**Considerations and Actions**

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| **Principles of Returning to School**  **Source: HM Government** | **3 Priorities Identified by SSG** | **Considerations** | **Immediate Actions for Schools / Trust** | **Ongoing Actions for Schools / Trust** | **Led By** |
| The safety and mental, emotional and physical wellbeing of students and staff | Re-engagement | Some vulnerable children (as defined pre-pandemic) have not engaged with school actively through closure period. Re-engagement needs to take place with these families. This may include rectifying any damage (mental, emotional, wellbeing). Need to identify and assess extent of issues.  Consider those who were vulnerable before pandemic AND those who have become vulnerable due to pandemic.  Similar considerations for staff who were ‘vulnerable’ pre-pandemic (underlying health conditions, mental health etc) and those who may have become vulnerable throughout pandemic. Need to identify and assess extent of issues. | DDAT: Liaise with Children’s Services, DDSCB and wider LAs to establish framework for reporting and updating on concerns. By 31/05/20.  DDAT: Develop 1-page summary for each child confirming assessment of mental, emotional and physical wellbeing. DDAT to provide template By 31/05/20.  DDAT: Identify online counselling courses to recommend to schools. By 31/05/20.  DDAT: Identify specific external support in areas such as bereavement counselling. By 31/05/20.  Schools: Begin process of identifying and assessing vulnerable children / families within agreed framework (as above). By 31/05/20.  Schools: Begin process of assessing needs of staff through informal pastoral discussions and completion of assessment if necessary (DDAT to provide template). By 31/05/20.  Schools: Identify appropriate member(s) of staff to complete online counselling course and arrange completion of course. By 30/06/20. | DDAT: Monitor engagement with external agencies and adapt process/communication methods where required.  DDAT: School Improvement Team to continue pastoral ‘check ups’ with Headteachers to assess welfare.  Schools: Update assessments for vulnerable children and staff documenting progress and highlighting emerging issues. Weekly??  Schools: Identify any ongoing CPD needs for staff in areas such as counselling. Date? | DDAT: CEO  Schools: Headteacher (with support from DSL/DDSL) |
| Relationships | Similar to considerations above, an assessment of the need to re-establish relationships with key members of staff to be included in 1-page summary.  For children with SEND, additional time and resource required to build relationships with key staff to be considered.  Establishment of pastoral support for pupils and staff. | Schools: Identification of the specific needs of SEND pupils i.e. staff required to support and rebuild relationship. Plan timetables for staff and pupils to incorporate additional time to work 1:1 or in small groups if necessary. By 31/05/20.  Schools: Plan pastoral reflection time into weekly staff meetings to allow discussion on experiences and for Headteachers to identify any additional support for staff. By 30/06/20. | Schools: Daily supervision with staff supporting pupils and documentation of any ongoing and/or emerging issues with action plans.  Schools: Ongoing evaluation of additional support needed for staff. | Headteacher (with support of SENDCO and DDAT HR) |
| Routines | Review of school timetable to reflect:   * Social distancing; * Transition back into school for all pupils / vulnerable pupils / SEND; * Transition back into school for staff; * Needs of all pupils to be addressed through revised curriculum; * Short, medium and long-term plans for returning to full curriculum. | DDAT: Prepare guidance on social distancing measures for schools and implementation using national guidelines if/when available.  DDAT: Identify schools where social distancing may be a particular logistical problem i.e. space constraints and identify mitigations.  DDAT: Contact Jane O’Byrne to discuss development of PSHE curriculum.  Schools: Complete remote training for staff on updated curriculum (as above).  Schools: Create individual weekly timetables for specific pupils and staff identified as requiring additional support.  Schools: Review assessments of all pupils and create graduated timetable leading back into full delivery of curriculum. NB. DDAT to look at creating template plan for schools to adapt. | DDAT: Ongoing review of Government guidance on social distancing with advice being passed to schools.  Schools: Weekly review of curriculum and timetable by SLT to identify any changes and progress of pupils and staff on re-establishment of routines.  DDAT review of trends and themes (positive and negative) as identified by head teachers over time | COO  Headteacher |
| Continuing contribution to the national effort and strategy to fight the spread of Covid-19 | Re-engagement | As more of the UK’s workforce is allowed to return to work, more families will be in need of school places. With social distancing and ensuring adequate support for vulnerable and SEND children, schools need to ensure that school places can still be available for the children of key workers who are involved in the national response to the pandemic. Therefore, vulnerable children and children of key workers should still be prioritised for a period of time with further places being offered where they can be staffed / accommodated safely. See scenario planning below. | Schools: Review scenario planning actions below and develop models of staffing in accordance with the various scenarios. | Schools: Monitor staffing requirements in line with demand for school places. | Headteacher (with support from SBM) |
| Relationships | A number of employers may make demands on parents/carers to return to work. If a school place cannot be offered to the children of these employees, parents/carers will face difficult decisions related to finances and alternative childcare arrangements.  It may be prudent for schools to begin to disseminate messages around expectations on what the reopening of schools will look like. Key messages around:   * Phased opening; * Ensuring safety and operating in line with social distancing measures; * Priority places for key workers / vulnerable children initially; * Limited staff numbers to ensure safety; * Transition period back into full time timetable; * Unlikely to reopen in full initially. | DDAT: Prepare template letter / key messages document to help schools manage expectations and relationships with parents/carers.  Schools: Disseminate messaging to parents/carers over the coming month to ensure realistic expectations around schools reopening. | Schools: Ongoing liaison with parents/carers on what provision can be offered.  Schools: Regular and open communication / dialogue with parents/carers. | DDAT: CEO/COO  Schools: Headteacher |
| Routines | Establishing routines for all children will be difficult during a transition period. However, phasing, clear expectations, timescales and support will help pupils, staff and parents/carers readjust to being in school.  Should schools be required to open in phased manner, parents/carers will need to be clear on (a) whether their children should be in school (b) when their children should be in school (c) timescales for this arrangement and next steps. | Schools: Prepare staffing models and timetables for scenarios outlined below.  Schools: Begin to prepare clear communication to parents/carers to inform of arrangements in place. | Schools: Ongoing monitoring of implementation of timetables/phased provision with adjustments being made where necessary. | Headteacher |
| Having the confidence of parents, staff and students | Re-engagement | Communication with parents/carers, staff and pupils is likely to have been focussed on home learning and/or childcare provision available in school. All stakeholders may need to be reassured that measures around health, safety and wellbeing have been considered by school leaders.  When managing expectations around schools reopening, schools should consider communication/messages around work that has taken place to prepare for pupil and staff return i.e.:   * Hygiene plan; * Deep clean; * Social distancing measures; * Personal care arrangements; * Current self-isolation advice; * Confirmation of (virus) testing availability for staff; * Training completed by staff; * Additional support available. * What will happen if symptoms develop in pupils/staff | DDAT: Prepare key communication / messages for schools to personalise.  DDAT: Work with YMD Boon to create new DDAT standards around hygiene and cleanliness.  Schools: Distribute key messages as part of regular communication to staff and parents/carers. |  | DDAT: COO  Schools: Headteacher (with support of SBM) |
| Relationships | It would be beneficial for staff, pupils and parents/carers to see changes in cleaning and hygiene practices. This will need discussion with school’s contractors in terms of daily, weekly, monthly, termly expectations around cleanliness and tasks. Clear information on additional funding in this area has not been provided by the DfE.  Relationships with cleaning team / supplier will need to be developed to ensure expectations are clear and there is a willingness to work together on new approach. | Schools: Make initial contact with cleaning staff and/or supplier to discuss arrangements for reopening schools and share new documentation / DDAT standards. |  | Headteacher / SBM |
| Routines | As above, cleaning and hygiene practices to be reviewed to ensure safety and wellbeing of all, as well as reassure and develop confidence that the school is a safe place to be.  Hygiene practices for students and staff need to be reinforced through the curriculum, timetabling and across all areas of the school. | Schools: Identify areas to improve everyday hygiene practice e.g. installation of hand sanitiser dispensers in reception area, increase signage around sinks / any communal areas. |  | Headteacher / SBM |
| Ability to prioritise learners at key points, including those from disadvantaged backgrounds | Re-engagement | Need to consider that all children will have different experiences of home learning and many, not solely disadvantaged pupils, will have done very little. However, it is likely that disadvantaged pupils will require more support to re-engage with learning.  Prioritising learners (including those from disadvantaged backgrounds) will require additional resource, mainly staffing and potentially ICT.  The number of places schools can offer to those from a disadvantaged background may depend on capacity already in use by children of key workers and vulnerable children. Will those entitled to FSM be a priority group and included as one of the first groups to return to school? If so, considerations need to be made around stigma for those pupils returning to school ahead of their peers.  Schools to consider any further additional remote support for disadvantaged students during phased opening if places cannot be offered immediately. Development of additional resources for completion that can be easily accessed i.e. hard copies distributed directly to pupils. |  |  |  |
| Relationships | Consider additional training for staff (remotely or in line with social distancing) on quickly re-establishing relationships with their pupils and having the correct discussions with them to ascertain their learning experience (if any) during school closure. This will form part of the one-page document referred to earlier in this document. Discussions need to be sensitively managed by staff. | *DDAT school improvement team to lead training in this area??* |  |  |
| Routines | ‘Catch up support’ requirement to be quantified in terms of staffing and resource requirements. Individual timetables for all children in school considered which do not result in disadvantaged pupils being easily identified by their peers but seek to address the intensive support that may be needed.  *Redesigned curriculum – provision mapping* |  |  |  |
| Having guidance in place to support measures such as distancing, managing attendance and wider protective actions | Re-engagement | DDAT to ensure adequate guidance, template documentation and advice available for all schools to prepare for re-opening.  Individual school plans to be developed that address the issues arising in their own context e.g. limitations of school buildings, numbers of staff available, budget.  DDAT to seek increased advice and guidance from One Education on managing pupil attendance, which may include their support in directly managing attendance, freeing up management time in school.  DDAT to develop clear guidance on management of staff attendance and provide guidance on communication to staff. DDAT HR to be on hand to support individual cases. | DDAT: Continue to review updated Government guidance around social distancing and provide to schools as required.  DDAT: Provide template individual school opening plan for schools to complete in line with own context.  DDAT: Discuss additional support options with One Education around attendance management.  DDAT: Develop ‘attendance management’ policy addendum/guidance for staff.  Schools: Complete individual school opening plans and provide to DDAT. |  |  |
| Relationships | DDAT to provide template outline training for all staff to complete on return to school (delivered by SLT) around social distancing and other protective H&S measures.  Clear communication in place with parents/carers around school actions taken to protect staff and pupils as well as clear expectations around attendance. | DDAT: Work with YMD Boon to produce training materials for schools to use with staff.  Schools: develop communication to parents/carers outlining expectations on attendance prior to reopening. |  |  |
| Routines | Social distancing to be implemented as new ‘normal’ way of interaction in school through communication of age-appropriate messages and actively promoting compliant behaviours.  Work with staff to demonstrate social distancing practice calmly and in a reassuring manner to pupils. |  |  |  |

**Summary of Immediate Actions**

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| **DDAT** | **Schools** |
| Liaise with Children’s Services, Safeguarding Board and wider LAs to establish framework for reporting and updating on concerns. By 31/05/20.  Develop 1-page summary for each child confirming assessment of mental, emotional and physical wellbeing. By 31/05/20.  Identify online counselling courses to recommend to schools.  Identify specific external support in areas such as bereavement counselling.  Prepare guidance on social distancing measures for schools and implementation.  Identify schools where social distancing may be a particular logistical problem i.e. space constraints and identify mitigations.  Contact Jane O’Byrne to discuss development of PSHE curriculum.  Prepare template letter / key messages document to help schools manage expectations and relationships with parents/carers.  Work with YMD Boon to create new DDAT standards around hygiene and cleanliness.  Continue to review updated Government guidance around social distancing and provide to schools as required.  Provide template individual school opening plan for schools to complete in line with own context.  Discuss additional support options with One Education around attendance management.  Develop ‘attendance management’ policy addendum/guidance for staff.  Work with YMD Boon to produce training materials for schools to use with staff on increased hygiene and health and safety. | Begin process of identifying and assessing vulnerable children / families within agreed framework (as above). By 31/05/20.  Begin process of assessing needs of staff through informal pastoral discussions and completion of assessment if necessary (DDAT to provide template). By 31/05/20.  Identify appropriate member(s) of staff to complete online counselling course and arrange completion of course.  Identification of the specific needs of SEND pupils i.e. staff required to support and rebuild relationship. Plan timetables for staff and pupils to incorporate additional time to work 1:1 or in small groups if necessary. By 31/05/20.  Plan pastoral reflection time into weekly staff meetings to allow discussion on experiences and for Headteachers to identify any additional support for staff. By 30/06/20.  Complete remote training for staff on updated curriculum (as above).  Create individual weekly timetables for specific pupils and staff identified as requiring additional support.  Review assessments of all pupils and create graduated timetable leading back into full delivery of curriculum. NB. DDAT to look at creating template plan for schools to adapt.  Review scenario planning actions below and develop models of staffing in accordance with the various scenarios.  Disseminate messaging to parents/carers over the coming month to ensure realistic expectations around schools reopening.  Prepare staffing models and timetables for scenarios outlined below.  Begin to prepare clear communication to parents/carers to inform of arrangements in place.  Distribute key messages as part of regular communication to staff and parents/carers.  Make initial contact with cleaning staff and/or supplier to discuss arrangements for reopening schools and share new documentation / DDAT standards.  Identify areas to improve everyday hygiene practice e.g. installation of hand sanitiser dispensers in reception area, increase signage around sinks / any communal areas.  Complete individual school opening plans and provide to DDAT.  Develop communication to parents/carers outlining expectations on attendance prior to reopening. |

**Scenario Planning and Actions**

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| **Scenario** | **Actions** |
| Summer Term Opening (Phased to September) | * Identify pupils eligible to access place in addition to those currently eligible (i.e. vulnerable and children of key workers – V/KW). * Confirm staffing requirements for above. * Confirm organisation of classes and use of classrooms and other areas to comply with social distancing. * Confirm timetable for pupils and staff e.g. V/KW Monday-Friday, others eligible: EY mornings only, Y6 Monday/Tuesday, Y2 Thursday/Friday, Wednesday deep clean etc. * Develop attendance monitoring based on above. * Confirm pick up and drop off arrangements for parents/carers – staggered start/end of school day (e.g. drop off between 8am and 9.30am) and breakfast / after school clubs (e.g. collection between 3pm and 5pm). * Prioritise completion of one-page summaries for eligible children. * Prepare communication materials for parents/carers of eligible children. (include updated guidance on social distancing, self-isolation, attendance monitoring, actions completed by school for safety). * Prepare communications for all parents/carers confirming eligibility for a place in school. * Ensure deep clean completed across school site in advance of re-opening. * Ensure kitchen orders placed for number of pupils requiring meals. * Update school signage around hand washing/hygiene. * Installation of hand sanitiser dispensers around school site. * Discuss cleaning standards with cleaners/supplier and agree updated routine. * Complete remote staff meeting to inform all of reopening plan and arrangements in place. Brief staff members on action to take should a pupil display signs that they are unwell. Complete 30-minute safeguarding refresher concentrating on signs of abuse/neglect and action to take in the event of a disclosure being made. * Brief teaching staff on changes to curriculum and provide remote training. * If possible, speak to all individual staff members who are on rota to be in school for first week to check welfare and availability to work. * If school site has been closed for a period of time (e.g. for schools operating within regional hub model), instruct site/premises team to complete testing on all systems and utilities. Complete site safety check prior to opening e.g. fire alarms. * Continue completion of one-page documents for each pupil. * Ensure home learning continues to be supported by staff not in school. * Continue to record any additional costs incurred by school. * Ensure children eligible to FSM continue to receive vouchers (if not eligible for place in school). |
| September Opening (Phased) | Actions to be completed May – July:   * Continue completion of one-page documents for each pupil. * Develop attendance monitoring system (DDAT to provide any guidance from One Education) * Prepare communication materials for parents/carers of eligible children. (include updated guidance on social distancing, self-isolation, attendance monitoring, actions completed by school for safety). * Prepare communications for all parents/carers updating on actions being taken by school and expectations for return in September. * Ensure deep clean completed across school site. * Update school signage around hand washing/hygiene. * Installation of hand sanitiser dispensers around school site. * Discuss cleaning standards with cleaners/supplier and agree updated routine. * Complete series of remote staff meeting to: inform all of reopening plans and arrangements in place, brief staff members on action to take should a pupil display signs that they are unwell, complete safeguarding refresher, brief on changes to curriculum and delivery, introduce staff attendance policy addendum to make expectations clear. * Speak to all individual staff members to check welfare and availability to work in September. * If school site has been closed for a period of time (e.g. for schools operating within regional hub model), instruct site/premises team to complete testing on all systems and utilities. Complete site safety check prior to opening. * Ensure home learning continues to be supported by staff not in school. * Continue to record any additional costs incurred by school. * Ensure children eligible to FSM continue to receive vouchers (if not eligible for place in school).   Actions to be completed on confirmation of pupils eligible for place (as advised by Government or decision made locally):   * Identify pupils eligible to access place in addition to those currently eligible (i.e. vulnerable and children of key workers – V/KW). * Confirm staffing requirements for above. * Confirm timetable for pupils and staff e.g. V/KW Monday-Friday, others eligible: EY mornings only, Y6 Monday/Tuesday, Y2 Thursday/Friday, Wednesday deep clean etc. * Confirm organisation of classes and use of classrooms and other areas to comply with social distancing. * Confirm pick up and drop off arrangements for parents/carers – staggered start/end of school day (e.g. drop off between 8am and 9.30am) and breakfast / after school clubs (e.g. collection between 3pm and 5pm). * Ensure kitchen orders placed for number of pupils requiring meals. |
| Full Opening in September | * Ensure completion of one-page documents for each pupil. * Prepare communications for all parents/carers updating on actions being taken by school and expectations for return in September. * Ensure deep clean completed across school site. * Update school signage around hand washing/hygiene. * Installation of hand sanitiser dispensers around school site. * Discuss cleaning standards with cleaners/supplier and agree updated routine. * Complete series of remote staff meetings to: inform all of reopening plans and arrangements in place, brief staff members on action to take should a pupil display signs that they are unwell, complete safeguarding refresher, brief on changes to curriculum and delivery. * Speak to all individual staff members to check welfare and availability to work in September. * If school site has been closed for a period of time (e.g. for schools operating within regional hub model), instruct site/premises team to complete testing on all systems and utilities. Complete site safety check prior to opening. * Continue to record any additional costs incurred by school. |