

**Post Covid-19 Action Plan**

**COVID-19 Continuity Planning**

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Date: 11th May 2020

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# Recovery planning: Guidance for re-opening your school

The following guidance is a series of checklists with a range of questions leaders may want to consider when thinking about the process of re-opening their school. Leaders can use this as a basis for their thinking, planning and their discussions with senior leaders, staff, pupils, families and governors, adding/deleting as appropriate for their own school.

The following considerations can be applied and adapted to primary (including nursery where applicable), secondary, all-through and special schools.

## Assumptions

There are very many barriers and complications to a return. In fact, expanding provision may prove harder than contracting it in the first place.

School provision needs to be expanded to meet welfare, educational and economic exigencies. As other countries have done, this is likely to be through a phased approach.

These phases will be implemented contextually at a per-school level, through confident evidence-based local planning i.e. with variation across schools, but with common future end goals. This document seeks to support that evidence-driven process.

The initial trigger will be determined by five tests which need to be met and sustained;

* Making sure the NHS can cope
* A 'sustained and consistent' fall in the daily death rate
* Rate of infection decreasing to 'manageable levels'
* Ensuring supply of tests and PPE can meet future demand
* Being confident any adjustments would not risk a second peak

Because there is no imminent instant resolution to COVID within the next 18 months (i.e. the idealised simplicity of a mass vaccine), the phased expansion is likely to be gradual and dictated by the principles of effective infection control in a school setting, particularly in terms of workforce availability, the practicalities of in-school social distancing and the autonomous risk-management behaviours of understandably nervous parents and employees.

**Government Guiding Principles**

From the week commencing 1 June at the earliest, the government is asking primary schools to welcome back children in Nursery, Reception, Year 1 and Year 6, alongside priority groups and is asking secondary schools, sixth form and further education colleges to offer some face-to-face support to supplement the remote education of year 10 and year 12 students who are due to take key exams next year, alongside the full time provision they are offering to priority groups.

Nurseries and other early years providers, including childminders, should begin welcoming back all children. Alternative provision settings should mirror the approach being taken for mainstream schools and also offer some face-to-face support for years 10 and 11 students (as they have no year 12). Special schools, special post-16 institutions and hospital schools will work towards a phased return of more children and young people without a focus on specific year groups.

The aim is to get all children and young people back into education as soon as the scientific advice allows because it is the best place for them to learn, and because it is important for their mental wellbeing to have social interactions with their peers, carers and teachers. Children returning to educational and childcare settings in greater numbers will also allow more families to return to work.

Numbers of children and young people attending schools and colleges will gradually increase. This decision is based on the latest scientific advice. By returning pupils gradually, settings can initially reduce the number of children and young people in classrooms compared to usual and put protective measures in place to reduce risks.

The ambition is to bring all primary year groups back to school before the summer holidays, for a month if feasible, though this will be kept under review. Additional year groups will be welcomed back if the most up-to-date assessment of the risk posed by the virus indicates it is appropriate to have larger numbers of children within schools. The safety of children and staff is our utmost priority.

This advice seeks to support staff working in schools, colleges and childcare settings, to deliver this approach in the safest way possible, focusing on measures they can put in place to help limit risk of the virus spreading within education and childcare settings. At the point that we think it is appropriate for more children and young people to return to schools and colleges, the government will revise this guidance.

### How to Use this Document

There are a number of areas to consider; safeguarding, premises, health and safety, HR, governance, staffing, phased return of pupils, vulnerable pupils, curriculum home/school, communication, transition of pupils, finance, COVID 19 infection control.

These are set out in clear checklists of actions, how they can impact, who can lead on it and the RAG rating. These need to be considered by school leaders in order to expand attendance in line with any national pre-set milestones.

***Run through each list and pull-out those that apply to your setting and context, thus creating a new bespoke and manageable list in each area relevant for your school or academy.***

# Post COVID-19 Action Plan for Schools:

**Completed by: Date:**

**Shared with Staff:**

**Shared with Governors:**

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|  | Action | Actions | Lead | Impact | RAG |
| **School Logistics****Pre - opening** | Contact governors and staff regarding availability and that the school will be opening. | Find out which members of staff are able to work  Identify who is an extremely clinically vulnerable adult and who is a clinically vulnerable adult.  Consider how many staff will need to be in school and if any supply staffing is required.  Produce a rota, taking into account the need for key roles needed in school, e.g. DSL.  Keep track and record which staff are onsite daily |  | Clear staffing plan in preparation for school opening.  Key roles are covered e.g. DSL, Paediatric First Aid. |  |
| Shielded and clinically vulnerable staff and children | Support clinically vulnerable staff and children who are not expected to attend school. Staff could support remote education, carry out lesson planning or other roles from home. |  |  |  |
| School Capacity | Calculate the maximum capacity/proportion of pupils and staff that can physically be in school at any one time with the social distancing applied.  This includes key worker children and the return of year groups, staff, TAs etc. |  | TAs can be allocated to lead a group, working under the direction of other teachers in the setting. |  |
| Classroom layout | Classes should normally be split in half, with no more than 15 pupils per small group and one teacher (and, if needed, a teaching assistant).  Ideally rearrange classrooms and workshops with sitting positions 2 metres apart.  Remove unnecessary items from classrooms where there is space to store it elsewhere  Remove soft furnishings, soft toys and toys that are hard to clean. |  | Any setting that cannot achieve these small groups at any point should discuss options with their local authority or trust. This might be because there are not enough classrooms or spaces available in the setting or because they do not have enough available teachers or staff to supervise the groups. |  |
| Plan classroom openings and review school timetable (phased return) | Dependent on type of return to school you may need to implement changes to the school timetable  See what staff you have available in ensuring timetable availability.  Decide the physical and organisational structures needed to limit risks and limit movement around the building(s) (for example, classroom layouts, entry and exit points, staggered starts and break times, class sizes, lunch queues, use of communal staff areas). Agree how safety measures and messages will be implemented and displayed around school.  Inform staff and Governors |  | Clear communication with staff and governors ensuring clarity of timetable and school operations.  See above for impact on staff/pupil ratios |  |
| School Timings e.g. social distancing | Plan for N, R, Yr1 and Yr6 and for vulnerable children and children of critical workers in other year groups  Do you need the day to start at different times for different age groups?  Social times (impact on catering).  Alternate days for specific year groups.  •decide which lessons or activities will be delivered  •consider which lessons or classroom activities could take place outdoors  •use the timetable and selection of classroom or other learning environment to reduce movement around the school or building  •stagger assembly groups  •stagger break times (including lunch), so that all children are not moving around the school at the same time  Stagger drop-off and collection times  plan parents’ drop-off and pick-up protocols that minimise adult to adult contact  •consider how play equipment is used ensuring it is appropriately cleaned between groups of children using it, and that multiple groups do not use it simultaneously  •for secondary schools and colleges, consider how best to supplement remote education with some face to face support for students  Reduce unnecessary travel on coaches, buses or public transport where possible – read - [Coronavirus (COVID-19): safer travel guidance for passengers](https://www.gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-for-passengers)  How will social distancing at break times be monitored? How will leaders stagger start/finish times/playtimes and lunchtimes to support social distancing measures?  Update school website of any changes and signpost parents/pupils to this.  *This will be dependent on government advice and restrictions implemented.* |  | Clear communication ensures the whole school community is aware to any changes to the school day. Thus, reducing anxiety or uncertainty. |  |
| Attendance | Plan to resume taking attendance registers and continuing to complete the online educational setting status form to provide daily updates on how many children and staff are in school. |  |  |  |
| Lunches and catering | Work with your catering supplier to ensure meals are available for all children in school. Also, consider your arrangements for those year groups still out of school and eligible for benefits related free school meals  Free school meals should continue, re-engage catering companies but allow students to bring in packed lunches.  Agree whether breakfast clubs, lunch clubs and after-school clubs can operate (in line with the implementing protective measures in education and childcare settings guidance), and under what terms  Consider catering staff numbers and social distancing measures. |  |  |  |
| Meet the site team / caretaker | Discuss what areas of the school will need to be open/accessed  Decide what resources will be needed in each area  Classroom layouts – social distancing  Additional signage that needs to be put up  Floor markings displaying 2m distance e.g. canteen whilst pupils queue for food.  Enforce a one-way system to help social distancing.  Hand sanitisers should be placed around the school for staff and pupils to use.  Ensure these are clearly identified throughout the school.  Prop doors open, where safe to do so (bearing in mind fire safety and safeguarding), to limit use of door handles and aid ventilation |  | Clear communication ensures the whole school community is aware to any changes to the school day. Thus, reducing anxiety or uncertainty. |  |
| Consider how you welcome pupils back to school | Welcome areas  Displays – these can be produced at home and put up the morning of return or before if feasible.  Organise who meets and greets pupils and parents and where this happens to help support social distancing |  | Pupils feel welcomed back to school, therefore reduces anxiety.  Calm and orderly return to school. |  |
| Contact with any external contractors informing them of re-opening and arrangements | Catering companies  Food deliveries  Site services (grounds maintenance)  Transport providers  Cleaning providers / contractors | SBM | Operational running of the school is smooth.  Allows the school to focus appropriately on staff and pupils. |  |
| Carry out a Health and Safety check of all areas of the school, including the outdoor space | Follow your school policy here. |  | The safety of the premises is secure. |  |
| Risk Assessment | Every setting should carry out a risk assessment before opening. The assessment should directly address risks associated with coronavirus (COVID-19), so that sensible measures can be put in place to control those risks for children and staff. All employers have a duty to consult employees on health and safety, and they are best placed to understand the risks in individual settings. Bear in mind those with medical needs and those identified as high risk e.g. BAME |  | To ensure safety and well-being of the school community and premises. |  |
| Buildings and grounds checks | 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) |  |  |  |
| Arrange complete deep clean of the whole school | Contact made with cleaners/contractors.  Dates and timings of deep clean arranged  Site team made aware to arrange opening and closing of the school (if required) |  | School clean prior to return/phased return to school.  Reduced risk of contamination |  |
| Ongoing Cleaning | Ensure that the school is clean and that cleaning products are available.  Ensure processes are in place for cleaning during the school day, especially if there is any movement of different year groups using areas designated for learning or play equipment being used. |  | Check (the most up to date) guidelines, on the Government website |  |
| Review and communicate policy and procedures to staff and Governors | Refresh your risk assessment and other health and safety advice for children, young people and staff in light of recent government advice, identifying protective measures and review relevant policies. Suggested reviews are (but not limited to):  Health and Safety policy  Infection Control  Safeguarding Policy (KCSIE 2019)  Updates from the DFE and guidance from the Public Health England 2020  Update parents and website where applicable. |  | All statutory expectations are completed and in place.  Reduced exposure to infection and clear communication ensures the whole school community is aware of any change policy to procedure, thus, reducing any uncertainty and undue stress. |  |
| Prepare and communicate infection control measures to staff, visitors and Governors. | Ensure that there is access to drinking water, facilities for hand washing, and access to hand sanitizer for staff and students around the site.  Consider the need of PPE and its availability – this is only needed if a pupil becomes unwell and needs direct personal care until they can be sent home.  Emails, texts and posters  Include guidance on handwashing procedures and facilities  Ensure policy and procedures are in place as necessary. |  | Exposure to infection reduced. |  |
| Communicate with parents that the school will be opening on | Letter, text and/or email with information about where/when parents can drop off/collect their child/ren and what they need to bring to school.  Update website if applicable and share information about which learning/welcome spaces will be open.  Update Staff/Governors accordingly |  | Clear communication ensures the whole school community is aware of any changes to the school day, thus reducing anxiety or uncertainty. |  |
| Plan a support package for families who are vulnerable in order to help them transition back to school. | Telephone calls to families if needed  Individual support plans around the family, working alongside other agencies as appropriate.  Plan and prepare a collection of signposting opportunities to share with families if needed e.g. support via the Parent Support Advisor, Bereavement advice, financial advice etc.  Decide which member(s) of staff is single point of contact for parents and communicate this to parents.  Update the website if applicable.  Ensure policies and procedures are updated in place where necessary.  Update Staff/Governors accordingly | DSL/DDSL | Clear communication ensures vulnerable families are aware of how they are being supported, thus reducing anxiety or uncertainty.  Improves parental relations  Improves attendance and progress of vulnerable children. |  |
| Provide an opportunity for parents and carers to raise issues and concerns | Signpost parents to the appropriate member of staff.  Plan and prepare a collection of signposting opportunities e.g. support via the Parent Support Advisor, Bereavement advice, financial advice, local support groups etc. |  | Clear communication ensures the whole school community is aware of how to raise concerns.  Parents/carers feel supported by the school. |  |

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|  | Action | Actions | Lead | Impact | RAG |
| **Financial Implications** | Additional costs | 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 and materials; support for FSM? |  |  |  |
| External teaching suppliers | Consider the implications of external teaching suppliers, e.g. music / PE. To reduce the financial impact due to social distancing consider utilising larger areas for the class – for example using a school hall for the music class so that pupils can social distance |  | Instead of pupils being split into a number of small classes which increase the cost of the provision, a single class but in a larger location could be an option. |  |
| Premises Lettings  Finance | Look 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. |  |
| Cleaners | Are extra cleaning staff required to meet the increased need for cleanliness and hygiene of the premises? |  |  |  |
| Resource Sharing  Finance | Consider sharing resources to reduce individual school cost and resource, especially amongst smaller schools and within cluster working groups? | Resource Sharing  Finance | Communicate with your liaison groups to ensure consistency where possible and avoid parents questioning provision in one school as opposed to another |  |
| Transport | Are there financial implications for transport to ensure social distancing or staggered start arrangements are upheld? |  |  |  |
| Visits / trips | Are there visits/trips booked previously, for example, residentials whereby monies can be claimed off insurance or refunds applied? For the latest advice please see <https://schoolsweb.buckscc.gov.uk/covid-19-corona-virus-latest-advice/covid-19-outdoor-learning/> |  |  |  |
| Crisis plan | Is there a plan for a potential COVID-19 repeat that could be included in a crisis management financial plan? |  |  |  |
| Electronic resources | For pupils with no internet access what provision can be made for their home education? |  |  |  |
| Contracts | Have the reintroduction of contracts been considered? Cleaning; IT support; catering; financial support services etc. |  |  |  |

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|  | Action | Actions | Lead | Impact | RAG |
| **Mental Health and Well-being of Staff** | Put a mental health and wellbeing support plan in place for staff (including SLT) | Provide a pack of information about local and/or national support groups, include [PAM Assist website](https://login.pamassist.co.uk/login), [Education Support charity](https://eur03.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.educationsupport.org.uk%2F&data=02%7C01%7CKatherine.Wells%40buckinghamshire.gov.uk%7Ce861ef636cd048cde3f608d7e05d80fc%7C7fb976b99e2848e180861ddabecf82a0%7C0%7C0%7C637224564502150926&sdata=OHgQ92aMxX5tOedtslyFP%2FhQPyv%2FKwjpddct3KxUJBM%3D&reserved=0) , [Healthy Mind Bucks](https://www.oxfordhealth.nhs.uk/healthyminds/)  For more links and advice visit: <https://schoolsweb.buckscc.gov.uk/covid-19-corona-virus-latest-advice/covid-19-well-being-support-for-school-staff/>  Set up systems so that staff can talk to key members of staff if they need to |  | Improved MHWB will impact on staff mind-sets and minimise barriers. |  |
| Support for leaders | Remind leaders including Head teachers, that there is support available for them:  The **Well-being Support and Advice Line** **01296 383 219** is a confidential helpline staffed by Buckinghamshire’s Educational Psychology Team. If individuals would prefer to receive support via email or video call rather than by phone please email [eps@buckinghamshire.gov.uk](mailto:eps@buckinghamshire.gov.uk) |  |  |  |
| Prepare a staff questionnaire as they may feel: [depressed](https://www.educationsupport.org.uk/helping-you/depressed)  [overwhelmed](https://www.educationsupport.org.uk/helping-you/overwhelmed)  [stressed/anxious](https://www.educationsupport.org.uk/helping-you/stressed-or-anxious)  or had:  financial difficulties  personal issues e.g. bereavement | To use staff questionnaire and staff voice to ascertain a baseline for current levels of understanding of MH and WB.  Signpost staff to relevant support  <https://www.connectingbucksschools.com/>  <https://www.educationsupport.org.uk/>  [Cruse](https://www.cruse.org.uk/get-help/coronavirus-dealing-bereavement-and-grief) bereavement charity  [PAM Assist website](https://login.pamassist.co.uk/login) |  | Research shows that the main factors influencing good quality of work are:  Leaders who support employees and see where they fit into the bigger organisational picture  Consultation that values the voice of employees and listens to their views  Concerns and relationships based on trust and shared values  Staff will feel supported through any difficulties they may have faced or are facing. |  |
| Review supervision for staff due to the demands in lockdown | Speak to staff regarding workload and supervision needs  Speak to the LA/Trust to ensure supervision is accessed |  | Improved relationships based on trust and shared values  Staff will feel supported and can fulfil their roles to the best of their ability. |  |
| Review tasks staff are being asked to complete in the immediacy of returning | Are all tasks necessary?  Review what tasks can be undertaken by those staff who are unable to come in to work to relieve the pressure on others? |  | Shared workload across the staff.  Leaders are seen to support employees and see where they fit into the bigger organisational picture leading to better productivity. |  |
| Keep channels of communication open inc. regular contact with staff who are unable to return to work immediately | Designate key staff to ensure communication is clear.  Involve all staff in any decisions ensuring they feel valued and part of the team |  | Staff will feel valued and have the school network to ensure they have people to talk to where necessary. |  |
| Use Mental Health First Aiders (see MHWB of Pupils) to support staff | Research online Mental Health First aid training  Work with staff to decide who undertakes the training  Communicate with the school community who are the Mental Health First Aiders |  | Staff will feel more confident in supporting the school community in Mental Health  Staff will know who to speak to regarding mental health concerns. |  |

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|  | Action | Actions | Lead | Impact | RAG |
| **SEND** | Social Distancing | What additional support measures will require consideration for pupils with SEND to understand social distancing?  (thinking about the younger pupils/varying independence levels) |  |  |  |
| Individual support | How will leaders manage the reintegration of children with EHCPs?  Support for issues of being or not being in school, managing change, routines and anxieties need to be addressed. |  |  |  |
| Transitions | 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?  Will leaders have a phased or separate return day for those pupils more likely to find transition back to school more difficult? |  |  |  |
| EHCP Plans | How will you ensure that the provision in a children’s EHC Plan will continue to be delivered?  Consider and plan this carefully, utilising support staff as needed to ensure reasonable endeavours are employed. |  |  |  |
|  | Annual Reviews | Annual reviews must continue to take place during this time, as there have been no changes to the statutory requirement for these. How will you ensure these take place in line with the annual date, as well as focusing on those students for whom will be transitioning to their next school / educational setting in September 2021? |  |  |  |

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|  | Action | Actions | Lead | Impact | RAG |
| **Mental Health and Well-being of Pupils** | Identify the baseline of your pupils | To use pupil questionnaire and pupil voice to ascertain a baseline for current levels of pupil understanding of MH and WB.  Staff deployed to support highest needs pupils first. Needs to be met safely due to specific needs and training requirements  *Think ahead of the game. The questionnaire can be produced and sent out and returned prior to the return to school e.g. use SurveyMonkey to ask up to 10 questions* |  | Improved MHWB will impact on pupil outcomes by minimising barriers to learning and risk factors such as mental health |  |
| Provide information to parents regarding the MHWB agenda, where they can seek support, guidance and advice if they have concerns about their children: | Parent questionnaire around children’s MHWB to be given at parents’ evening – feedback analysed  Develop a MHWB section on your website to include advice and guidance for families – signposting to support both in school and externally. These can be found at <https://schoolsweb.buckscc.gov.uk/covid-19-corona-virus-latest-advice/covid-19-well-being-support-for-pupils/>  And on [Advice and Support - Bucks Family Information Service](https://eur03.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.bucksfamilyinfo.org%2Fkb5%2Fbuckinghamshire%2Ffsd%2Fadvice.page%3Fid%3DNrEa25_VxtA&data=02%7C01%7CKatherine.Wells%40buckinghamshire.gov.uk%7C9272e8fb4743449846b708d7d5462ada%7C7fb976b99e2848e180861ddabecf82a0%7C0%7C0%7C637212369647109069&sdata=DSt0v9iqoZSGuIw7Juodx19r%2BiOawF1sS1TewPdJRKk%3D&reserved=0)  Provide workshop/training session for parents who may be concerned about MHWB |  | Improved parent partnerships and understanding of how to promote good MHWB with their children will impact on pupil outcomes.  Improved parental confidence in the school, leading to positive relationships. |  |
| Support pupils | Support and signpost pupils who may be feeling depressed, anxious, suffering bereavement etc.  Publish a list of websites and apps including Childline, NSPCC, and Mind. More are available on <https://schoolsweb.buckscc.gov.uk/covid-19-corona-virus-latest-advice/covid-19-well-being-support-for-pupils/> |  | Pupils will feel supported and more able to cope with phased return |  |
| Specific staff members to undertake Mental Health First Aid Training | Research online Mental Health First Aid training  Work with staff to decide who undertakes the training  Communicate with the school community who are the Mental Health First Aiders |  | Staff will feel more confident in supporting the school community in Mental Health  The school community will know who to speak to regarding mental health concerns. |  |
| To investigate how external agencies and or charities may be able to support our work around MHWB. | Will external agencies and charities conduct visits, assemblies, and specialist lessons? |  | Pupils engaging with external agencies  Staff and pupils implementing advice from external agencies  Improved MHWB will impact on pupils’ engagement and progress. |  |
| To review current curriculum planning to bring in line with MHWB. | To incorporate explicit teaching of MHWB into the MTPs for PSHE  Review curriculum time for PSHE in the first 4 weeks of return.  How is MHWB facilitated through your curriculum?  To provide regular opportunities for pupils to learn self-help strategies to reduce anxiety, aggression and improve well-being, for example, breathing exercises, relaxation, yoga. |  | Reduced anxiety will support improved progress  Increased attendance and engagement |  |
| To further develop provision for pupils with SEMH needs that impact on MHWB: | Developing a ‘safe space’ with reduced stimulation, relaxation area within the school  Further embedding best practice to support pupils with high levels of anxiety |  |  |  |
| Plan the development of a peer support programme | Organise staff members and pupils who become peer supporters |  | Pupils will be aware of who the peer supporters are and feel more confident in speaking about MHWB. |  |
| Vulnerable pupils’ ongoing well being | Consider arrangements for safeguarding vulnerable pupils while schools are on a phased return or if the pupils are unable to attend including:  DSL makes contact with CP children and vulnerable families by phone on a frequent basis (at least once per week) – DSL / SENDCO create list of all vulnerable families. Where known, or previously known, to social care.  Phone calls to supermarkets made to ensure delivery of food vouchers – liaise with LA where necessary.  Speak to local safeguarding partners about how they can provide support.  Provide staff with contact details for your local safeguarding and social care teams, so they can report safeguarding concerns as usual. |  |  |  |

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|  | Action | Actions | Lead | Impact | RAG |
| **Safeguarding** | Absence | Understand what is happening with regards to the recording of absences e.g. with parents who decide not to send children back to school yet / families isolating |  |  |  |
| Safeguarding policy | Review the safeguarding policy and amend in light of the current situation.  Adopt a ‘COVID-19 outbreak’ addendum to your child protection policy to include the specific issues for these circumstances.  Checked that the school has an online teaching and learning/curriculum policy which considers safeguarding risks for those pupils accessing home learning. |  |  |  |
| DSL Availability | Ensure a trained DSL is available, in-person, by phone or video link when required. |  | Are all staff aware of the new arrangements for DSLs and reporting concerns?  If not clearly set out the process to reestablish trust in the safeguarding protocols at school |  |
| Remote safeguarding | Consider remote safeguarding based upon teacher knowledge from their pupils and the daily/weekly contact they have with their pupils and families.  There has been a significant rise in domestic abuse during the lock down. Many children will have suffered significant harm during this time. Staff need to be aware of this as a possibility for all children |  |  |  |
| Review supervision for DSL/DDSL due to the demands of the role in lockdown | Speak to the DSL and DDSL regarding workload and supervision needs  Speak to the LA/Trust to ensure supervision is accessed |  | Improved relationships based on trust and shared values  DSL/DDSL feels supported and can fulfil their role to the best of their ability. |  |

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|  | Action | Actions | Lead | Impact | RAG |
| **School - Summer Term Planning** | Plan for and update parents/carers with reporting arrangements | Plan how to report to parents and communicate this plan to parents.  Update Staff/Governors accordingly |  | Parents/carers have a clear message of how reports will be conducted and in what format to expect them. |  |
| Response to home learning | Take time to find out what children have learnt at home.  Consider if a child had a sick relative / dealing with grief.  Teachers’ response will be key.  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? |  |  |  |
| Routines | Allow time to re-establish routines, expectations and re-building relationships  Plan for supporting pupils with separation anxiety - the majority of children will have become use to being with their parents and immediate family for an extended period. Even for those who are excited to regain their freedom and see their friends, this is a potential source of anxiety. There will be children who struggle with this separation and experience anxiety while they are in school, particularly where their family includes key workers or those going back to work in crowded spaces. |  |  |  |
| Organise transition arrangements for pupils | Contact feeder schools  Organise appropriate transition activities for the pupils, dependent on Covid-19 restrictions  Organise appropriate pupil file transfers (where applicable).  Update the website where applicable.  Ensure that policies and procedures are in place where necessary.  Update Staff/Governors/Parents/Carers accordingly |  | Parents/carers and pupils are assured that arrangements are in place  Knowledge of transition days and expectations of the parents and pupils will allow these to run smoothly.  Will leaders have a phased or separate return day for those pupils more likely to find transition back to school more difficult? |  |
| Organise transition arrangements for vulnerable pupils | DSL to contact feeder schools and conduct appropriate handover  CP files to be sent separately to school files via; electronic portal (CPOMs), recorded delivery or delivered in person and signed for.  SENCo to contact feeder schools and conduct appropriate handover  DSL to meet with vulnerable pupils’ parents/carers for any new intake.  SENCo to meet with EHCP pupils’ parents for any new intake. |  | Files are transferred in accordance to KCSIE 19 and Data Protection Act 2018  New education setting will have clear knowledge of the pupils’ and families’ backgrounds in order to meet their needs effectively. |  |
| New school transitions | Support those children stating in a new setting, which they may not even have visited before lockdown.  It will be important for children starting at a new setting at any age to have a staggered start, slowly allowing them to become accustomed both to the new setting and either the new or returning experience of school. |  |  |  |
| Consider Leavers | Consider ways to invite children back to have closure, say goodbye and mark the transition. Remember that this should include any staff who are leaving and children making transitions at non-standard times. |  |  |  |
| Arrange Intake meetings | Consider dates and whether social distancing/restrictions will allow this to take place.  Could you invite parents/carers to attend at different times to reduce contamination risk?  Consider online meetings? |  | Safe meetings are arranged in line with any government-imposed restrictions.  Parents/Carers have a clear understanding of expectations set by the school  Parents/carers minds are put at ease to reduce any anxiety/tension regarding any transition. |  |
| Pupil intake | Evaluate pupil numbers in line with available space guidelines - the maximum capacity/proportion of pupils that can physically be in school at any one time with the social distancing applied?  Consider what will be the offer to families with siblings. |  |  |  |
| Update any policies in line with statutory requirements | Work with staff to see what policies need reviewing/updating.  Speak to and update governors |  | All policies are up to date in line with statutory regulations.  Processes and procedures are shared with staff to ensure effective provision. |  |
| Ensure pupil records are up to date e.g. FSM (these numbers may have increased during the COVID-19 lockdown) in preparation for the summer census | Input any changes to vulnerable pupils inc. FSM where necessary |  | Ensures the school receives the appropriate funding for the pupils on roll. |  |
| Update SEF | Add changes where necessary  Share updates with staff and governors  Update the website |  | Leaders have a clear understanding of where their school is and this can be shared with the wider school community.  Priorities can be set to ensure school provides the most effective education for the pupils on roll. |  |
| Update SIP | Add changes where necessary  Share updates with staff/parents/carers/Governors  Update the website |  | Key priorities are highlighted and shared with clarity to ensure a ‘common purpose’ is focused upon. |  |
| Produce school calendar for 20/21 | Set calendar dates for 20/21 to include (where possible):  Meeting schedule  Assessment cycle  CPD sessions  Parents evenings/meetings  Curriculum Trips & Visits  INSET days and any twilight sessions  Consider different ways of doing things e.g. filming performances to be watched online by parents etc. |  | Clarity of dates ensuring staff and the wider school community are communicated with effectively. |  |
| Staffing & Timetable | Construct timetable for next academic year  Review staffing needs  Decide which lessons or activities will be delivered  Consider adapting the timetable to allow for more socially distant activities e.g. outdoor learning/use of hall?  Use the timetable and selection of classroom or other learning environment to reduce movement around the school or building  Consider seating students at the same desk each day.  Stagger assembly groups |  | Staff have clarity on teaching groups and subjects to be taught.  Curriculum development can continue  Staffing structure is used to ensure best outcomes for the pupils. |  |
| Uniform Relaxation | Consider a relaxation of their uniform codes as many parents will struggle to get new uniform for their children. This may be exacerbated by financial issues faced by parents without work and issues related to production, import and sale of non-essential goods |  |  |  |
| Summer Break | Is there a requirement for catch up programmes?  Further home education resources?  PP sport camp? |  |  |  |