

PHASE 1 – May 2020

School Phased Re-opening

Planning Tool to Support School Leaders

- 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.
- It incorporates the latest DFE guidance 12/5/2020 (Opening schools for more children and young people: initial planning framework for schools in England).
- We have also added some additional points for consideration and provided links to departments and professionals within a range of Durham county council services who may be able to provide additional support.
- This checklist is not intended to replace your own policies or agreed processes but is a tool to support planning and perhaps highlight areas where you need additional thought, support or collaboration with other stakeholders or settings.
- We have populated some of the 'School Action' cells with actions for schools to consider following discussions with headteachers. We will share more of these as we gather further examples of professional practice.

Please feel free to adapt/edit if this is useful to meet the needs of your school or setting.

<https://www.gov.uk/government/publications/actions-for-educational-and-childcare-settings-to-prepare-for-wider-opening-from-1-june-2020/opening-schools-for-more-children-and-young-people-initial-planning-framework-for-schools-in-england>

1. Consider: Premises	Government Guidance	Local Authority Support	School Actions Needed	School Specific Actions
1. Are you able to identify likely numbers of pupils returning?		<ul style="list-style-type: none"> • Phil Hodgson – Lead ‘School Logistics’ Task & Finish Group 03000 265842 phil.hodgson@durham.gov.uk • David Gray - Health and Safety Team Leader 03000 265787 david.gray@durham.gov.uk • Graeme Plews - School Places & Admissions Manager 03000 265777 graeme.plews@durham.gov.uk • Julie Evans -School Places & Capital Programme Manager 03000 265783 julie.evans@durham.gov.uk • Emma Short - Contract Support Officer 03000 269538 emma.short@durham.gov.uk 	<ul style="list-style-type: none"> • To ring families of Reception, Year 1 and Year 6 children and discuss possibility of returning to school • All vulnerable/EHCP/ key workers children should be urged to attend immediately • Shielding children should not attend • If a child lives with someone who is shielding (extremely vulnerable) they should not be in school 	To identify which classroom will hold which Year group based on numbers and social distancing
2. In special schools how many pupils can you				

take as part of the phased return?		<ul style="list-style-type: none"> Carole Tweddle – Contract Support Officer 03000 268001 carole.tweddle@durham.gov.uk 		
3. Consideration of children in alternative provision arrangements		<ul style="list-style-type: none"> Beverley Attle – Contract Support Officer 03000 269542 beverley.attle@durham.gov.uk 	Link with David Wall/Helen Atkins around risk assessments.	
4. What physical changes and adaptations will leaders need to think about to ensure a safe entry and safe exit to the school for all?	Consider how children and young people arrive at the education or childcare setting, and reduce any unnecessary travel on coaches, buses or public transport where possible (guidance will shortly be published on safe travel)	<ul style="list-style-type: none"> Aimee Scott – Strategic Account Manager Procurement 03000 265169 aimie.scott@durham.gov.uk 	Entry and Exit to be labelled with appropriate signage and to be supervised by an adult. Parents/Carers cannot enter site or gather at school gates and doors.	HT has arranged for signage to be put in place Hand sanitiser has been put up at entry and safe exit.
5. What changes might be needed to provide a staggered start and end to the day?		<ul style="list-style-type: none"> School Leadership Adviser David Wall – Inclusion & Alternative Provision Co-ordinator 03000 265903 david.wall@durham.gov.uk Simon Day – IPT Contract & Services Manager 03000 268521 simon.day@durham.gov.uk 	Drop off and collection times need to be different for different groups so that contact is minimal.	<ul style="list-style-type: none"> Key Worker Children can attend school 8am-3.30pm Reception children 8.45am-3.00pm Year 1 children 9.00am-3.15pm Year 6 children 9.15am-3.30pm
6. How will the entry and exit be supervised and labelled/marked out including appropriate signage?			Entry and Exit to be labelled with appropriate signage and to be supervised by an adult.	HT has arranged for signage to be put in place

		<ul style="list-style-type: none"> Adrian White – Head of Transport & Contracts Services 03000 267455 adrian.white@durham.gov.uk Andrew Leadbetter – Integrated Passenger Transport Manager 03000 268512 andrew.leadbetter@durham.gov.uk <p>External Support</p> <p>Public Health England</p>	No one may enter site if displaying symptoms	Hand sanitiser has been put up at entry and safe exit.
7. Has the school site been measured to ascertain what the maximum safe capacity would be?	Organise classrooms and other learning environments such as workshops and science labs for those groups, maintaining space between seats and desks where possible		<ul style="list-style-type: none"> Can your classrooms accommodate up to 15 children safely or will you need to teach smaller groups? Do you have the spare capacity of rooms and staff to teach in smaller groups? 	<ul style="list-style-type: none"> Classroom 1, 2, 4 can accommodate 6 children safely. Classroom 3 can accommodate 8 children safely. ICT Suite can accommodate 4 children safely School Hall can accommodate 10 children safely
8. Is there a plan to limit movement around the site to reduce risk?		<p>PHE North of England Regional Office Blenheim House West One Duncombe Street Leeds LS1 4PL United Kingdom</p> <p>0300 303 8395</p>	<ul style="list-style-type: none"> Can you arrange one-way systems? What signage might be needed to reinforce this? 	<ul style="list-style-type: none"> Signage to be put in corridor showing floor markings of 2m distance Staggered break and lunchtimes so groups are not mixing or moving around at the same time. Limited toilet breaks so that children don't gather at the toilets Groups are to stick to 1 room during that day and remain in that

				room for the rest of the term.
9. Has the capacity and availability of cleaning staff been considered to meet the increased need for cleanliness and hygiene of the premises?	<p>Protective measures in education and childcare setting.</p> <p>The DfE guidance on Implementing Protective Measures in Education and Childcare Settings contains detailed advice for settings on:</p> <ul style="list-style-type: none"> • cleaning, including supplies of cleaning and handwashing products • testing and tracing • PPE • what settings should do in response to a case of COVID-19 being confirmed 		<ul style="list-style-type: none"> • Is there a need for hours to increase or would changes to working hours be required? • Are you developing an enhanced cleaning schedule? 	<ul style="list-style-type: none"> • Caretaker hours and cleaners hours would remain the same. • Bins to be emptied throughout the day • Door handles to be cleaned at the end of each lesson and when children have a break.
10. How are leaders planning to increase stock levels to ensure sufficiency of supplies for cleaning, toilet and hygiene products, first aid, soap and hand sanitiser?			Extra supplies was ordered before school closure and new orders have also been placed.	<ul style="list-style-type: none"> • Hand sanitiser is in every classroom • Sanitiser at entry and exit point, school office, hall and ICT suite

<p>11. How are leaders making sure the use of school space both inside and outside is used effectively to ensure the safety of all pupils and staff adhering to social distancing recommendations?</p>	<p>Where settings can keep children and young people in those small groups 2 metres away from each other, they should do so. While in general groups should be kept apart, brief, transitory contact, such as passing in a corridor, is low risk.</p>		<ul style="list-style-type: none"> • Consider staggered break and lunch times. • Do break times happen for year groups or smaller class groups? • For specific catering advice, please contact your catering support officer. 	<ul style="list-style-type: none"> • Staggered breaktimes and lunchtime outside • Lunches in classrooms
<p>12. How will classes be set out to ensure all pupils can follow social distancing effectively?</p>			<ul style="list-style-type: none"> • Will all equipment pupils need be available to them at their desk space so as to limit movement? • Will early years areas be more spacious to allow for easier movement around the room? 	<ul style="list-style-type: none"> • Desks/seats to be separated 2m apart • Toys and equipment should not be used by other groups and should be cleaned between groups • Unnecessary items should be removed from classrooms and stored elsewhere • Remove all soft furnishings, toys and soft toys that cannot be easily cleaned • Pupils will have own equipment set out on desks • Limit children taking things home and then back to school.

<p>13. With social distancing in mind, how many pupils can be safely taught in the classroom areas?</p>	<p>Each setting's circumstances will be slightly different. 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. Solutions might involve children attending a nearby school. If necessary, settings have the flexibility to focus first on continuing to provide places for priority groups and then, to support children's early learning, settings should prioritise groups of children as follows:</p> <ul style="list-style-type: none"> • early years settings - 3 and 4 year olds followed by younger age groups • infant schools - nursery (where applicable) and reception 			<ul style="list-style-type: none"> • Classroom 1, 2, 4 can accommodate 6 children safely. • Classroom 3 can accommodate 8 children safely. • ICT Suite can accommodate 4 children safely School Hall can accommodate 10 children safely
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	<ul style="list-style-type: none"> primary schools - nursery (where applicable), reception and year 1 			
14. How will a school day be managed to ensure social distancing for example, breaks, lunchtime?			<ul style="list-style-type: none"> Consider staggered break times & lunches. Could children have lunches brought to them in their classrooms? 	<ul style="list-style-type: none"> Staggered breaktimes and lunchtime outside Lunches in classrooms
15. How will accommodation and staffing be managed to accommodate the children of critical workers and vulnerable children alongside returning year groups?			<ul style="list-style-type: none"> Would it be possible to maintain groups together with identified staff? Have EHCP risk assessments been carried out? 	<ul style="list-style-type: none"> EHCP risk assessments have been carried out-to discuss further with 2 families if children are to attend. 2/4 remain home due to vulnerability.
16. How will leaders manage the different perspectives of parents – sending pupils into school or deciding not to?			<ul style="list-style-type: none"> Consider how to reassure parents of how you intend to keep their child as safe as possible. Are there any vulnerable children you'd wish to encourage parents to send in. 	<ul style="list-style-type: none"> Individual HT discussions with families No vulnerable children

<p>17. What about the public facing areas? – Will parents/other visitors be allowed in? Are staff behind screens? Can doors be opened without visitors needing to touch?</p>			<ul style="list-style-type: none"> • Could communication to parents indicate the best way to contact school? • Which visitors would be appropriate to enter school? 	<ul style="list-style-type: none"> • No parents/carers allowed in building without making appointment. In emergency discussions to take place outside with 2m social distance. • Contractors are made aware of protocols and allowed onsite to enable health and safety checks • Doors cannot be opened without visitors touching so regular cleaning of handles required.
<p>18. Will there be sanitisers at entry points?</p>				<ul style="list-style-type: none"> • Sanitisers at all entry points
<p>19. Staff shared areas – will you limit access to staff room and shared kitchen facilities? Limit on staff meetings?</p>			<ul style="list-style-type: none"> • How many staff could safely be in staff areas? • What expectations would there be of cleaning by staff after using the kitchen facilities? • Where could physical staff meetings be held 	<ul style="list-style-type: none"> • Staff meetings to be held in hall and will focus on well being and concerns-not initially CPD • Unnecessary meetings will not take place so staff can get home and focus on family.

			with enough space for social distancing, or would virtual meetings be more appropriate?	<ul style="list-style-type: none"> • Staff room will be limited to two members of staff to ensure social distance
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2. Consider: Health and Safety	Government Guidance	Local Authority Support	School Actions Needed	School Specific Actions
1. 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"> • Phil Hodgson – Lead ‘School Logistics’ Task & Finish Group 03000 265842 phil.hodgson@durham.gov.uk 	How will 1 st Aid requirements be staffed?	<ul style="list-style-type: none"> • Most of our staff have paediatric first aid training
2. 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"> • David Gray - Health and Safety Team Leader 03000 265787 david.gray@durham.gov.uk 		
3. How will leaders implement the guidance implementing protective measures in education and childcare settings , including agreeing on		<ul style="list-style-type: none"> • Graeme Plews - School Places & Admissions Manager 03000 265777 graeme.plews@durham.gov.uk • Julie Evans -School Places & Capital Programme Manager 		

<p>any necessary updated health and safety policy and risk assessments.</p>		<p>03000 265783 julie.evans@durham.gov.uk</p>		
<p>4. Have leaders considered what safeguarding provision is needed in school to support returning children (e.g. where new issues have arisen, or existing ones escalated)? Are leaders and staff aware of updated protocols and procedures and updated the safeguarding policy?</p>		<ul style="list-style-type: none"> • Emma Short - Contract Support Officer 03000 269538 emma.short@durham.gov.uk • Carole Twedde – Contract Support Officer 03000 268001 carole.twedde@durham.gov.uk • Beverley Attle – Contract Support Officer 03000 269542 beverley.attle@durham.gov.uk 	<p>Are school prepared for possible increase in disclosures?</p>	
<p>5. What are the PPE needs for the staff at school? Consider contact and risk assess? What about impact on young/vulnerable children seeing staff in PPE?</p>	<p>PPE is only needed in a very small number of cases including:</p> <ul style="list-style-type: none"> • children, young people and students whose care routinely already involves the use of PPE due to their intimate care needs should continue to receive their care in the same way • if a child, young person or other learner becomes unwell with symptoms of coronavirus while in their 	<ul style="list-style-type: none"> • Aimee Scott – Strategic Account Manager Procurement 03000 265169 aimie.scott@durham.gov.uk • Yvonne Martin – Civil Contingencies Officer 03000 264636 yvonne.martin@durham.gov.uk • School Leadership Adviser 	<ul style="list-style-type: none"> • When are appropriate times to wear PPE – e.g. to carry out 1st Aid? If so, what would be appropriate to wear, e.g. gloves & apron? • Are there certain intimate care roles that may require some PPE, e.g. gloves & apron? 	<ul style="list-style-type: none"> • PPE with face mask is required for intimate care, first aid and if child is displaying symptoms.

	<p>setting and needs direct personal care until they can return home. A fluid-resistant surgical face mask should be worn by the supervising adult if a distance of 2 metres cannot be maintained. If contact with the child or young person is necessary, then disposable gloves, a disposable apron and a fluid-resistant surgical face mask should be worn by the supervising adult. If a risk assessment determines that there is a risk of splashing to the eyes, for example from coughing, spitting, or vomiting, then eye protection should also be worn</p>	<ul style="list-style-type: none"> • Ian Shanks – Lead Education Safeguarding & Vulnerable Groups 03000 265908 ian.shanks@durham.gov.uk <p>External Support</p> <p>Public Health England</p> <p>PHE North of England Regional Office Blenheim House West One Duncombe Street Leeds LS1 4PL United Kingdom</p> <p>0300 303 8395</p>		
<p>6. 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</p>	<p>Education, childcare and children’s social care settings and providers should use their local supply chains to obtain PPE. Where this is not possible, and there is unmet urgent need for PPE in order to</p>		<ul style="list-style-type: none"> • What is the latest Government & PHE advice? No need for PPE – no need for face masks or face covering except for those staff that work with children who need intimate care 	<ul style="list-style-type: none"> • Gloves, aprons and face masks have been purchased and in school

<p>assess and gain support where required.</p>	<p>operate safely, they may approach their nearest local resilience forum.</p>		<p>and children who display symptoms while waiting for parents to collect if cant maintain 2m distance</p>	
<p>7. 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.</p>				
<p>8. How will you manage situation if a child begins to show signs or symptoms of Covid –19?</p>			<ul style="list-style-type: none"> • Is there a space in school where a child could be isolated? • How will that child be supervised safely? Would some PPE be available to staff supervising a child with symptoms? 	
<p>9. 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 and supervised if necessary?</p>			<ul style="list-style-type: none"> • Could only 1 member of the family bring pupils to school? • Can parents drop off at school gate, not come into school grounds? 	

<p>10. 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)</p>				
<p>11. Have leaders planned arrangements with suppliers and checked they are following appropriate social distancing and hygiene measures (for example, food suppliers, grounds maintenance, transport providers), including when in school?</p>			<p>For specific catering advice, please contact you catering support officer.</p>	

12. How will leaders consider the impact of any changes to premises and systems on staff and pupils with protected characteristics, including race and disability.				
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3. Consider: Governance	Government Guidance	Local Authority Support	School Actions Needed	School Specific Actions
1. How are governors involved in the discussion and planning for the school re-opening?		<ul style="list-style-type: none"> Richard Crane – Lead ‘Governance’ Task & Finish Group 03000 265731 richard.crane@durham.gov.uk Jill Huntington – Deputy Governance Manager 03000 265687 jill.huntington@durham.gov.uk 	<ul style="list-style-type: none"> Is the HT in regular communication with the Chair of Governors? Does the Chair keep all governors up to date? Could the health & safety governor and safeguarding governor be involved in some way in a supportive role? 	

<p>2. 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?</p>		<ul style="list-style-type: none"> • School Leadership Advisors 		
<p>3. 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?</p>				
<p>4. What are school leaders doing to ensure governors are aware of what is happening and what input are governors having in the decision-making process?</p>				
<p>5. How will governors evaluate the impact of their work to re-open</p>				

the school? What ways can this be achieved?				
6. How are governors ensuring they are providing support to leaders in this current situation, including considerations around safety, work-life balance and wellbeing?				

4. Consider: Staff	Government Guidance	Local Authority Support	School Actions Needed	School Specific Actions
1. How are leaders going to communicate and consult with staff over the re-opening plan for their school?		<ul style="list-style-type: none"> Janet Crawford – Principle Educational Psychologist 03000 263320 Janet.crawford@durham.gov.uk 	It is important that leaders know staff anxieties so that these can be addressed if possible.	
2. What is the availability of current staff and what will need to be increased to accommodate increased demand? Need to consider those	Staff workload and wellbeing Governing boards and senior leaders should be conscious of the wellbeing of all staff, including senior leaders themselves, and the need to implement flexible working	<ul style="list-style-type: none"> Ian Shanks – Pupil Placement & Education Safeguarding Manager 03000 265908 ian.shanks@durham.gov.uk 	Will admin staff be available for work so that the office is manned? If not, how will this be addressed?	

<p>who might need to self-isolate/shield, but also those who can only return once their own children have returned to school.</p>	<p>practices in a way that promotes good work-life balance and supports teachers and leaders. Workload should be carefully managed, and schools and colleges should assess whether staff who are having to stay at home due to health conditions are able to support remote education, while others focus on face-to-face provision. Senior leaders and boards will want to factor this into their resource and curriculum planning, and consider where additional resource could be safely brought in if necessary.</p>	<ul style="list-style-type: none"> • SEND/Inclusion leads peter.mulholland@durham.gov.uk Jackie.sharpe@durham.gov.uk Rachel.leonard@durham.gov.uk Dianne.hodgson@durham.gov.uk • Lindsay Burkinshaw Specialist Advisory Teacher (SEMH) & Behaviour Intervention Team Leader 03000267767 lindsay.burkinshaw@durham.gov.uk • Phil Hodgson – Strategic Manager, Professional Support & Development 03000 265842 phil.hodgson@durham.gov.uk 	<p>Agree any flexible working arrangements needed to support any changes to your usual patterns (for example, staggered start/end times).</p>	
<p>3. 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"> • Julie Rimmer – Support & Provision Lead Officer (CPD enquiries) 03000 265816 julie.rimmer@durham.gov.uk • Christine Durand - Support & Provision Lead Officer (Safeguarding support enquiries) 03000 265797 	<p>The updated document 'Mental Health is Everybody's Business' can support leaders in directing staff to appropriate support. https://www.durham-scp.org.uk/wp-content/uploads/2020/04/Making-Mental-Health-Everybody-COVID-19-supplementary-document.pdf</p>	

		christine.durand@durham.gov.uk	Durham EPS Critical Incident, loss and bereavement guidance offers advice and guidance	
4. What minimum staffing will you require on a daily basis with the model of phased return?		<ul style="list-style-type: none"> Helen Nixon – Support & Provision Lead Officer (Early Years enquiries) 03000 268931 helen.nixon@durham.gov.uk Fay Biddlecombe – Senior Subject Professional Development Advisor (NQT enquiries) 03000 265844 fay.biddlecombe@durham.gov.uk School Leadership Adviser 	<p>Include the key worker/vulnerable groups childcare in this figure.</p> <p>Agree staff workload expectations</p>	
5. What models of staffing are required for the school to be able to operate feasibly?			<p>Consider how home learning will be planned for and implemented, alongside staffing of pupils in school.</p> <p>Ensure key staff availability – e.g. DSL, DT, 1st Aid</p>	
6. How will the return be managed with staff changing regularly? How will staff be informed of this information?				
7. What cover plans have been thought of should leaders/teachers have significant absence? (all staff)				

8. What staff training (either delivered remotely or in school) might be needed to implement any changes the school plans to make (for example, risk management, curriculum, behaviour, safeguarding)				
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5. Consider: Pupils	Government Guidance	Local Authority Support	School Actions Needed	School Specific Actions
1. How could you adapt the timetable to allow for more socially distant activities (e.g. outdoor learning/use of hall?)		<ul style="list-style-type: none"> • Karen Sproates – School Meals Team Leader 03000 269535 karen.sproates@durham.gov.uk • Janet Crawford – Principle Educational Psychologist 03000 263320 janet.crawford@durham.gov.uk 	<ul style="list-style-type: none"> • Teachers to plan outdoor lessons where possible • Timetable- choose which lessons are possible 	<ul style="list-style-type: none"> • Groups should not mix in same areas • Consideration needed for each group • Outdoor equipment should not be used unless can clean between each group
2. Do you have a full up-to-date list of all eligible key workers, including those who have not			May the numbers increase as more access work? Has this been taken into	

<p>taken up the offer yet, but do qualify?</p>		<ul style="list-style-type: none"> • School Leadership Adviser 	<p>account in staffing ratios?</p>	
<p>3. 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?</p>	<p>Parents and children and young people should be encouraged to walk or cycle where possible and avoid public transport at peak times.</p> <p>Schools, trusts and local authorities should work together and with relevant transport providers to put in place arrangements which fit the local circumstances, including the measures being put in place to reduce contact. Further guidance is available in Guidance on implementing protective measures.</p>	<ul style="list-style-type: none"> • Simon Day – IPT Contract & Services Manager 03000 268521 simon.day@durham.gov.uk • Adrian White – Head of Transport & Contracts Services 03000 267455 adrian.white@durham.gov.uk • Andrew Leadbetter – Integrated Passenger Transport Manager 03000 268512 andrew.leadbetter@durham.gov.uk 		<ul style="list-style-type: none"> • One parent/carer to supervise child to come to school • Encourage children to walk to school
<p>4. What do leaders think will be more difficult or not possible to do in school due to social distancing rules? Are there alternatives that could be considered for now and/or in the future?</p>	<p>Free play at breaktime/lunchtime will not be possible to ensure 2m social distance rules</p>		<ul style="list-style-type: none"> • Staff to use breaktimes as structured PE lessons 	<ul style="list-style-type: none"> • No team games or contact sport or sharing equipment

5. What will be the provision of meals look like and how will arrangements be made to ensure social distancing?	To ensure food is available for pupils who attend, educational settings are expected to reopen their kitchens and ensure that meals are able to be prepared and served safely.		For specific advice, please contact your catering support officer.	<ul style="list-style-type: none"> • School dinners will be served one group at a time with queues of 2m distance apart- children then eat lunch in classrooms • Children can bring packed lunch
6. Have leaders considered whether breakfast or after school can operate?				<ul style="list-style-type: none"> • No after school clubs to remove expectations beyond school day- ensure staff well being and avoid workload

6.Consider: The curriculum and learning	Government Guidance	Local Authority Support	School Actions Needed	School Specific Actions
1. Support for home learning – how will schools manage the home school curriculum		<ul style="list-style-type: none"> • School Leadership Adviser 	<ul style="list-style-type: none"> • To continue with home learning for children who cant attend school 	<ul style="list-style-type: none"> • Home learning packs are already in place

effectively for children not returning or returning part time.		<ul style="list-style-type: none"> Janet Crawford – Principle Educational Psychologist 03000 263320 janet.crawford@durham.gov.uk 		<ul style="list-style-type: none"> Class teachers continue to support home learning by email/phone calls
2. What changes will need to be made to behaviour policies to reflect the new rules and routines necessary to reduce risk in your setting?		<ul style="list-style-type: none"> Specialist Send and Inclusion teams and EPS – contact your link EP and Sen teams or eps@durham.gov.uk Clare Nicholls – Pupil Placement & Attendance Manager 03000 265535 clare.nicholls@durham.gov.uk 	<p>Are behaviour policies fit for purpose in light of the impact of the COVID-19 lockdown on pupils' mental health & well-being? Do any adaptations need to be made? Are there any staff training implications needed in light of this?</p>	<ul style="list-style-type: none"> Behaviour policy and Rights Respecting ethos continues to reflect new rules
3. 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>Schools and colleges continue to be best placed to make decisions about how to support and educate all their pupils during this period, based on the local context and staff capacity.</p> <p>Where year groups are returning to school, we would expect school leaders and teachers to:</p> <ul style="list-style-type: none"> Consider their pupils' mental health and wellbeing and identify any pupil who may need additional support, so they are ready to learn. 		<p>What is 'reasonable'?</p> <p>What do we want for our children in the summer term?</p> <p>Do we begin with re-engaging pupils with the process of learning?</p> <p>Do we focus on PSHE, wellbeing and the basics at first?</p> <p>What are our revised expectations for the curriculum?</p>	<ul style="list-style-type: none"> Choose which lessons/ activities will be delivered Plan outdoor lessons where possible On immediate return focus on mental wellbeing Gradually introduce work to rebuild basic skills in Maths and English Identify potential gaps in learning Reassess phonics groups and

	<ul style="list-style-type: none"> • Assess where pupils are in their learning and agree what adjustments may be needed to the school curriculum over the coming weeks. • Identify and plan how best to support the education of high needs groups, including disadvantaged pupils, and SEND and vulnerable pupils. • Support pupils in Year 6, who will need both their primary and secondary schools to work together to support their upcoming transition to Year 7. 			<p>provide programmes to help and support</p> <ul style="list-style-type: none"> • More opportunities for reading and research
4. How are leaders looking at the development of the curriculum for 2020/2021?			<p>As above, will the full curriculum be gradually introduced?</p> <p>What will priorities be?</p>	<p>To identify gaps in learning and make necessary adjustments</p>
5. Have leaders planned for addressing mental health, pastoral or wider well-being concerns and considered what additional support			<p>This document highlights a wide range of evidence based mental health supports relevant to Durham</p> <p>https://www.durham-scp.org.uk/wp-content/uploads/2020/05/M</p>	

might be needed for all pupils?			H_and_EW_Support_CYP S.pdf	
6. How will leaders ensure support is available for vulnerable and/or disadvantaged children (including any dual-registered students) and put in place provision for the return of pupils with special educational needs and disabilities (SEND)?			SENCO to liaise with SEN casework team to identify what provision can be reasonably provided for in line with education, health and care (EHC) plans.	
7. 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?	No school will be penalised if they are unable to offer a broad and balanced curriculum to their pupils during this period.		<ul style="list-style-type: none"> • To assess what elements of learning have been missed and then put forward relevant adjustments • Leaders to consider which topic areas have been missed and to assess if these can be visited through other topics later in the key stage 	

8. How well developed is your curriculum for pupils around mental health and wellbeing. Does it consider principles around say the 'Thrive' Model			<ul style="list-style-type: none"> • Rights Respecting ethos, lego therapy, circle time, mental health first aider are available 	
9. How will leaders maintain attendance records?			<ul style="list-style-type: none"> • Attendance will be recorded as normal in school • Online attendance to DFE will also be recorded daily 	

7.Consider: Communication with pupils/students	Government Guidance	Local Authority Support	School Actions Needed	School Specific Actions
1. What contact will staff have with pupils to share expectations for return to school?		<ul style="list-style-type: none"> • School Leadership Adviser 	<ul style="list-style-type: none"> • You tube video, phone calls to explain to children any differences 	
2. Are there additional ways to communicate with pupils to prepare them, perhaps integrating this into their learning as groups			<p>Could photos of the changes of what school & their classroom look like be shared before they arrive in school?</p>	

of pupils have school-based learning extended?			Will timetables, routines be shared before pupils return?	
3. 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?				
4. What opportunities will pupils have to be able to share the experiences they have had with COVID-19 sensitively?			Is any staff training or discussion required before reopening to prepare for this?	
5. 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?				

8.Consider: Communication with parents	Government Guidance	Local Authority Support	School Actions Needed	School Specific Actions
1. How will leaders communicate with parents during the various phases of re-opening? Could this be through video link/email/school social media/newsletter?				
2. 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?				
3. What on-going weekly/regular communication could be used to ensure parents are kept well-informed?				

<p>4. Have leaders considered parental choice re sending their children into school – what might this guidance and advice look like and be for parents?</p>	<p>Schools and colleges should resume taking their attendance register and continue to complete the online Educational Setting Status form which gives the Department for Education daily updates on how many children and staff are attending. The Department will continue to monitor attendance at early years settings, via local authorities.</p>			
<p>5. What attendance considerations might there be prior to schools returning?</p>	<p>Whilst there will be no penalty for families who do not send their children to school, families will be strongly encouraged to take up these places - unless the child or a family member is shielding, or the child is particularly vulnerable due to an underlying condition.</p>		<p>Plan content and timing of communications to parents and pupils (including discussing attendance expectations and other specific things that parents should do to help prepare returning pupils, for example, arrangements for drop-off/collection). Plan how children of critical workers and vulnerable children will be accommodated alongside returning year groups and encourage attendance (unless they are extremely clinically vulnerable and shielding, or medical</p>	

			<p>advice or further guidance suggests they should not attend).</p> <p>Agree ongoing learning offer for eligible pupils who can't attend school, as well as offer for those that continue to be out of school.</p> <p>Agree ongoing approach for learning offer for vulnerable children and children of critical workers who are in school but not in the returning year groups.</p>	
6. How involved are governors in communicating with parents and the school's community?			<p>A communication from governors can be helpful to school leaders in reassuring parents that all safety precautions possible have been actioned.</p>	

9.Consider: LA/Trust/Diocese/RSC	Government Guidance	Local Authority Support	School Actions Needed	School Specific Actions
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1. What support will leaders require from LA/Trust/RSC throughout each phase?			Contact leadership advisers and/or other appropriate officers for advice.	
2. What additional support can be brokered – working together – for example, clusters of schools, within federations or trusts etc.?				
3. 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?				

10.Consider: Transition	Government Guidance	Local Authority Support	School Actions Needed	School Specific Actions
1. How will leaders contact and support transition of new children of all phases		<ul style="list-style-type: none"> School Leadership Adviser 		<ul style="list-style-type: none"> New Reception parents have been contacted via

<p>for September 2020 – and will leaders consider changing induction arrangements?</p>		<ul style="list-style-type: none"> • Direct contact with link EP and Send and Inclusion teams, including EWEL team, or eps@durham.gov.uk • David Wall – Inclusion & Alternative Provision Co-ordinator 03000 265903 david.wall@durham.gov.uk 		<p>telephone and email by LG</p> <ul style="list-style-type: none"> • Discussions have already taken place regarding SEND children with parents, professionals, SENDCO and class teacher
<p>2. How will leaders contact and support transition of new early years children for September 2020</p>				<ul style="list-style-type: none"> • As above and via email/video • Video has been made for children introducing staff and photo book of school has been sent out via email
<p>3. Have leaders ensured that pupils' transition from primary to secondary provision is considered and how this will be communicated with the appropriate settings?</p>				<ul style="list-style-type: none"> • HT has sent all information to relevant secondary schools and discussed each pupil with transition leaders. Secondary schools have also contacted families • Transition resources available on

				school website and text alerts sent to parents/carers
4. Are there any thoughts about how secondary schools contact/communicate with primary schools to ensure effective transition?			Through discussions with Leadership Advisors and other Local Authority Officers, have schools identified pupils who could be vulnerable to exclusion/attendance through transition.	<ul style="list-style-type: none"> SENDCO has discussed necessary info with transition leaders
5. How are leaders ensuring pupils' transition into sixth form and further education settings are considered? What are the transition arrangements and how are pupils/students informed?				
6. What arrangements have been thought of to ensure all important information is shared – verbally/documentary – between schools and between home and school?			<ul style="list-style-type: none"> Regular Phone calls with families and contact via email, text, video and newsletters 	

DfE guidance (up to date at time of issue):

- **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>
- **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>
- **Prevention and control-** <https://www.gov.uk/government/publications/guidance-to-educational-settings-about-covid-19/guidance-to-educational-settings-about-covid-19>
- **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>
- **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>
- **NQT advice:** <https://www.gov.uk/government/publications/coronavirus-covid-19-induction-for-newly-qualified-teachers>
- **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>
- **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](#)

- **Supporting parents:** <https://www.gov.uk/government/publications/covid-19-school-closures/guidance-for-schools-about-temporarily-closing#working-with-parents>
- **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>