pupils/groups)

Consider:	Phase I: Actions needed (if any): Risk/support required/additional considerations	Phase II	Phase III
What is the current level of knowledge leaders have about the vulnerable groups of pupils? How will this inform future planning for their provision?	<ul style="list-style-type: none"> ● All notes about vulnerable children are on CPOMS ● All vulnerable children phoned regularly ● Children on Child protection phoned daily 	<ul style="list-style-type: none"> ● We will keep staff informed of vulnerable children via CPOMS ● Conversations with parents are recorded on CPOMS 	<ul style="list-style-type: none"> ● We will keep staff informed of vulnerable children via CPOMS ● Conversations with parents are recorded on CPOMS
While schools have been closed, how have leaders ensured vulnerable pupils are safe, attend school and/or are accessing learning? Is this effective for all? Where it is, how can this be continued while re-opening? If it is not, what can be done to improve this aspect?	<ul style="list-style-type: none"> ● A list of vulnerable children drawn up before school closed and decisions made as to how often they will be contacted. Most of them weekly. This has been done and is being recorded. ● Any child with EHCP is contacted weekly ● New children have been added to the list as we have learnt new information e.g. DV from police 	<ul style="list-style-type: none"> ● Children who are vulnerable and in school will be talked to ● Children who are still at home and vulnerable will be contacted regularly as written down 	<ul style="list-style-type: none"> ● Children seen and supported in school and by outside agencies as necessary ● Any children still at home contacted regularly
While schools are closed, have families accessed support for pupils - free meals; food banks; support from social workers etc? How will these services be continued and maintained?	<ul style="list-style-type: none"> ● Food bags in first 2 weeks ● Free food boxes arrived for 10 families ● Edenread food vouchers for pupil premium children 	<ul style="list-style-type: none"> ● Free school dinners for those at school ● Edenread vouchers for pupil premium at home 	<ul style="list-style-type: none"> ● Free school dinners for those at school ● Edenread vouchers for pupil premium at home
How are pupils currently shielded being supported? What will this look like while working through the phases of re-opening?	<ul style="list-style-type: none"> ● Pupils who are shielding will supported with learning packs, call from teacher and if vulnerable frequent phone calls 	<ul style="list-style-type: none"> ● Compile list of children who are shielding ● Frequent phone calls and well being calls ● Learning packs sent home 	<ul style="list-style-type: none"> ● Cards/William Law teddies sent to those who are at home ● Frequent well being calls

<p>What support will families require as the school re-opens? Can this be from within, or are external agencies needing to be planned for and planned in for different phases of re-opening?</p>	<ul style="list-style-type: none"> • Letters out about child care and how it will work 	<ul style="list-style-type: none"> • Letters out to parents • 9 zoom meetings offered for each class 	<ul style="list-style-type: none"> • Letters out as we learn about the whole school coming back
<p>How are leaders making sure vulnerable pupils are safe and accounted for?</p>	<ul style="list-style-type: none"> • Regular phone calls • Vulnerable children invited into the childcare provision • CP/CIN meetings virtually 	<ul style="list-style-type: none"> • Alert folder relevant to each 'bubble' of children in the classroom • SEN folders updated and relocated into relevant classrooms • Vulnerable children not in school phoned regularly 	<ul style="list-style-type: none"> • Alert folder relevant to each 'bubble' of children in the classroom • SEN folders updated and relocated into relevant classrooms • Vulnerable children not in school phoned regularly
<p>What additional support measures will require consideration for pupils with SEND to understand social distancing? (thinking about the younger pupils/varying independence levels)</p>	<ul style="list-style-type: none"> • Lessons on social distancing • Lessons measuring out 2m 	<ul style="list-style-type: none"> • Social story for children regarding Coronavirus and social distancing needed • Lessons on social distancing • Lessons on what is 2m 	<ul style="list-style-type: none"> • Social story for children regarding Coronavirus and social distancing needed • Lessons on social distancing • Lessons on what is 2m
<p>How will leaders manage the reintegration of EHCP pupils especially those with allocated 1:1 support?</p>	<ul style="list-style-type: none"> • All EHCP children phoned weekly • All EHCP children have a risk assessment 	<ul style="list-style-type: none"> • All EHCP children phoned weekly • All EHCP children have a risk assessment • Extra risk assessment for a vulnerable child 	<ul style="list-style-type: none"> • Any EHCP children not in school will have welfare calls and be supported with distance learning
<p>What arrangements have been made with the local authority to ensure the EHCPs are picked up and continue?</p>	<ul style="list-style-type: none"> • Risk assessments carried out for every child with an EHCP (risk assessments sent to parents) • Weekly phone calls to parents of a child with an EHCP 	<ul style="list-style-type: none"> • Encourage all children with an EHCP to come back to school • Risk assessments regularly reviewed 	<ul style="list-style-type: none"> • Encourage all children with an EHCP to come back to school

	<ul style="list-style-type: none"> • A child needing an EHCP, paperwork has been sent off. 	<ul style="list-style-type: none"> • Annual review meetings held virtually 	<ul style="list-style-type: none"> • Risk assessments regularly reviewed • Annual review meetings held virtually
Have leaders considered what transition will be required for pupils to access the EHCP arrangements?	<ul style="list-style-type: none"> • In talks with secondary schools/nurseries and preschools of children with an EHCP who will be transitioning • Extra visits and support will be set up 	<ul style="list-style-type: none"> • Our SEND Co is in touch with secondary SEND Cos ensuring as smooth a transition as possible • Extra visits and support as needed and if possible 	<ul style="list-style-type: none"> • Our SEND Co is in touch with secondary SEND Cos ensuring as smooth a transition as possible • Extra visits and support as needed and if possible
Will leaders have a phased or separate return day for those pupils more likely to find transition back to school more difficult?	<ul style="list-style-type: none"> • Not a separate day, they will have extra support and may need to go into the library for a 1-1 chat 	<ul style="list-style-type: none"> • Constant support, 1-1 support if needed, well being importance at all times 	<ul style="list-style-type: none"> • Constant support, 1-1 support if needed, well being importance at all times
How are resources being adapted for vulnerable pupils?	<ul style="list-style-type: none"> • Class packs being made up. In the most recent pack they were individualised if needed 	<ul style="list-style-type: none"> • In some cases individual work for that child's needs being sent out • If vulnerable children ask for books these are being sent out 	<ul style="list-style-type: none"> • In some cases individual work for that child's needs being sent out • If vulnerable children ask for books these are being sent out
Additional considerations:			
		Laptops for children with a social worker not arriving until June	
DfE guidance: <ul style="list-style-type: none"> • Vulnerable: https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people 			

- **Extremely vulnerable:** <https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19>
- **SEND -** <https://www.gov.uk/government/publications/coronavirus-covid-19-send-risk-assessment-guidance/coronavirus-covid-19-send-risk-assessment-guidance>

Phase I/II/III

Checklist 9: Curriculum Home/School

Consider:	Phase I: Actions needed (if any): Risk/support required/additional considerations	Phase II	Phase III
What has the curriculum for pupils at home looked like since the school closed? How are leaders ensuring this is working effectively?	<ul style="list-style-type: none"> ● Learning packs for the half term sent home ● Spring and summer homework maps sent home ● Parent bulletin identifying links to Oak Academy, BBC Bitesize, Whiterose Maths and other online learning sites 	<ul style="list-style-type: none"> ● Revision guides sent home; ● Learning packs to continue 	<ul style="list-style-type: none"> ● Revision guides sent home; ● Learning packs to continue ● We are thinking of sending home revision books for the children not in school
What school routines could be transferred remotely - assemblies in small groups; group discussions etc?	<ul style="list-style-type: none"> ● Video of teachers sent out online 	<ul style="list-style-type: none"> ● Worship in classroom at the beginning of the day; ● RM to provide music and words to be displayed on screen ● Online assembly being prepared by SF and GR 	<ul style="list-style-type: none"> ● Virtual assemblies ● Virtual leaving service for year 6
What changes are being made/is being kept the same to secure a consistent approach to home-school learning?	<ul style="list-style-type: none"> ● Learning packs for the half term sent home ● Spring and summer homework maps sent home ● Parent newsletter identifying links to Oak Academy, BBC Bitesize, Whiterose Maths and other online learning sites 	<ul style="list-style-type: none"> ● Revision guides sent home; ● Learning packs to continue 	<ul style="list-style-type: none"> ● Revision guides sent home; ● Learning packs to continue

What does learning currently look like for those pupils at home and at school?	<ul style="list-style-type: none"> • Learning packs for the half term sent home • Spring and summer homework maps sent home • Parent newsletter identifying links to Oak Academy, BBC Bitesize, Whiterose Maths and other online learning sites 	<ul style="list-style-type: none"> • Recovery curriculum in place for pupils in school promoting wellbeing before academic 	<ul style="list-style-type: none"> • Recovery curriculum • back to 2020 curriculum
How will the school displays be adapted for the phased approaches to the curriculum?	<ul style="list-style-type: none"> • Bumblebees/honeycombe mobile displays modified to showcase all children's work during their time in childcare provision 	<ul style="list-style-type: none"> • Working wall in each classroom of pupils' work displayed 	<ul style="list-style-type: none"> • displays relevant for children in that classroom
How will learning be developed so it improves virtually for all?	<ul style="list-style-type: none"> • Encourage all children to do some work • Compile a list of those children doing no work 	<ul style="list-style-type: none"> • Try and have all those doing no work in reception, year 1 and year 6 in school • Order revision books for those not in school? • Order reading books for the bubble to read? 	<ul style="list-style-type: none"> • Hopefully all children back in school for some learning • Send reading books home • When all school back and some not back, follow up those that are not back.
What might learning look like for pupils at the different levels of phased return? Consider rationale for decision about who returns first/last based upon leaders' priorities for the gradual implementation of the curriculum.	Child care only	<ul style="list-style-type: none"> • As more children start to attend, week 1 of recovery curriculum will need to commence for these children. Therefore, new children will be at different points • As bubbles fill up, they will move on with learning and another bubble is formed. 	<ul style="list-style-type: none"> • We will be doing a catch up curriculum, filling the gaps • Well-being and mental health a priority • Individual support as needed
How will pupils' behaviour be managed - break with school routines and expectations - how is this being re-addressed while home schooling so impact upon return is minimised?		<ul style="list-style-type: none"> • New expectations clarified on first day; • Washing hands session first lesson on return 	<ul style="list-style-type: none"> • Behaviour expectations clear and high expectations

		<ul style="list-style-type: none"> Allocated areas of school grounds- main playground, play park, orchard, middle playground, field (if dry) Stick with social bubble Not allowed on playpark, trim trail or field (no free roaming) Children will quickly see now routines established 	<ul style="list-style-type: none"> Segregated playtimes and lunchtimes As children return, support with behaviour as needed
Have pupils been disadvantaged by accessing learning from home? Evaluate to what extent for your school (from this plans/actions to look at what actions to be taken from this)	<ul style="list-style-type: none"> Ipads were sent home for children who did not have access to IT; 2 craft packs sent home to 30 disadvantaged children; Reading books sent to 30 disadvantaged pupils. 	<ul style="list-style-type: none"> Laptops for social worker children provided by LA (June) Reading books sent home to disadvantaged if not in school 	<ul style="list-style-type: none"> Analyse who is not back at school and what learning they are accessing. Risk assessment for every child not in school?
How will the curriculum address the impact upon learning for pupils linked to well-being - loss/stress/concern?	<ul style="list-style-type: none"> Links sent out to parents regarding websites for mental health and wellbeing 	<ul style="list-style-type: none"> Mindfulness sessions P4C PSHE in relation to wellbeing Learning mentor support as required 	<ul style="list-style-type: none"> Mindfulness sessions P4C PSHE in relation to wellbeing Learning mentor support as required
How will pupils' learning be balanced appropriately with their personal experiences and well-being? How will this inform their curriculum?	<ul style="list-style-type: none"> Average of 20 children attending and their well being observed Thematic learning 	<ul style="list-style-type: none"> 1st week wellbeing, mental health focus Children given the chance to talk and write about their experiences 	<ul style="list-style-type: none"> 1st week wellbeing, mental health focus Children given the chance to talk and write about their experiences
What adaptations are being made to the curriculum to take account of the home/school learning and the full time/part time schooling pupils have received?	<ul style="list-style-type: none"> Learning packs sent home for all children following the same themes as school topics; Links to bitesize, whiterose and Oak academy for online learning 	<ul style="list-style-type: none"> Learning packs sent home for all children following the same themes as school topics 	<ul style="list-style-type: none"> Learning packs sent home for all children following the same themes as school topics

		<ul style="list-style-type: none"> Encourage those not back at school to do some learning 	<ul style="list-style-type: none"> Any child not back at school to ensure they are accessing some learning
<p>What are reasonable expectations for the curriculum in the current circumstances and how will these be developed as the school moves through the phases of re-opening?</p>	<ul style="list-style-type: none"> Weekly theme e.g. space fun learning 	<ul style="list-style-type: none"> Recovery curriculum understanding loss of routine, structure, friendships, opportunity and freedom. Writing and talking about experiences and feelings 	<ul style="list-style-type: none"> After recovery curriculum move onto 2020 curriculum with well-being and mental health high on everyone's agenda
<p>Have leaders reviewed the school's typical annual calendar of events to decide when decisions will be taken about cancelling or going ahead with them; summer initially; autumn as planning ahead, 'leaving' events, residential visits, parent evenings, sporting events. How can these aspects be achieved differently?</p>	<ul style="list-style-type: none"> Residentials and trips cancelled No leavers service No sports day No parents evening No summer BBQ 	<ul style="list-style-type: none"> Year 6 leavers event in classroom bubbles- presentation of hoodies, bibles presented, Rev GR to record an online message No events in the calendar for the autumn Come Dine with me. stay and learn, class assemblies <ul style="list-style-type: none"> As soon as we are able to bring things back we will. 	<ul style="list-style-type: none"> Hopefully normal calendar events can resume in the summer term 21?
<p>How are leaders looking at the development of the curriculum for 2020/2021? Will it need to be rethought as a transition to ensure the re-opening phases can be accommodated safely and so pupils are able to cope academically, personally, socially and emotionally?</p>		<ul style="list-style-type: none"> PSHE to be relaunched as PSHRE in Sept 2020. Lessons must be taught weekly; September 1st week to establish and address routines, wellbeing and mental health New curriculum has been written for the school 	<ul style="list-style-type: none"> New curriculum adapted with a recovery curriculum
<p>How will the curriculum change and what is the rationale for this as you move through the phases of re-opening?</p>	<ul style="list-style-type: none"> Suggested learning activities in learning packs 	<ul style="list-style-type: none"> Assess gaps in pupils knowledge and skills 	<ul style="list-style-type: none"> Assess gaps in pupils knowledge and skills

		<ul style="list-style-type: none"> ● Plan for these gaps whilst also teaching current year content ● Revision sessions at the beginning of unit/lesson recap on prior knowledge 	<ul style="list-style-type: none"> ● Plan for these gaps whilst also teaching current year content ● Revision sessions at the beginning of unit/lesson recap on prior knowledge ● Be adaptable, regularly review and do what is right for the children
What will the whole school approach to teaching be during the phases? How will this be developed and how will leaders and staff ensure there are opportunities for pupils to share their home and school experiences as a key part of their current education?	<ul style="list-style-type: none"> ● Talked about feelings and made feelings wall ● Coronavirus support sent home to parents ● Suggestion of a Covid 19 time capsule 	<ul style="list-style-type: none"> ● teaching in year groups except for key workers of year groups not back at school ● Staff managing children's recovery ● e.g. letters, stories, playscript to openly talk about it. ● 1-1 support learning mentors 	<ul style="list-style-type: none"> ● As children come back recovery curriculum ● Staff managing children's recovery ● e.g. letters, stories, playscript to openly talk about it.
How will leaders consider what the expectations for the quality of education will be during all phases, considering realistically what the phases of admitting pupils will be?	<ul style="list-style-type: none"> ● Leaders reviewing planning ensuring a variety of activities and resources offered 	<ul style="list-style-type: none"> ● Leaders to support recovery curriculum, PSHRE lessons, mental health and well being lessons, learning powers lessons ● Once we have settled down, leaders to review planning 	<ul style="list-style-type: none"> ● monitoring of lessons, planning and learning walks will resume ● Monitoring of home learning for those not back in school
How will leaders work towards meeting pupils' entitlement to a curriculum through the phases so pupils are prepared and emotionally 'ready' to learn again?	<ul style="list-style-type: none"> ● Child care and happy children a focus 	<ul style="list-style-type: none"> ● recovery curriculum ● English, maths and topic work resumed 	<ul style="list-style-type: none"> ● A focus on what the children need and curriculum adapted until we

			can get back to a full curriculum
How will the curriculum be adapted and communicated to parents to meet the needs of pupils - emotionally and personally following long periods of time not in school, gaps in being able to access home schooling and differing attitudes between being at home and at school?	<ul style="list-style-type: none"> Thematic approach to curriculum communicated to parents 	<ul style="list-style-type: none"> Recovery curriculum communicated to parents Curriculum communicated to parents 	<ul style="list-style-type: none"> Recovery curriculum communicated to parents Curriculum communicated to parents
Additional considerations:			
		<ul style="list-style-type: none"> No music. RE and modern foreign languages by specialist teachers 	<ul style="list-style-type: none"> Hopefully music, RE and modern foreign languages to resume
DfE guidance: <ul style="list-style-type: none"> Home learning support: https://www.gov.uk/government/publications/coronavirus-covid-19-online-education-resources Remote support: https://www.gov.uk/guidance/get-help-with-technology-for-remote-education-during-coronavirus-covid-19 Accountability measures: https://www.gov.uk/government/publications/coronavirus-covid-19-school-and-college-performance-measures/coronavirus-covid-19-school-and-college-accountability 			

Phase I/II/III	Checklist 10: Communication - pupils
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Consider:	Phase I: Actions needed (if any): Risk/support required/additional considerations	Phase II	Phase III
How are leaders/staff evaluating pupils' preparation and response to return to school - what will happen if that is not positive? What will be in place to support and give additional home support to alleviate this?	<ul style="list-style-type: none"> Children talked to as necessary 	<ul style="list-style-type: none"> Curriculum will be explained to children 1-1 support as necessary 	<ul style="list-style-type: none"> Curriculum will be explained to children 1-1 support as necessary

		<ul style="list-style-type: none"> • communication with parents as necessary • Maths and English to give children routine 	<ul style="list-style-type: none"> • communication with parents as necessary • Maths and English to give children routine
What contact will staff have with pupils to share expectations for return to school?	<ul style="list-style-type: none"> • Child care communicated to parents and children when they came in 	<ul style="list-style-type: none"> • Parents of classes returning will have a zoom so can explain it to children • It will be explained to children as they come back 	<ul style="list-style-type: none"> • Communication with parents key so that they can explain it to their children
Are there additional ways to communicate with pupils to prepare them, perhaps integrating this into their learning as groups of pupils have school-based learning extended?		<ul style="list-style-type: none"> • As children come back we will be explaining what they are doing and how it will work. 	<ul style="list-style-type: none"> • Write to children to explain how school will be when they all return
How are staff going to gauge how pupils are feeling about returning to school and link this to their learning throughout the transition through the phases of the re-opening of the school?		<ul style="list-style-type: none"> • Staff will gauge children's feelings in their bubbles • Staff to greet children on their first morning • Year 6 supported through transition (secondary ready curriculum) <ul style="list-style-type: none"> • Support for any individuals as needed 	<ul style="list-style-type: none"> • Staff will gauge children's feelings in their bubbles • Staff to greet children on their first morning • Children supported through transition to their new teachers • Support for any individuals as needed
How will leaders communicate with pupils returning to school?		<ul style="list-style-type: none"> • Leaders will be asking staff (Zoom meeting after the first day) 	<ul style="list-style-type: none"> • Leaders to constantly review and make changes. • Leaders to talk to children at

		<ul style="list-style-type: none"> Leaders to communicate through parents 	school and those at home.
What opportunities will pupils have to be able to share the experiences they have had with COVID-19 sensitively and how will this shape how staff support pupils to communicate and provide alternative ways for pupils to share and express their thoughts?		<ul style="list-style-type: none"> The recovery curriculum will give opportunities for this Learning mentor support 	<ul style="list-style-type: none"> The recovery curriculum will give opportunities for this Learning mentor support
How will pupils be included in the consultation process at their level so they understand the expectations and the reasons for the differences in their daily school life?		<ul style="list-style-type: none"> Through PSHRE lessons Staff will be asking them how they feel 	<ul style="list-style-type: none"> Through PSHRE lessons Staff will be asking them how they feel
Additional considerations:			
		<ul style="list-style-type: none"> Support from CHUMs and CAMHs as needed 	<ul style="list-style-type: none"> Support from CHUMs and CAMHs as needed
DfE guidance: <ul style="list-style-type: none"> Pupils' mental health support/pastoral care at home: https://www.gov.uk/government/publications/covid-19-guidance-on-supporting-children-and-young-peoples-mental-health-and-wellbeing/guidance-for-parents-and-carers-on-supporting-children-and-young-peoples-mental-health-and-wellbeing-during-the-coronavirus-covid-19-outbreak#helping-children-and-young-people-cope-with-stress 			

Phase I/II/III

Checklist 11: Communication - parents

Consider:	Phase I: Actions needed (if any): Risk/support required/additional considerations	Phase II	Phase III
How will leaders communicate with parents during the various phases of re-opening? Could this be through video link/email/school social media/newsletter?	<ul style="list-style-type: none"> Parents bulletins sent out Reopening questionnaire sent out Twitter 	<ul style="list-style-type: none"> Parent mail Website Twitter 	<ul style="list-style-type: none"> Parent mail Website Twitter

	<ul style="list-style-type: none"> ● Parent mail 		
How will leaders manage the different perspectives of parents feeling fearful of sending their child to school and those who are worried about their child falling behind?	<ul style="list-style-type: none"> ● Answering all parent e-mails ● Phoning all those who are vulnerable and anxious ● All parents have learning mentor school phone numbers 	<ul style="list-style-type: none"> ● Staff at the gates ● Answering e-mails and phone calls ● Proactively contacting parents 	<ul style="list-style-type: none"> ● Staff at the gates ● Answering e-mails and phone calls ● Proactively contacting parents
What will leaders do to effectively communicate the balance of thought between pupils' learning and their well-being and safety with parents so parents' views are considered and a phased approach with an emphasis on safety and well-being is established based on trusting leaders to keep their children safe?	<ul style="list-style-type: none"> ● Questionnaire gone out to parents to hear their views ● Letter to parents nearer to 1st June explaining how school will work ● Listen to advice and pass it on to parents 	<ul style="list-style-type: none"> ● Happy children with good mental health and well being is paramount. ● Annual report to parents will be sent out in June ● Keep listening to parents/carers ● Recovery curriculum 	<ul style="list-style-type: none"> ● Keep listening to parents ● Take advice from the LA, Government and agencies ● Ensure that children's learning moves on
What on-going weekly/regular communication could be used to ensure parents are kept well-informed?	<ul style="list-style-type: none"> ● letters 	<ul style="list-style-type: none"> ● letters ● 1-1 phone calls as necessary 	<ul style="list-style-type: none"> ● letters ● 1-1 phone calls as necessary
How could a parent group support the school's work with communication?	N/A	<ul style="list-style-type: none"> ● Don't think this is necessary as all parents want to be informed 	<ul style="list-style-type: none"> ● Don't think this is necessary as all parents want to be informed
Have leaders considered their current means of communication and the strengths of these to use as the school plans and implements re-opening over phases?	N/A	<ul style="list-style-type: none"> ● Yes 9 zoom meetings scheduled. One per class. 	<ul style="list-style-type: none"> ● We could do zoom meetings again for those returning for the first time
Have leaders considered reasonable expectations of parents sending their children to school?	<ul style="list-style-type: none"> ● We will communicate what school is going to look like ● No parents in school or in the playground. 	<ul style="list-style-type: none"> ● We will communicate what school is going to look like ● No parents in school or in the playground. 	<ul style="list-style-type: none"> ● We will communicate what school is going to look like ● No parents in school or in the playground. ● The challenge is how we engage with parents e.g. parents evening.

<p>How will leaders communicate the messages about safety for children and manage the anxiety parents will have?</p>	<ul style="list-style-type: none"> • Before there is a re opening we need to write to parents with what school will look like e.g. 9 in a classroom 	<ul style="list-style-type: none"> • Keep talking and explaining to parents what we are doing to keep their children safe e.g. children washing their hands with foam soap every hour 	<ul style="list-style-type: none"> • Keep talking and explaining to parents what we are doing to keep their children safe e.g. children washing their hands with foam soap every hour
<p>Have leaders considered parental choice re sending their children into school - what might this guidance and advice look like and be for parents?</p>	<ul style="list-style-type: none"> • We have sent out a questionnaire • We will communicate with parents before we partially open 	<ul style="list-style-type: none"> • If parents do not send their children back they will not be fined • We will answer any parents queries as they come in 	<ul style="list-style-type: none"> • When school fully opens I assume parents will be expected to send their children in but will follow government guidelines.
<p>How will communication alleviate the anxiety parents have?</p>	<ul style="list-style-type: none"> • By us supporting, listening and reassuring at the same time as being honest 	<ul style="list-style-type: none"> • By us supporting, listening and reassuring at the same time as being honest 	<ul style="list-style-type: none"> • By us supporting, listening and reassuring at the same time as being honest
<p>How will leaders manage attendance with parents considering the various phases of attendance as the re-opening extends further and more pupils are regularly attending school? How can the attendance of pupils be supported during the early stages to alleviate parental anxiety and still share expectations for the future?</p>	<ul style="list-style-type: none"> • We will take the advice from the DfE and LA • Currently if parents do not want to send their children back, they will not have to 	<ul style="list-style-type: none"> • If parents do not send their children back, we will contact them and try to reassure them • All vulnerable children and children with an EHCP are expected into school so we will contact those parents and listen to them trying to reassure 	<ul style="list-style-type: none"> • If parents do not send their children back, we will contact them and try to reassure them • All vulnerable children and children with an EHCP are expected into school so we will contact those parents and listen to them

			trying to reassure
How will leaders share expectations of home learning which will not pressurise parents but equally reiterate set expectations that are realistic, doable and can be transferred seamlessly when pupils attend school more regularly?	<ul style="list-style-type: none"> While school is closed, sending out learning packs with open ended project and fun activities as well as some English and maths 	<ul style="list-style-type: none"> Clear expectations of what is to be done and by when. E.g part time schooling there will be work for the home time. 	<ul style="list-style-type: none"> As school gets back to 'normal' expectations of covering most of the curriculum
Additional considerations:			
		managing parents expectations and anxieties	managing parents expectations and anxieties
DfE guidance: <ul style="list-style-type: none"> Parents: https://www.gov.uk/guidance/supporting-your-childrens-education-during-coronavirus-covid-19 Parents with pupils with SEND: https://www.gov.uk/guidance/help-children-with-send-continue-their-education-during-coronavirus-covid-19 Supporting parents: https://www.gov.uk/government/publications/covid-19-school-closures/guidance-for-schools-about-temporarily-closing#working-with-parents 			

Phase I/II/III	Checklist 12: Appropriate Body (e.g.LA/Trust/Diocese)
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Consider:	Phase I: Actions needed (if any): Risk/support required/additional considerations	Phase II	Phase III
Who are the key contacts in the Appropriate Bodies	<ul style="list-style-type: none"> K Toms -Chair of Govs J Lewis -Director of Ed Peterborough P Cantley - Diocesan Director Ed 	<ul style="list-style-type: none"> K Toms -Chair of Govs J Lewis -Director of Ed Peterborough P Cantley - Diocesan Director Ed 	<ul style="list-style-type: none"> K Toms -Chair of Govs J Lewis -Director of Ed Peterborough P Cantley - Diocesan Director Ed

Have leaders accessed all the information relevant during this time from Appropriate Bodies?	<ul style="list-style-type: none"> ● Have access LA daily updates, ● DfE updates ● NAHT updates ● Headteacher virtual meetings ● Other updates 	<ul style="list-style-type: none"> ● Have access LA daily updates, ● DfE updates ● NAHT updates ● Headteacher virtual updates ● Other updates 	<ul style="list-style-type: none"> ● Have access LA daily updates, ● DfE updates ● NAHT updates ● Headteacher virtual updates ● Other updates
What support will leaders require from LA/Trust throughout each phase?	<ul style="list-style-type: none"> ● Same support from LA that we are getting 	<ul style="list-style-type: none"> ● Same support from LA that we are getting 	<ul style="list-style-type: none"> ● Same support from LA that we are getting
What additional support can be brokered - working together - for example, clusters of school, within federations or trusts etc.?	<ul style="list-style-type: none"> ● Getting all the support we need 	<ul style="list-style-type: none"> ● Getting all the support we need 	<ul style="list-style-type: none"> ● Getting all the support we need
Where applicable, do you have consistency with neighbouring/cluster/local schools in terms of your offer/systems? Would it be helpful to do this within trust and/or cluster groups?	<ul style="list-style-type: none"> ● All Peterborough schools trying to be united 	<ul style="list-style-type: none"> ● All Peterborough schools trying to be united 	<ul style="list-style-type: none"> ● Hopefully Cluster groups will resume
How will leaders take account and implement the agreed guidance from Appropriate Bodies while sustaining a considered, do-able re-opening of the school to meet DfE statutory guidance?	<ul style="list-style-type: none"> ● LA sending daily update with key documents and good practice highlighted 	<ul style="list-style-type: none"> ● LA sending daily update with key documents and good practice highlighted 	<ul style="list-style-type: none"> ● LA sending daily update with key documents and good practice highlighted
How will leaders share and communicate their planning for re-opening with the Appropriate Body? Is the rationale clear and demonstrates leaders secure oversight and planning for their school?	<ul style="list-style-type: none"> ● Emergency Gobs meeting to re open school - Risk assessments and key points will be sent to emergency committee ● Full Gobs will see minutes 	<ul style="list-style-type: none"> ● Governors meetings to continue 	<ul style="list-style-type: none"> ● Governors meetings will continue
Have leaders considered sharing of ideas about monitoring of their work to ensure realistic expectations shared and communicated for how the re-opening plan will impact upon the quality of learning and outcomes?	<ul style="list-style-type: none"> ● Regular staff meetings to share expectations ● Learning packs with project work, open ended tasks, creative tasks trying not to put pressure onto parents 	<ul style="list-style-type: none"> ● Recovery curriculum for mental health and well being ● Learning packs for distance learning 	<ul style="list-style-type: none"> ● Focus on English, maths and topic work when children all back with distance learning if part time
Are leaders ensuring they are communicating with the Appropriate Body about their planning so appropriate support is allocated?	<ul style="list-style-type: none"> ● Governors fully informed ● Learning mentors weekly updates ● SLT weekly meetings 	<ul style="list-style-type: none"> ● Governors fully informed ● Learning mentors weekly updates ● SLT weekly meetings 	<ul style="list-style-type: none"> ● Governors fully informed ● Learning mentors weekly updates

			<ul style="list-style-type: none"> • SLT weekly meetings
Has the Appropriate Body's guidance and supportive directives been applied and discussed appropriately to ensure consistency and support is used effectively?	<ul style="list-style-type: none"> • LA's guidance being followed 	<ul style="list-style-type: none"> • LA's guidance being followed 	<ul style="list-style-type: none"> • LA's guidance being followed
While considering the plans to re-open, are there any thoughts about what additional support will be required that is additional to the offer that is usually applied?	<ul style="list-style-type: none"> • We have thought about support for anxiety and mental health • CAMHS, CHUMS etc can be contacted as needed • Thought about peripatetic music lessons 	<ul style="list-style-type: none"> • We have thought about support for anxiety and mental health • CAMHS, CHUMS etc can be contacted as needed • Thought about peripatetic music lessons 	<ul style="list-style-type: none"> • Volunteers back in school when school is back to 'normal' • additional support as needed for individual children
Additional considerations:			
		<ul style="list-style-type: none"> • Lunch to be served in bags to the children ensuring limited movement around school 	
		<ul style="list-style-type: none"> • Different break and lunchtimes 	
		<ul style="list-style-type: none"> • Toilets, only one person in there at a time 	
DfE guidance: <ul style="list-style-type: none"> • Local authority: https://www.cambridgeshire.gov.uk/residents/children-and-families/schools-learning/school-term-dates-closures/school-closures • Local authority: https://www.peterborough.gov.uk/residents/schools-and-education/school-closures 			

Phase I/II/III

Checklist 13: Transition of pupils

Consider:	Phase I: Actions needed (if any): Risk/support required/additional considerations	Phase II	Phase III
How will leaders contact and support transition of new early years children for September 2020 - will leaders consider changing induction arrangements or completing this process online?	<ul style="list-style-type: none"> ● letters sent out to parents welcoming them ● Booklets sent out to parents about EYFS which normally they would receive on transition days 	<ul style="list-style-type: none"> ● All pre-schools contacted via email to ask for information about new starters. Proforma for them to complete. Form to have elements to complete on safeguarding, Pupil Premium and SEND ● Potentially zoom home visit model ● Further transition booklet sent out to all EYFS Sept 2020 intake showing classroom, staffing and key areas ● Maybe transition a few children at a time (10?) 	<ul style="list-style-type: none"> ● Concern is that parents will keep children at home until they are 5. This could mean very small classes in the autumn term and delayed learning for those summer born. Implications on the budget.
Have leaders ensured that pupils' transition from primary and secondary provision is considered and how this will be communicated with the appropriate settings?	<ul style="list-style-type: none"> ● Transition forms completed by year 6 teachers; ● Transition documents completed by SENCO ● Learning mentors preparing files to send; ● TC preparing year 6 safeguarding folders to send to new schools 	<ul style="list-style-type: none"> ● Potential for transition days but no communication yet; ● You Are Awesome resource Pixl ● Possibly 1-1 sessions with secondary staff ● I think secondary schools are waiting to see if we are back on 1st June 	<ul style="list-style-type: none"> ● Waiting to hear what secondary transition will look like
Are there any thoughts about how secondary schools contact/communicate with primary schools to ensure effective transition?	<ul style="list-style-type: none"> ● Email 	<ul style="list-style-type: none"> ● Email 	<ul style="list-style-type: none"> ● Email
What arrangements have been thought of to ensure all important information is shared -	<ul style="list-style-type: none"> ● letters ● Annual reports to parents 	<ul style="list-style-type: none"> ● Books sent home ● Reports will be sent 	<ul style="list-style-type: none"> ● Year 6 pupils invited back at

verbally/documentary - between schools and between home and school?		<ul style="list-style-type: none"> Leavers hoodies sent out Leavers books sent out 	some point for leavers event
What might the transition from home learning to return-to-school look like at various stages of re-opening?		<ul style="list-style-type: none"> Recovery curriculum focusing on wellbeing and mental health 	<ul style="list-style-type: none"> Recovery curriculum focusing on wellbeing and mental health
<p>Have leaders considered what will happen following any guidance about how pupils will move on or transition to their next academic year? Do leaders have an 'ideal' that would meet the needs of their own pupils? What might this look like and what are the possible implications and considerations for the future?</p> <p>How are leaders thinking about the needs of pupils with SEND and their needs transferring to other settings and/or moving into different year groups with unfamiliar staff members?</p>		<ul style="list-style-type: none"> JP to contact nurseries that have indicated SEND need for children regarding SEND information; DS and TC to contact nursery and pre-schools if safeguarding concerns are highlighted Form going to all pre school and nursery schools to be filled in for every child Hopefully secondary schools can transition pupils in small groups to give them a 'taster'. 	<ul style="list-style-type: none"> Support any year 6 children not back in school. Secondary school to get in touch with them individually
<p>What does the transition from home learning to school learning look like in your school, for your pupils? Have leaders considered consistency and expectations that are appropriate for the context of families' capacity (albeit because they are working; more than one child at home to home school etc) to support at home?</p>		<ul style="list-style-type: none"> Children to have a chance to share their home learning Learning packs used for those not yet back in school 	<ul style="list-style-type: none"> When most children are back in school, individual support for those at home
<p>How will staff be supported to transition between home/school planning and teaching?</p>	<ul style="list-style-type: none"> Regular year group meetings and staff meetings 	<ul style="list-style-type: none"> Risk assessments for those staff that need it communication is key - zoom meetings Friday afternoon PPA Individual support as required Employee assist 	<ul style="list-style-type: none"> Risk assessments for those staff that need it communication is key - zoom meetings Friday afternoon PPA

			<ul style="list-style-type: none"> • Individual support as required • Employee assist
Additional considerations:			
		Difficult to social distance in school kitchen. Made one-way. Maybe need to be flexible with hours e.g. shift work	Difficult to social distance in school kitchen. Made one-way. Maybe need to be flexible with hours e.g. shift work

Phase I/II/III

Checklist 14: Finance

Consider:	Phase I: Actions needed (if any): Risk/support required/additional considerations	Phase II	Phase III
Is there a business continuity plan that can be adapted to reflect the changes and the phases of re-opening?	<ul style="list-style-type: none"> • Yes OSC furloughed • Covid costs to be recovered 	<ul style="list-style-type: none"> • OSC still furloughed? • Cleaning materials to be reclaimed on Covid costs • CF to be used to support budget 	<ul style="list-style-type: none"> • Monthly finance meetings SLT • Finance Governors kept informed
What additional costs are leaders having to incur that were not planned into the original budget, and how will this impact upon the current budget plan and resources? Can these be reclaimed from government for example, increased premises related costs; additional cleaning; support for FSM?	<ul style="list-style-type: none"> • Cleaning materials • Free School Meal Packs • Resources bought for learning packs, craft packs, disadvantaged packs • Resources bought for childcare provision • No income for School dinners and OSC and so staffing out of main budget • Looking into reclaiming costs • 2 Printers for home working 	<ul style="list-style-type: none"> • Revision guides if bought for home learning • Cleaning materials • Extra cleaners time • List kept to reclaim costs 	<ul style="list-style-type: none"> • Furlough will finish • Costs reclaimed • Hopefully end the year with a positive bank balance (a challenge at the moment)

	<ul style="list-style-type: none"> • screens (£3500) 		
How will leaders of finance ensure invoices etc continue to be paid and authorised when working remotely?	<ul style="list-style-type: none"> • SBM is working remotely from home; • SS is continuing to raise purchase orders and process invoices for payment 	<ul style="list-style-type: none"> • TC and DS authorising payments • TC authorising payroll • Staff go into school and leave paperwork to be signed 	<ul style="list-style-type: none"> • Most office staff back in school • Those not back in school will be working remotely
Are leaders aware of the delays and cancellations of some financial returns? For example: BFRO for academies cancelled	<ul style="list-style-type: none"> • Yes 	<ul style="list-style-type: none"> • Yes 	<ul style="list-style-type: none"> • Yes
Have the reintroduction of contracts been considered? Cleaning; IT support; catering; financial support services etc	N/A	N/A	N/A
Have leaders evaluated the impact of lettings and the finance implications of possibly not restarting or a phased re-opening of lettings?	<ul style="list-style-type: none"> • Income from OSC lettings recharging not happening • No income for OSC or catering • OSC refunded monthly • Church income still being received 	<ul style="list-style-type: none"> • Church will inform us when starting to use hall 	<ul style="list-style-type: none"> • Church will inform us when starting to use hall
Are there financial implications for transport to ensure social distancing arrangements are upheld?	N/A	N/A	N/A
Are there visits/trips booked previously, for example, residential whereby monies can be claimed off insurance or refunds applied?	<ul style="list-style-type: none"> • Trips and visits refunded; 	<ul style="list-style-type: none"> • Awaiting cancellation from Kingswood and Grafham water, then issue refunds 	<ul style="list-style-type: none"> • No trips booked
Is there a plan for a potential COVID-19 repeat that could be included in a crisis management financial plan?	<ul style="list-style-type: none"> • Not at this time 	<ul style="list-style-type: none"> • Formulate a plan for school closure due to Covid 19 outbreak in school and for a local or national peak and school closure 	<ul style="list-style-type: none"> • Plan for a repeat Covid-19 and lessons learned.
Have leaders risk reviewed all related safety concerns with financial implications including premises, cleaning, water hygiene, fire safety, gas safety, ventilation etc?	<ul style="list-style-type: none"> • Moved childcare provision from main building to mobiles to reduce electricity and gas usage • Heating switched to summer mode beginning of April 	<ul style="list-style-type: none"> • All taps to be ran before reopening of school • All toilets flushed • Fire drill to practise social distancing when lining up 	<ul style="list-style-type: none"> • All safety concerns reviewed

	<ul style="list-style-type: none"> All related safety concerns reviewed All statutory testing continuing 	<ul style="list-style-type: none"> All related safety concerns reviewed 	
Additional considerations:			
DfE guidance on finance: <ul style="list-style-type: none"> Financial support: https://www.gov.uk/government/publications/coronavirus-covid-19-financial-support-for-education-early-years-and-childrens-social-care/coronavirus-covid-19-financial-support-for-education-early-years-and-childrens-social-care Exceptional costs: https://www.gov.uk/government/publications/coronavirus-covid-19-financial-support-for-schools/school-funding-exceptional-costs-associated-with-coronavirus-covid-19-for-the-period-march-to-july-2020 Reducing burdens: https://www.gov.uk/government/publications/coronavirus-covid-19-reducing-burdens-on-educational-and-care-settings/reducing-burdens-on-educational-and-care-settings 			

Phase I/II/III

Checklist 15: COVID-19 considerations/social distancing measures

Consider:	Phase I: Actions needed (if any): Risk/support required/additional considerations	Phase II	Phase III
Have leaders considered and voiced their views with stakeholders for discussion the reality of social distancing in the context of their school based upon the size of the school and the care needs of pupils?	<ul style="list-style-type: none"> Discussed with teachers, TAs and office staff during virtual team meeting week beginning 11.05.2020 	<ul style="list-style-type: none"> Clear instructions given to staff regarding social distancing where possible. Corridors one way, one in staffroom at a time, one person in the toilet at a time, staff and pupils in a 'bubble.' 	<ul style="list-style-type: none"> Resume normal daily routines
How are transport arrangements being managed and maintained for pupils? How will this look as increased number of pupils attend school at different times/days?	<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> N/A

<p>How will a school day be managed to ensure social distancing for example, breaks, lunchtime?</p>	<ul style="list-style-type: none"> ● Only between 5-24 children in at this moment in time so no need for staggered lunch or playtimes ● If more than 10 children in split across 2 mobiles, if more than 20 split across 3 mobiles 	<ul style="list-style-type: none"> ● Staggered playtime and lunchtimes for bubbles ● Each bubble allocated an area to play in 	<ul style="list-style-type: none"> ● Staggered playtime and lunchtimes for bubbles ● Each bubble allocated an area to play in
<p>How will leaders manage the different perspectives of parents - sending pupils into school or deciding not to?</p>	<ul style="list-style-type: none"> ● Questionnaire to parents to ascertain uptake of education once open 	<ul style="list-style-type: none"> ● Letter outlining school's model, cleaning schedules, social distancing measures, children not moving around school where possible ● 9 zoom meetings to explain what is happening and allay fears 	<ul style="list-style-type: none"> ● Talk with individual parents as required ● Write to parents telling them what is going on
<p>What learning has there been about COVID-19 at home to prepare pupils for return? How can this be supplemented by school information?</p>	<ul style="list-style-type: none"> ● Story sent out via parents newsletter with a link to online resource 	<ul style="list-style-type: none"> ● Online resource about Covid-19 to be used as a recap in the first week back and share with children who have not had the opportunity to see it at home; ● 30-45 minute lesson on handwashing on the first day back. Watching a clip on how to wash hands, the importance of doing so and practising to wash their hands 	<ul style="list-style-type: none"> ● Online resource about Covid-19 to be used as a recap in the first week back and share with children who have not had the opportunity to see it at home; ● 30-45 minute lesson on handwashing on the first day back. Watching a clip on how to wash hands, the importance of doing so and practising to wash their hands
<p>Following risk assessment, what PPE is required to ensure staff safety? (see health and safety)</p>	<ul style="list-style-type: none"> ● Only needed if treating a child for suspected Covid-19 ● 3 PPE kits in RM22. These consist of 3x face masks, 3x 	<ul style="list-style-type: none"> ● Only needed if treating a child for suspected Covid-19 ● 3 PPE kits in RM22. These consist of 3x face 	<ul style="list-style-type: none"> ● Only needed if treating a child for suspected Covid-19 ● 3 PPE kits in RM22. These consist of 3x

	<p>plastic aprons and 3x plastic gloves</p>	<p>masks, 3x plastic aprons and 3x plastic gloves</p> <ul style="list-style-type: none"> ● Will replace as they are used 	<p>face masks, 3x plastic aprons and 3x plastic gloves</p> <ul style="list-style-type: none"> ● Will replace as they are used
<p>Have leaders considered the risk of a pupil/staff member contracting COVID-19? Is a plan considered for communication of this to alleviate fear, appropriate communication with external agencies (e.g. public health), how testing will be gained for staff/pupils in contact and thereafter dealing with the impact of this?</p>	<ul style="list-style-type: none"> ● Procedure emailed out to staff in relation to a pupil suspected to have Covid-19 during the school day; ● Public Health to be consulted; ● Working from another school taken from website; ● Letter would be sent out to parents communicating the case and closure for deep clean if advised to do so by Public Health 	<ul style="list-style-type: none"> ● Tests can be booked online by the individual member of staff or child through the government website ● School can book tests for staff if needed ● Public Health contacted for guidance in the event of a positive test 	<ul style="list-style-type: none"> ● Tests can be booked online by the individual member of staff or child through the government website ● School can book tests for staff if needed ● Public Health contacted for guidance in the event of a positive test
<p>Has the emotional impact upon staff and pupils been evaluated considering what they may have endured through 'lockdown' and 'isolation' for example, loss, neglect, loneliness. What additional resources can be given to support all staff and pupils to manage and deal with personal circumstances while supporting them through to a form of normality following the trauma?</p>	<ul style="list-style-type: none"> ● Employee Assist helpline regularly advertised ● Bereavement video and resources produced by education support partnership for staff ● SLT wellbeing discussions with members of staff via phone or face to face ● Mental health and wellbeing resources have been included in parent newsletter for parents and pupils to refer to at home 	<ul style="list-style-type: none"> ● Recovery curriculum to address pupil wellbeing and mental health ● Employee Assist helpline regularly advertised ● Bereavement video and resources produced by education support partnership for staff ● SLT wellbeing discussions with members of staff via phone or face to face ● Mental health and wellbeing resources have been included in parent newsletter for parents and pupils to refer to at home 	<ul style="list-style-type: none"> ● PSHRE resumed at a frequency of every week ● Continue well-being calls

<p>How will the curriculum offered change to meet the personal, social and emotional needs of pupils giving them a chance to talk, share and 'off load' their worries in a way that will support them to move on to a place of feeling more secure and emotionally stable?</p>	<ul style="list-style-type: none"> ● Resources sent out in parent newsletter for mental health and wellbeing; ● Phone calls to all children; ● Letter to all children from teacher; ● Learning mentors details shared with parents; ● Usual curriculum suspended at this time 	<ul style="list-style-type: none"> ● Recovery curriculum focussing on PSHE, wellbeing, mental health, changes to life 	<ul style="list-style-type: none"> ● PSHRE resumed at a frequency of every week
<p>How will staff and pupils be supported to deal with the day-to-day living with COVID-19 still being a threat prior to a vaccine?</p>	<ul style="list-style-type: none"> ● Resources sent out in parent newsletter for mental health and wellbeing ● Phone calls to all children; ● Letter to all children from teacher ● Learning mentors details shared with parents 	<ul style="list-style-type: none"> ● Learning mentors to support children ● CHUMs or CAMHs referrals if needed ● Learning mentor classroom packs used for anxiety during classroom activities ● Staff supported through SLT 1-1 discussion as needed and education support partnership; ● SLT to check on wellbeing of staff regularly and speak with individuals if concerns 	<ul style="list-style-type: none"> ● Learning mentors to support children ● CHUMs or CAMHs referrals if needed ● Learning mentor classroom packs used for anxiety during classroom activities ● Staff supported through SLT 1-1 discussion as needed and education support partnership; ● SLT to check on wellbeing of staff regularly and speak with individuals if concerns
<p>What will leaders need to consider in order to establish a 'different' day-to-day routine and way of schooling while COVID-19 is a threat?</p>	<ul style="list-style-type: none"> ● Provision offered for key workers children; ● Provision for home learning; ● Increased cleaning frequency throughout the day; ● Staffing rotas to reduce adults in school and ensure that staff contact is limited 	<ul style="list-style-type: none"> ● Social distancing where possible ● Increased cleaning frequency throughout the day; ● Bubble model to limit transmission and contact between pupils and staff; ● Restricting numbers of people in certain areas 	<ul style="list-style-type: none"> ● Social distancing where possible ● Increased cleaning frequency throughout the day; ● Bubble model to limit transmission and contact between pupils and staff;

			<ul style="list-style-type: none"> Restricting numbers of people in certain areas School family not together until advised safe to do so. No parents in school until advised safe to do so.
Can pupils contribute towards what school will need to look like for them to feel safe during the time of COVID-19? How might this be achieved?	<ul style="list-style-type: none"> Changed model after Easter as pupils found it difficult settling back in Moved to a theme of the week e.g. minibeasts, space etc and activities related to this throughout the day 	<ul style="list-style-type: none"> Teachers and TAs to feedback any concerns of pupils via Cpoms This will be monitored at the weekly inclusion meeting Plans adapted if needed 	<ul style="list-style-type: none"> Pupils asked how it is going and their feedback acted on Worry box in every bubble
Can parents be consulted about how to alleviate their fears about sending their children to school? Have leaders considered online forums to discuss their ideas?	<ul style="list-style-type: none"> Online questionnaire to gather views 	<ul style="list-style-type: none"> Potential to do follow up questionnaires to parents of children who are in and those who are not. Need to assess uptake first before doing this 9 zoom meetings scheduled with Q and A 	<ul style="list-style-type: none"> Letters explaining systems Maybe further zoom meetings
Have leaders considered communicating to all that, at this time and for the future until a vaccine is found, schools could think about how they do it differently, rather than 'getting back to what it was'?		<ul style="list-style-type: none"> Will refer to in the letter to parents 	<ul style="list-style-type: none"> Further changes communicated to parents via newsletter
Additional considerations:			
		Difficult to know what July looks like as Government just said all children back in school before the summer.	

DfE guidance:

- Social distancing: <https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-social-distancing-in-education-and-childcare-settings/coronavirus-covid-19-implementing-social-distancing-in-education-and-childcare-settings>
- PPE: <https://www.gov.uk/government/collections/coronavirus-covid-19-personal-protective-equipment-ppe>

Review/evaluation stage:

Transition from phase III to phase IV:

(This will evolve as leaders work through the phases and can be developed as leaders feel appropriate to reflect their school)

It may be this will inform a future planning process which reflects what the school may/will be like post pandemic.

Considerations:	Actions needed:	Risk considered/support required:
<i>Future thoughts: How should school address the loss of learning especially if vulnerable children and those with SEND have been most affected? How can this be managed without affecting children's well-being?</i>	Ongoing review	Ongoing review
<i>Review the curriculum design - what are the gaps in coverage? Prioritise some areas for catch-up but accept that every gap can't be tackled.</i>	Ongoing review	Ongoing review
<i>How have actions in the previous phases going to impact upon what this may look like in the future?</i>	Ongoing review	Ongoing review

<i>Rather than think about how to 'get back' to what it was, does it have to be considered what will be different?</i>	Ongoing review	Ongoing review
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Useful additional documents and links for reference:

- Public health England <https://www.gov.uk/government/organisations/public-health-england>
- NHS: <https://www.nhs.uk/conditions/coronavirus-covid-19/what-to-do-if-you-or-someone-you-live-with-has-coronavirus-symptoms/>
- Government advice: <https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance>
- DfE <https://www.gov.uk/government/publications/guidance-to-educational-settings-about-covid-19/guidance-to-educational-settings-about-covid-19>
- A detailed checklist and key guidance for action for health and safety is available at: www.gov.uk/government/publications/managing-school-premises-during-the-coronavirus-outbreak/managing-school-premises-which-are-partially-open-during-the-coronavirus-outbreak
- Information re testing: <https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested>

Please note:

- this document will evolve over time and can be used as a working document as leaders plan and discuss the stages of re-opening their school.