

**RECOVERY PLANNING: SUPPORTING THE IMPLEMENTATION OF
NATIONALLY DETERMINED EXPANSION MILESTONES
THROUGH EFFECTIVE LOCAL DECISION MAKING**



This document is to promote thinking: please do not infer that at the time of publication (see footer) local or national announcements have been made or that a re-start model has been decided upon. These will be led-by and announced by national government forthwith.

Before reading it, please watch the introductory video from the project co-ordinator on behalf of the working group: [VIDEO](https://www.youtube.com/watch?v=TRF1OPjbnwY) (Manual link: <https://www.youtube.com/watch?v=TRF1OPjbnwY>)
The overriding principle of this document is to provide a template from which to build your own bespoke & contextualised planning check-list for use in your own school or academy.

Background

Cambridgeshire CEO Network initiated a working group with Peterborough CEO Network, the Local Authority, the Diocese and HMI secondees to assimilate planning in preparation for the eventual expansion of school provision. A representative group has met multiple times, wider regional sector views have been sought and collated (including from initial surveys involving 97% of Cambridgeshire and Peterborough schools and academies).

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. We have tried to make the puzzle easier by making some reasonable assumptions about the future, because whilst many known-unknowns remain, some things are known to be very likely if not actually known. These are listed below, and inform our pro-active approach:

- At some point in the next few months, school provision will need to be expanded to meet welfare, educational and economic exigencies.
- As other countries have done, this is likely to be through the publication of hoped-for phased expansion milestones, staged into the future.
- It will be intended that these milestones are implemented contextually at a per-school level, through confident evidence-based local planning i.e. with variation across regions and between schools, but with common future end goals. This document seeks to support that evidence-driven process.
- The initial trigger for expansion milestones will be determined by 5 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), expansion milestones are likely to be gradual (phased)

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.

- By setting down how we might attempt to manage different scenarios of return, we can isolate the main constraints and help the government by informing central decision makers of our perceptions regarding which models might be made to work, and which not - in our locality at least. No model will be ideal.

These assumptions have been used to create a framework usable in three phases. Phase I: Current; Phase II: Gradual managed expansion; Phase III: Sustaining provision until the elimination of risk.

How to Use this Document

There are 15 areas to consider; safeguarding, premises, health and safety, HR, governance, staffing, phased return of pupils, vulnerable pupils, curriculum home/school, communication pupils, communication parents, LA/Trusts, transition of pupils, finance, COVID 19 infection control.

These are set out in clear checklists of key decisions that apply equally across all three phases, but with different conclusions and consequences given the phase and particular school circumstances. These need considering 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.

Please note:

- Schools should only open where the *Appropriate/Responsible Body* (for example Trust, Local Authority, or Diocese etc.) consider it safe and correct to do so based on a risk assessment.
- Staff should not be asked to teach and operate schools outside of their contractual requirements and those who are shielded (see Public Health guidance) should be supported and can still play an active role in the school at a distance where appropriate.
- Transition will need to be prioritised to support pupils moving between phases.
- Where there are insufficient staff to meet health and safety requirements, schools will be supported with decisions over closure if all options have been considered and exhausted.

The information contained in these documents is intended for sharing, copying and adapting by others: readers should feel free to do so, quoting their source where appropriate. All opinions are expressed, advice given and information supplied in good faith and while every care has been taken in preparing these documents, the authors make no representation and give no warranties of whatever nature in respect of these documents, including but not limited to the accuracy or completeness of any information, advice, facts and/or opinions contained therein. The authors and their employers cannot be held liable for the use of and reliance on these documents. Users are responsible for all actions taken as a consequence of use.

Recovery planning: guidance for re-opening your school Phase I/II/III

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.

Draft working version 1: to be updated as a working document and to include the latest information and guidance as it is given over coming weeks.

Guidance to support the re-opening your school

Phase I
Current

Phase II
Gradual managed expansion

Phase III
Sustained provision until
elimination of risk

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(To be completed as the working document develops and events unfold)

Phase I/II/III

Checklist 1: Safeguarding

Consider:	Phase I: Actions needed (if any): Risk/support required/additional considerations	Phase II	Phase III
What additional risk assessments/amendments need to be in place for safeguarding of pupils - what these will look like for setting/schools and pupils (individually identified vulnerability)			
How has the safeguarding policy been reviewed and amended in light of the current situation?			
Have you adopted a 'COVID-19 outbreak' addendum to your child protection policy to include the specific issues for these circumstances?			
What could the specific issues be for your school?			
How are you ensuring that someone is responsible for ensuring the policy actions are completed?			
Are governors aware of the Government's interim safeguarding guidance and how this has been included in their school policy?			
How are you making sure that someone is responsible for continuity in safeguarding leadership?			
How might you ensure a trained DSL is available, in-person, by phone or video link when required?			
Is there a nominated senior leader to be the onsite safeguarding lead?			
Are all staff aware of the new arrangements for DSLs and reporting concerns?			

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Are the leaders aware of any LA/Trust changes there may be for contacting the LADO?			
Are leaders aware of changes there may be for contacting/referring to the MASH team or other external services?			
Are leaders aware of changes there may be for contacting social workers?			
Are all who need to, aware of which children have social workers and how to contact them?			
Do all who need to, know which children are CLA/PCLA, who their Virtual School Head is and how to contact them?			
If you are a hub, how are you making sure that all staff understand that you have the responsibility for safeguarding all children and staff?			
Are leaders able to evaluate the risks and include this information in their rationale for assessing which pupils come into school first and when?			
Are leaders considering remote safeguarding based upon teacher knowledge from their pupils and the daily/weekly contact they have with their pupils and families?			
Do all who need to know, know which children should be in school and follow up where they do not attend?			
Who is ensuring emergency numbers and alternatives are kept up to date?			
Are there new staff deployed to the school/volunteers? How are they made aware of the safeguarding processes they should adhere to?			

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How might you make sure new staff, staff relocated to the school, and volunteers understand the staff code of conduct?			
How have you ensured that any volunteers have been individually risk-assessed?			
How are you making sure that each vulnerable child/pupil has an easily transferable record of why they are vulnerable, a copy of the EHCP and/or CIN or CP Plan, the name of their social worker and contact details, for LAC children the name of the relevant Virtual School Head?			
How are you keeping track and recording which staff are onsite daily?			
Have you checked that the SCR is up to date with any relocated staff or volunteers and made sure that the appropriate checks have been made?			
Have leaders ensured that the safer recruitment processes are clear and adhered to, for example, being aware of anyone unknown to the school offering themselves as a volunteer?			
How are you ensuring staff are aware and understand that there may be an impact on the mental health of pupils, parents and staff or volunteers; and therefore, have access to whatever support may be available?			
Have you checked that the school has an online teaching and learning/curriculum policy which considers safeguarding risks for those pupils accessing home learning?			
Additional considerations:			

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DfE guidance:

- **Safeguarding:** <https://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers/coronavirus-covid-19-safeguarding-in-schools-colleges-and-other-providers>
- **Remote learning:** <https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19>
- **Attendance:** <https://www.gov.uk/government/publications/coronavirus-covid-19-attendance-recording-for-educational-settings>

Phase I/II/III

Checklist 2: Premises (any school)

Consider:	Phase I: Actions needed (if any): Risk/support required/additional considerations	Phase II	Phase III
What physical changes and adaptations will leaders need to think about to ensure a safe entry and safe exit to the school for all?			
How will the entry and exit be supervised and labelled/marked out including appropriate signage?			
Has the school site been measured to ascertain what the maximum capacity/proportion of pupils that can physically be in school at any one time with the social distancing applied?			
Has the capacity and availability of cleaning staff been considered to meet the increased need for cleanliness and hygiene of the premises?			
What is the availability of current staff and what will need to be increased to accommodate increased demand?			
Have the site team/assigned person increased stock levels for cleaning, toilet and hygiene products, first aid, soap and hand sanitiser? This will take time to order and be delivered - staff need to communicate the time scales for this to be in place.			
How will leaders ensure it is checked that staff maintain higher than normal levels of essential supplies to prepare for more frequent cleaning or the possibility of a second outbreak of COVID-19/or cases of COVID-19 and additional 'deeper' cleaning needing to take place?			

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<p>How will leaders ensure staff responsible arrange for extra cleaning of the school, especially for areas, furniture and equipment still in use by the children of key workers and vulnerable children and additional pupils as the attendance of pupils increases?</p>			
<p>How are leaders making sure the use of school space both inside and outside is used effectively to ensure the safety of all pupils adhering to social distancing recommendations?</p>			
<p>How will classes be set out to ensure all pupils can follow social distancing effectively?</p>			
<p>With social distancing in mind, how many pupils can be safely taught in the classroom areas?</p>			
<p>What areas are safe to be used by pupils for different purposes than the school premises were used for previously to achieve better social distancing?</p>			
<p>Have leaders considered a premises risk assessment if any cases of COVID-19 occur? What will happen and who will be responsible for overseeing this/doing this?</p>			
<p>Have leaders looked at premises use for lettings to make decisions about whether these will be stopped/some restarted/fully operational again? (May have financial implications for schools as well as in 'normal' times, care for pupils for working parents)</p>			
<p>Additional considerations:</p>			

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DfE guidance:

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

Phase I/II/III

Checklist 3: Health and safety

Consider:	Phase I: Actions needed (if any): Risk/support required/additional considerations	Phase II	Phase III
How have leaders added to/adapted the health and safety policy and other associated policies to include aspects linked to COVID-19 management?			
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?			
What procedures will be in place for staff to safely return to school and prepare classrooms for the phased return of pupils?			
What are the PPE needs for the staff at school? Consider contact and risk assess?			
Have leaders explored how PPE equipment will be obtained and the timing for this as this will impact upon the pupils entering the school and staff attending? Risk assess and gain support where required.			
What assurance is gained about continual supply of PPE to sustain a phased re-opening safely? Especially for schools where intimate care and physical care is required on a regular basis?			
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.			
What risk assessments will be needed or how are leaders adjusting their risk assessments to meet the current needs of the school?			

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<p>How are leaders ensuring that a named person has responsibility for reviewing and adapting the risk assessments as the school re-opening moves through the phases and pupil attendance increases?</p>			
<p>How will leaders stagger start/finish times/playtimes and lunchtimes to support social distancing measures?</p>			
<p>How will parents drop off and collect pupils at the beginning and end of the school day? What will this look like in your school and how will the social distancing be implemented visually and supervised if necessary?</p>			
<p>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>What additional checks need carrying out to ensure all aspects associated with COVID-19 are thought about and actions taken?</p>			
<p>Have leaders considered the sharing of resources to think about cost and resource especially amongst smaller schools and within cluster working groups?</p>			
<p>Additional considerations:</p>			

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DfE guidance:

- Prevention and control- <https://www.gov.uk/government/publications/guidance-to-educational-settings-about-covid-19/guidance-to-educational-settings-about-covid-19>

Phase I/II/III

Checklist 4: HR

Consider:	Phase I: Actions needed (if any): Risk/support required/additional considerations	Phase II	Phase III
Are all staff clear on the absence reporting system linked to COVID-19? How do leaders know?			
How are leaders ensuring there is a communication link with staff who are shielding so they are supported and their situation is monitored to ensure their well-being?			
When looking at staffing and the changes being made, are there staff that could potentially be redeployed to support the school working effectively?			
Is there a clear system of support through the bereavement policy that ensures staff are clear about the support and systems in place?			
Are staff aware of the bereavement policy and what this may require following the impact of COVID-19? How are staff supported to follow this within their own situations and that of pupils and colleagues?			
What support is offered to staff through the local authority/trust to help staff who are anxious and/or concerned?			
How are leaders inducting new staff during this period of time? Are the appropriate checks being made and overseen including the SCR checks and records?			
How will recruitment be managed?			

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Check any staff contracts that need to be issued, extended or amended in light of the current situation and for the future.			
Check current advice about staff appraisal and pay. If this is paused, what arrangements have been made and how has this been communicated with the staff it involves?			
Prior to the current situation, were there any outstanding HR matters that require appropriate communication within timescales and deadlines, for example, redundancy consultations?			
Are there any external staff required to be furloughed? How has this been communicated and what agreements have been made?			
Additional considerations:			
DfE guidance: <ul style="list-style-type: none"> • Advice: https://www.gov.uk/government/collections/coronavirus-covid-19-list-of-guidance • Data protection: https://www.gov.uk/government/publications/data-protection-toolkit-for-schools 			

Phase I/II/III

Checklist 5: Governance

Consider:	Phase I: Actions needed (if any): Risk/support required/additional considerations	Phase II	Phase III
How are governors involved in the discussion and planning for the school re-opening?			
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?			
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?			
What are leaders doing to ensure governors are aware of what is happening and what input are governors having in the decision-making process?			
How do leaders decide what governors need to know and how frequently they receive information? How might this be being determined?			
How involved are governors in communicating with parents and the school's community?			
Are governors able to work with leaders to review what is happening on a regular basis? What might this look like for the school?			
How will governors know that the plans they have participated in are being followed and adhered to?			

Phase I/II/III	Checklist 6: Staffing/well-being		
can this be achieved that would not cause additional work?			
What agencies are governors working with to ensure they are aware of the staffing situation? What can be planned? And how are staff used effectively as the school moves through the phases of re-opening fully?			
What aspects of governance are being put to one side to deal with the immediate situation? When do leaders envisage these to be reviewed as being or not being required?			
How are governors ensuring they are providing support to leaders in this current situation?			
Additional considerations:			
DfE guidance: <ul style="list-style-type: none"> • 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 			

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Consider:	Phase I: Actions needed (if any): Risk/support required/additional considerations	Phase II	Phase III
How are leaders going to communicate and consult over the re-opening plan for their school?			
How will staff keep themselves safe and be kept safe?			
How will leaders evaluate the well-being and personal and emotional needs of staff who are dealing with anxiety, loss, fear and upset?			
What minimum staffing will you require on a daily basis with the model of phases of pupil entry leaders choose?			
What models of staffing are required for the school to be able to operate feasibly?			
What are the variables that will need to be considered to staff the school and what are the options if this changes from day-to-day?			
What support will staff require to effectively manage the return of pupils to school?			
How will the return be managed with staff changing regularly? How will staff be informed of this information?			
How will staff working arrangements be different and how will you involve them in this process?			
What cover plans have been thought of should leaders/teachers have significant absence? (all staff)			
How could leaders redeploy staff whose roles are outside the reduced provision (e.g. catering staff or after school play leaders?)			

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What is the staffing capacity to support while increasing numbers of pupils attend school - consider how this will led/overseen?			
Additional considerations:			
DFE guidance: <ul style="list-style-type: none">NQT advice: https://www.gov.uk/government/publications/coronavirus-covid-19-induction-for-newly-qualified-teachers			

Phase I/II/III

Checklist 7: Phased return of pupils

Consider:	Phase I: Actions needed (if any): Risk/support required/additional considerations	Phase II	Phase III
What is leaders' rationale as to which year groups/pupils are considering as a priority to have in school first?			
What are leaders' thoughts and rationale about the phased return for all pupils?			
How could you adapt the timetable to allow for more socially distant activities (e.g. outdoor learning/use of hall?)			
How will leaders manage siblings/what will be the offer to families with siblings?			
Do you have a full up-to-date list of all eligible key workers, including those who have not taken up the offer yet, but do qualify?			
What has worked well from being currently open to key workers that you would wish to continue?			
What will need changing to accommodate more pupils than the key worker groups?			
Who are the children that will need continued shielding and what will be the provision for them?			
What do leaders think will be more difficult or not possible to do in school due to social distancing rules? What is the rationale behind this decision? Are there alternatives that could be considered for now and/or in the future?			
Have leaders looked at the weekly model of attendance based upon smaller class sizes? How could this work?			

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Additional considerations:			
DfE guidance: <ul style="list-style-type: none">• Cluster and hubs: https://www.gov.uk/government/publications/using-clusters-and-hubs-to-maintain-educational-provision/cluster-and-hub-provision-coronavirus-covid-19			

Phase I/II/III

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

Consider:	Phase I: Actions needed (if any): Risk/support required/additional considerations	Phase II	Phase III
What is the current level of knowledge leaders have about the vulnerable groups of pupils? How will this inform future planning for their provision?			
While schools have been closed, how have leaders ensured vulnerable pupils are safe, attend school and/or are accessing learning? Is this effective for all? Where it is, how can this be continued while re-opening? If it is not, what can be done to improve this aspect?			
While schools are closed, have families accessed support for pupils - free meals; food banks; support from social workers etc? How will these services be continued and maintained?			
How are pupils currently shielded being supported? What will this look like while working through the phases of re-opening?			
What support will families require as the school re-opens? Can this be from within, or are external agencies needing to be planned for and planned in for different phases of re-opening?			
How are leaders making sure vulnerable pupils are safe and accounted for?			
What additional support measures will require consideration for pupils with SEND to understand social distancing?			

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(thinking about the younger pupils/varying independence levels)			
How will leaders manage the reintegration of EHCP pupils especially those with allocated 1:1 support?			
What arrangements have been made with the local authority to ensure the EHCPs are picked up and continue?			
Have leaders considered what transition will be required for pupils to access the EHCP arrangements?			
Will leaders have a phased or separate return day for those pupils more likely to find transition back to school more difficult?			
How are resources being adapted for vulnerable pupils?			
Additional considerations:			
DfE guidance: <ul style="list-style-type: none"> • Vulnerable: https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people • Extremely vulnerable: https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19 • SEND - https://www.gov.uk/government/publications/coronavirus-covid-19-send-risk-assessment-guidance/coronavirus-covid-19-send-risk-assessment-guidance 			

Phase I/II/III

Checklist 9: Curriculum Home/School

Consider:	Phase I: Actions needed (if any): Risk/support required/additional considerations	Phase II	Phase III
What has the curriculum for pupils at home looked like since the school closed? How are leaders ensuring this is working effectively?			
What school routines could be transferred remotely - assemblies in small groups; group discussions etc?			
What changes are being made/is being kept the same to secure a consistent approach to home-school learning?			
What does learning currently look like for those pupils at home and at school?			
How will the school displays be adapted for the phased approaches to the curriculum?			
How will learning be developed so it improves virtually for all?			
What might learning look like for pupils at the different levels of phased return? Consider rationale for decision about who returns first/last based upon leaders' priorities for the gradual implementation of the curriculum.			
How will pupils' behaviour be managed - break with school routines and expectations - how is this being re-addressed while home schooling so impact upon return is minimised?			
Have pupils been disadvantaged by accessing learning from home? Evaluate to what extent for your school (from this plans/actions to look at what actions to be taken from this)			

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How will the curriculum address the impact upon learning for pupils linked to well-being - loss/stress/concern?			
How will pupils' learning be balanced appropriately with their personal experiences and well-being? How will this inform their curriculum?			
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?			
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?			
Have leaders reviewed the school's typical annual calendar of events to decide when decisions will be taken about cancelling or going ahead with them; summer initially; autumn as planning ahead, 'leaving' events, residential visits, parent evenings, sporting events. How can these aspects be achieved differently?			
How are leaders looking at the development of the curriculum for 2020/2021? Will it need to be rethought as a transition to ensure the re-opening phases can be accommodated safely and so pupils are able to cope academically, personally, socially and emotionally?			
How will the curriculum change and what is the rationale for this as you move through the phases of re-opening?			
What will the whole school approach to teaching be during the phases? How will this be developed and how will leaders and staff ensure there are opportunities for pupils to			

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share their home and school experiences as a key part of their current education?			
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?			
How will leaders work towards meeting pupils' entitlement to a curriculum through the phases so pupils are prepared and emotionally 'ready' to learn again?			
How will the curriculum be adapted and communicated to parents to meet the needs of pupils - emotionally and personally following long periods of time not in school, gaps in being able to access home schooling and differing attitudes between being at home and at school?			
Additional considerations:			
DfE guidance: <ul style="list-style-type: none"> • Home learning support: https://www.gov.uk/government/publications/coronavirus-covid-19-online-education-resources • Remote support: https://www.gov.uk/guidance/get-help-with-technology-for-remote-education-during-coronavirus-covid-19 • Accountability measures: https://www.gov.uk/government/publications/coronavirus-covid-19-school-and-college-performance-measures/coronavirus-covid-19-school-and-college-accountability 			

Phase I/II/III

Checklist 10: Communication - pupils

Consider:	Phase I: Actions needed (if any): Risk/support required/additional considerations	Phase II	Phase III
How are leaders/staff evaluating pupils' preparation and response to return to school - what will happen if that is not positive? What will be in place to support and give additional home support to alleviate this?			
What contact will staff have with pupils to share expectations for return to school?			
Are there additional ways to communicate with pupils to prepare them, perhaps integrating this into their learning as groups of pupils have school-based learning extended?			
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?			
How will leaders communicate with pupils returning to school?			
What opportunities will pupils have to be able to share the experiences they have had with COVID-19 sensitively and how will this shape how staff support pupils to communicate and provide alternative ways for pupils to share and express their thoughts?			
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?			

Additional considerations:			
DfE guidance: <ul style="list-style-type: none"> Pupils’ mental health support/pastoral care at home: https://www.gov.uk/government/publications/covid-19-guidance-on-supporting-children-and-young-peoples-mental-health-and-wellbeing/guidance-for-parents-and-carers-on-supporting-children-and-young-peoples-mental-health-and-wellbeing-during-the-coronavirus-covid-19-outbreak#helping-children-and-young-people-cope-with-stress 			

Phase I/II/III

Checklist 11: Communication - parents

Consider:	Phase I: Actions needed (if any): Risk/support required/additional considerations	Phase II	Phase III
How will leaders communicate with parents during the various phases of re-opening? Could this be through video link/email/school social media/newsletter?			
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?			
What will leaders do to effectively communicate the balance of thought between pupils' learning and their well-being and safety with parents so parents' views are considered and a phased approach with an emphasis on safety and well-being is established based on trusting leaders to keep their children safe?			
What on-going weekly/regular communication could be used to ensure parents are kept well-informed?			
How could a parent group support the school's work with communication?			
Have leaders considered their current means of communication and the strengths of these to use as the school plans and implements re-opening over phases?			
Have leaders considered reasonable expectations of parents sending their children to school?			
How will leaders communicate the messages about safety for children and manage the anxiety parents will have?			

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Have leaders considered parental choice re sending their children into school - what might this guidance and advice look like and be for parents?			
How will communication alleviate the anxiety parents have?			
How will leaders manage attendance with parents considering the various phases of attendance as the re-opening extends further and more pupils are regularly attending school? How can the attendance of pupils be supported during the early stages to alleviate parental anxiety and still share expectations for the future?			
How will leaders share expectations of home learning which will not pressurise parents but equally reiterate set expectations that are realistic, doable and can be transferred seamlessly when pupils attend school more regularly?			
Additional considerations:			
DfE guidance: <ul style="list-style-type: none"> Parents: https://www.gov.uk/guidance/supporting-your-childrens-education-during-coronavirus-covid-19 			

- Parents with pupils with SEND: <https://www.gov.uk/guidance/help-children-with-send-continue-their-education-during-coronavirus-covid-19>
- Supporting parents: <https://www.gov.uk/government/publications/covid-19-school-closures/guidance-for-schools-about-temporarily-closing#working-with-parents>

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Checklist 12: Appropriate Body (e.g.LA/Trust/Diocese)

Consider:	Phase I: Actions needed (if any): Risk/support required/additional considerations	Phase II	Phase III
Who are the key contacts in the Appropriate Bodies			
Have leaders accessed all the information relevant during this time from Appropriate Bodies?			
What support will leaders require from LA/Trust throughout each phase?			
What additional support can be brokered - working together - for example, clusters of school, within federations or trusts etc.?			
Where applicable, do you have consistency with neighbouring/cluster/local schools in terms of your offer/systems? Would it be helpful to do this within trust and/or cluster groups?			
How will leaders take account and implement the agreed guidance from Appropriate Bodies while sustaining a considered, do-able re-opening of the school to meet DfE statutory guidance?			
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?			
Have leaders considered sharing of ideas about monitoring of their work to ensure realistic expectations shared and communicated for how the re-opening plan			

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will impact upon the quality of learning and outcomes?			
Are leaders ensuring they are communicating with the Appropriate Body about their planning so appropriate support is allocated?			
Has the Appropriate Body’s guidance and supportive directives been applied and discussed appropriately to ensure consistency and support is used effectively?			
While considering the plans to re-open, are there any thoughts about what additional support will be required that is additional to the offer that is usually applied?			
Additional considerations:			
DfE guidance: <ul style="list-style-type: none"> Local authority: https://www.cambridgeshire.gov.uk/residents/children-and-families/schools-learning/school-term-dates-closures/school-closures Local authority: https://www.peterborough.gov.uk/residents/schools-and-education/school-closures 			

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Checklist 13: Transition of pupils

Consider:	Phase I: Actions needed (if any): Risk/support required/additional considerations	Phase II	Phase III
How will leaders contact and support transition of new early years children for September 2020 - will leaders consider changing induction arrangements or completing this process online?			
Have leaders ensured that pupils' transition from primary and secondary provision is considered and how this will be communicated with the appropriate settings?			
Are there any thoughts about how secondary schools contact/communicate with primary schools to ensure effective transition?			
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?			
What arrangements have been thought of to ensure all important information is shared - verbally/documentary - between schools and between home and school?			
What might the transition from home learning to return-to-school look like at various stages of re-opening?			
Have leaders considered what will happen following any guidance about how pupils will move on or transition to their next academic year? Do leaders have an 'ideal' that would meet the needs of their own pupils? What might this look like and what are the possible implications and considerations for the future?			

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<p>How are leaders thinking about the needs of pupils with SEND and their needs transferring to other settings and/or moving into different year groups with unfamiliar staff members?</p>			
<p>What does the transition from home learning to school learning look like in your school, for your pupils? Have leaders considered consistency and expectations that are appropriate for the context of families' capacity (albeit because they are working; more than one child at home to home school etc) to support at home?</p>			
<p>How will staff be supported to transition between home/school planning and teaching?</p>			
<p>Additional considerations:</p>			

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Checklist 14: Finance

Consider:	Phase I: Actions needed (if any): Risk/support required/additional considerations	Phase II	Phase III
Is there a business continuity plan that can be adapted to reflect the changes and the phases of re-opening?			
What additional costs are leaders having to incur that were not planned into the original budget, and how will this impact upon the current budget plan and resources? Can these be reclaimed from government for example, increased premises related costs; additional cleaning; support for FSM?			
How will leaders of finance ensure invoices etc continue to be paid and authorised when working remotely?			
Are leaders aware of the delays and cancellations of some financial returns? For example: BFRO for academies cancelled			
Have the reintroduction of contracts been considered? Cleaning; IT support; catering; financial support services etc			
Have leaders evaluated the impact of lettings and the finance implications of possibly not restarting or a phased re-opening of lettings?			
Are there financial implications for transport to ensure social distancing arrangements are upheld?			
Are there visits/trips booked previously, for example, residential whereby monies can be claimed off insurance or refunds applied?			

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Is there a plan for a potential COVID-19 repeat that could be included in a crisis management financial plan?			
Have leaders risk reviewed all related safety concerns with financial implications including premises, cleaning, water hygiene, fire safety, gas safety, ventilation etc?			
Additional considerations:			
DfE guidance on finance: <ul style="list-style-type: none"> • Financial support: https://www.gov.uk/government/publications/coronavirus-covid-19-financial-support-for-education-early-years-and-childrens-social-care/coronavirus-covid-19-financial-support-for-education-early-years-and-childrens-social-care • Exceptional costs: https://www.gov.uk/government/publications/coronavirus-covid-19-financial-support-for-schools/school-funding-exceptional-costs-associated-with-coronavirus-covid-19-for-the-period-march-to-july-2020 • Reducing burdens: https://www.gov.uk/government/publications/coronavirus-covid-19-reducing-burdens-on-educational-and-care-settings/reducing-burdens-on-educational-and-care-settings 			

Phase I/II/III	Checklist 15: COVID-19 considerations/social distancing		
Consider:	Phase I: Actions needed (if any): Risk/support required/additional considerations	Phase II	Phase III
Have leaders considered and voiced their views with stakeholders for discussion the reality of social distancing in the context of their school based upon the size of the school and the care needs of pupils?			
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?			
How will a school day be managed to ensure social distancing for example, breaks, lunchtime?			
How will leaders manage the different perspectives of parents - sending pupils into school or deciding not to?			
What learning has there been about COVID-19 at home to prepare pupils for return? How can this be supplemented by school information?			
Following risk assessment, what PPE is required to ensure staff safety? (see health and safety)			
Have leaders considered the risk of a pupil/staff member contracting COVID-19? Is a plan considered for communication of this to alleviate fear, appropriate communication with external agencies (e.g. public health), how testing will be gained for staff/pupils in contact and thereafter dealing with the impact of this?			
Has the emotional impact upon staff and pupils been evaluated considering what they			

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<p>may have endured through ‘lockdown’ and ‘isolation’ for example, loss, neglect, loneliness. What additional resources can be given to support all staff and pupils to manage and deal with personal circumstances while supporting them through to a form of normality following the trauma?</p>			
<p>How will the curriculum offered change to meet the personal, social and emotional needs of pupils giving them a chance to talk, share and ‘off load’ their worries in a way that will support them to move on to a place of feeling more secure and emotionally stable?</p>			
<p>How will staff and pupils be supported to deal with the day-to-day living with COVID-19 still being a threat prior to a vaccine?</p>			
<p>What will leaders need to consider in order to establish a ‘different’ day-to-day routine and way of schooling while COVID-19 is a threat?</p>			
<p>Can pupils contribute towards what school will need to look like for them to feel safe during the time of COVID-19? How might this be achieved?</p>			
<p>Can parents be consulted about how to alleviate their fears about sending their children to school? Have leaders considered online forums to discuss their ideas?</p>			
<p>Have leaders considered communicating to all that, at this time and for the future until a vaccine is found, schools could think about how they do it differently, rather than ‘getting back to what it was’?</p>			
<p>Additional considerations:</p>			

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DfE guidance:

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

Review/evaluation stage:

Transition from phase III to phase IV:

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

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

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

Useful additional documents and links for reference:

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

Please note:

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