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| **Staff Role** | **Before Re-Opening** | **First Week** | **First Month** | **First Term** | **End of First Year** |
| **Headteacher** | Ensure that key policies are reviewed and up to date; attendance, behaviour, safeguarding, SENDDevelop a clear policy/strategy for expectations around social distancing and ensure that all stakeholders know how to implement this once the children start returning to school | Pupil well-being will be an integral part in the school vision and values All communication to parents, carers and children to be timely and clear to avoid anxietyDeliver carefully planned assemblies/collective worships addressing issues such as:* Rebuilding the school community
* New beginnings – Link to the PSHE scheme of work – PSHE@cambridgeshire.gov.uk
* The importance of social distancing

Monitor attendance of pupilsInform Designated Safeguarding Lead where there are concerns about vulnerable childrenInform class teachersContact parentsDevelop Plan to prepare children for potential future learning disruption. E.g. a second wave | It will be clear from entering school that there is a high priority on pupil well-beingContinue to ensure that all communication with parents, carers and children is timely and clearIdentify opportunities to highlight where children are displaying positive behaviour and attitudes and personal development. E.g. Website, assembly, school newsletter etcContinued assemblies/collective worships focusing on the school community and ‘where we are now?’Continue to monitor attendanceReview and adapt the strategy/policy for social distancing to ensure it is in line with government guidelines | Continue to ensure that all communication with parents, carers and children is timely and clearIdentify opportunities to highlight where children are displaying positive behaviour and attitudes and personal development. E.g. Website, assembly, school newsletter etcReview attendanceContinue to review and adapt the strategy/policy for social distancing to ensure it is in line with government guidelines | Review systems and processes ahead of the next academic year to ensure that they continue to appropriately support pupil well-being at all levelsSocial distancing strategy/policy will be in place for the next academic year and will reflect the government guidelines |
| **Governors** | Identify a governor to focus on pupil well-being | Make contact with well-being lead and liaise with them around key areas for priority, future monitoring visits and support that may be needed | Well-being lead to update identified governor on progress towards key areas for priority | Governor monitoring with a focus on pupil-well-being * Accompany SLT on learning walks around the school looking at attitudes and behaviour
* Link with school leader for pupil well-being to look at strategies in place to support pupils and how effectively these are being used
* Link governor to gain an understanding of the number of pupils who need support with pupil-wellbeing and the impact of this on the pupils and the school
* Look at pupil voice with regards to pupil well-being
 | Governor monitoring with a focus on reviewing pupil well-being |
| **Designated Safeguarding Lead** | Monitor the vulnerable children and identify through discussion with class teachers and parents where other children have become vulnerable due to a variety of reasons | Review of vulnerable children including new children who may have been identified as vulnerable over the course of the week | Continue to monitor vulnerable children and add/remove from the list as necessary | Continue to monitor vulnerable children and add/remove from the list as necessary | Continue to monitor vulnerable children and add/remove from the list as necessary |
| **Designated Teacher for Children in Care**  | Consider the specific needs of each child in care (using knowledge of the pupil, views of the child and carer from the safe and well checks and information from the PEP) to plan transition back into school  | Check in with children in care and the key adults supporting them | Ensure enhanced transition planning in underway to support any changes for the new school yearContinue to monitor the wellbeing and progress of children in care | Ensure summer term PEPs (Covid-19 tab) have been completed for all Cambridgeshire children in careIf you have children in care from other local authorities, ensure you are aware of how they are managing the summer term PEP process and you have fulfilled your part of itContinue to monitor the wellbeing and progress of children in care | Review the Virtual School training programme and book training as appropriateContinue to monitor the wellbeing and progress of children in careEnsure termly PEPs take place, taking the PEP submission date into account when organising the meeting |
| **Designated Teacher for Children Previously in Care** | Consider the specific needs of each child previously in care (using knowledge of the pupil, views of the child and family from the safe and well checks) to plan transition back into school | Check in with children previously in care and the key adults supporting them | Ensure enhanced transition planning in underway to support any changes for the new school yearContinue to monitor the wellbeing and progress of children previously in care | Continue to monitor the wellbeing and progress of children previously in care | Review the Virtual School training programme and book training as appropriate Continue to monitor the wellbeing and progress of children previously in care |
| **Senior Leaders** | Gather pupil information including; * Pupils who have had a strong engagement with the remote learning
* How many pupils have been in school due to parents being key workers
* Number of pupils who have not had much contact with remote learning
* The amount to which children have been using the internet to communicate with friends and family

Ensure that all staff are aware of the range of issues that children could return with including general well-being, attachment issues, mental health, domestic violence, change in financial circumstances etcConsideration and plan for phased return for those children who need itPlan the school day to accommodate expectations for social distancing. Ensure that all staff including TA’s and MDS are clear about what the expectations will be and how routines will be carried outEnsure that there are planned strategies in place to ensure that children can ask for help and get attention as neededPut plans in place for break times and lunch times;Children should be overseen by a range of staff including members of the SLTThere should be opportunities for team building games/activitiesActivities to support social skills should be planned Strategies to support children who will struggle during this time need to be in placeIdentify opportunities for outreach support from a selection of the Cambridgeshire Outdoor Education Centres (Grafham Water, Stibbington and Burwell):* Become familiar with what the centres are offering
* Check locations
* Contact centres

Look at the resource pack of***activities to support pupil well-being*** produced by the Cambridgeshire SIS team in collaboration with the PSHE, PE and Outdoor Education services. Contact sue.bowman@cambridgeshire.gov.uk for more information | Daily learning walks by SLT to all classesEnsure that children are accessing a balance of indoor and outdoor opportunities for learning and for supporting their well-beingEnsure that expectations around social distancing are being metEnsure that there is support for teachers who are not adapting to new situationEnsure that teaching and learning takes into account that children have moved forwards into a new world approach to learningStructured activities in place for break and lunch times to encourage children to re-build relationships. (Delivered by MDS, TA’s and overseen by SLT and teachers)Monitor the strategies in place to ensure that children can ask for help and get attention as needed | Continue to conduct regular learning walksReview phased returns and whether further phasing is neededReview expectations for social distancing:* Is it working effectively
* Make adaptations as needed

Review attendanceContinued focus on the provision for break and lunch times to ensure that this is a positive time for the children’s well-beingReview behaviour logs and incidentsContinue to monitor the strategies in place to ensure that children can ask for help and get attention as needed. Continue to use the strategies that are proving to be most effective | Observations of pupil behaviour and attitudes and personal developmentContinue carrying out regular learning walks to ensure that well-being of the pupils remains a high priority across the school and for all pupilsReview quality of teaching and learning Identify where staff are being most effective in supporting children to move forwards in their learning and where staff need further supportContinued monitoring on the provision for break and lunch times to ensure that this is a positive time for the children’s well-beingReview behaviour logs and incidentsReview any continuing phased returns | Identify key priorities for continuing to support pupil well-being for the next academic yearEffective strategies are in place to ensure that children can ask for help and get attention as neededBreak times and lunch times provide children with positive opportunities to socialise with peersStaff are aware of the well-being issues that surround children and know how to support them |
| **Middle Leaders Inc SENCo** | Ensure that the outdoor space in school is planned for and set up to support children’s learning and well-being Focus on **how** to use outdoor space for learning and giving pupils the message that outdoor time is now not restrictedCarry out an audit of essential resources for PSHE, PE and Outdoor Education and purchase resources as neededSENCO to ensure that all SEND paperwork is up to date and appropriate provision can be put in place when children return to school | Identify children who need additional interventions to support the development of their well-being/social skills/personal development Nurture rooms staffed and resourcedSENCO to monitor well-being of SEND pupils.These children may have increased levels of anxiety about returning to school | SENCO to monitor provision for SEND childrenSENCO to continue to monitor the well-being of the SEND pupils | SENCO to continue to monitor the well-being of the SEND childrenMiddle leaders to review the teaching in their phases/subjects to identify where learning opportunities have best supported the children’s well-being and make adjustments if needed  |  |
| **Class teachers** | Pupils to be contacted by class teachers prior to re-starting school. Include: * What have you been doing at home?What about fitness and activity levels?
* Engagement with friends and relatives – e.g. zoom and quizzes?
* Engagement with the community?

Teachers prepare families for returning to school; it will be different due to social distancingFrom conversations with parents and pupils, identify those children who will need more support in re-starting and assign mentorsIdentify those children who have been either directly or indirectly affected by bereavement and plan interventions to support them.Identify those children who have had limited access to outdoor space and physical exercise whilst not at schoolEnsure that children with EHCP’s have appropriate provision in place | Review of school rules and expectations with childrenDiscuss social distancing with pupils;* Why it is needed and how it will benefit us all for the future
* What the expectations for social distancing in the classroom and around school are
* How this will impact on the school day including break and lunchtimes
* How they can support their community by modelling positive social distancing
* The negative aspect of social distancing such as missing family members and lack of contact with friends

Teachers support children in understanding and managing the sense of loss that children will have around key events either not running in the same way, or not happening at all.  For example;* Whole school assemblies
* Lunch and play times
* School celebrations such as proms, discos etc
* Concerts

Prepare the children for the fact that the school may need to run a more flexible structure in the coming months. (Depending on government guidelines around school opening and social distancing). Ensure that pupils know that the schools will remain focused on supporting all pupils through these timesProvide daily team building opportunities for all children to support rebuilding relationships indoors and outdoorsIntegrate 30 mins of  moderate  physical activity in to the timetable everyday (this could be in 3 x 10 minute sessions and does not need to be one block)Start to monitor fitness levels – mental and physical fitness of class Daily structured PSHE lessonsBuild in time for reflection and connection with feelings and opportunities to develop mindfulnessAll children have opportunities to speak with adults about their concern, worries, and anxieties. Mentors allocated where neededPlans in place to support children with behavioural difficultiesIdentify children who may benefit from accessing the outreach programs at the Cambridgeshire Outdoor CentresLook at the resource pack of***activities to support pupil well-being*** produced by the Cambridgeshire SIS team in collaboration with the PSHE, PE and Outdoor Education services | All pupils will continue to have opportunities to use the outdoor space for their learningContinue to integrate 30mins of moderate physical activity everyday (this could be in 3 x 10 minute sessions and does not need to be one block). This is in addition to the timetabled PE.Continued regular PSHE lessons and opportunities for reflection, mindfulness and social skills buildingReview social distancing with the children;* How are they feeling about it?
* What are the problems?
* Is there a way that it could be done better?

Children who need access to a mentor continue to do soCounselling to continue for those children who require itMake links to early help for families where appropriateInterventions are in place for those children who need additional support and are updated accordingly Begin building up Reading and writing stamina again; allow pupils to read for pleasure and to write about their own interests Interventions to include outreach programs from the Cambridgeshire Outdoor Centres where appropriateUse range of activities from the resource pack of***activities to support pupil well-being*** produced by the Cambridgeshire SIS team in collaboration with the PSHE, PE and Outdoor Education services | Collect pupil voice about pupil well-beingCollect parent voice about pupil well-beingPupils should continue to have access to outdoor space and opportunities for learning outdoors. Pupils should view the outdoors as part of their ‘learning environment’Pupils should continue to be taught the structured PSHE lessons in addition to accessing opportunities as needed for reflection, mindfulness and social developmentPupils should continue to have 30 mins of integrated physical activity in their timetable in addition to their timetabled PE sessionsCounselling should be continued for children who need access to itInterventions should be updated and new interventions planned as needed. Interventions to include outreach programs from the Cambridgeshire Outdoor Centres where appropriateContinue to review social distancing requirements and expectations with children. Use range of ideas from the resource pack of***activities to support pupil well-being*** produced by the Cambridgeshire SIS team in collaboration with the PSHE, PE and Outdoor Education services | Hold transition meetings with class teachers for next academic year to ensure that they are aware of individual pupil well-being needsSchool grounds will be fully utilised by class teachers for;* developing well-being
* physical development
* learning opportunities

Plans will be in place to continue the high quality provision for PE and PSHEStrategies will continue to be implemented for those children who require well-being support Children will be aware of the expectation around social distancingUse range of activities from the resource pack of***activities to support pupil well-being*** produced by the Cambridgeshire SIS team in collaboration with the PSHE, PE and Outdoor Education services  |
| **Teaching Assistants** | Ensure that teaching assistants are aware of the potential issues surrounding the children that they will be supporting and that appropriate training is in place for them | TA’s to act as mentors for targeted pupilsTA’s to have access to a range of resources to support children’s needs appropriately | TA’s continue to act as mentors for targeted pupilsTA’s to deliver focused interventions | TA’s continue to act as mentors for targeted pupilsTA’s to deliver focused interventions | TA’s continue to act as mentors for targeted pupilsTA’s to deliver focused interventions |
| **All staff** | Awareness that the vulnerable children will now be different. Children will be vulnerable for a variety of reasons including; changes in family financial circumstances, anxiety about family health, loss of social skills etcKnow the expectations around social distancing and how this will impact on the school dayUse links for the Cambridgeshire PSHE, PE and Outdoor Education services:<https://www.pshecambridgeshire.org.uk/website><https://www.cambslearntogether.co.uk/services-to-schools/pe/pesow><https://www.cambslearntogether.co.uk/services-to-schools/cambridgeshire-outdoors-education> | Vigilance around pupil attendance, presentation, conversation, health, social, emotional and physical well-being – using school reporting systems to log concerns with DSLs Whole school collective focus on the importance of the school community and environmental Sustainability for our future. (Optimistic thinking about the future) | Vigilance around pupil attendance, presentation, conversation, health, social, emotional and physical well-being – using school reporting systems to log concerns with DSLs Whole school collective focus on the importance of the school community and environmental Sustainability for our future. (Optimistic thinking about the future) | Vigilance around pupil attendance, presentation, conversation, health, social, emotional and physical well-being – using school reporting systems to log concerns with DSLs Whole school collective focus on the importance of the school community and environmental Sustainability for our future(Optimistic thinking about the future) | Vigilance around pupil attendance, presentation, conversation, health, social, emotional and physical well-being – using school reporting systems to log concerns with DSLs Whole school collective focus on the importance of the school community and environmental Sustainability for our future (Optimistic thinking about the future) |
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| **Important Contacts:*** Head of School Improvement Service Rosemarie Sadler - rosemarie.sadler@cambridgeshire.gov.uk - 01223 728376
* PSHE lead advisers - Steph Hoskin – steph.hoskin@cambridgeshire.gov.uk 01480 376276 and Cathy Murphy – cathy.murphy@cambridgeshire.gov.uk - 01480 376256
* Juliet Adloune- Adult Mental Health First Aid Instructor, Professional Development and Improvement Adviser [Primary]-Juliet.Adloune@cambridgeshire.gov.uk - 07768 711634
* PE lead adviser – Ian Roberts – ian.roberts@cambridgeshire.gov.uk 01480 379077
* Outdoor Education adviser – Stephen Brown – stephen.brown@cambridgeshire.gov.uk 01480 379677
* Head of Virtual School - Claire Hiorns – claire.hiorns@cambridgeshire.gov.uk - 01223 699883
* School Improvement Adviser – Sue Bowman – sue.bowman@cambridgeshire.gov.uk – 07919 871164

**Cambridgeshire Outdoor Centres;**Burwell House: Burwell.House@cambridgeshire.gov.uk Head of centre – Diane Miller - 01638 741256Grafham Water Centre: info@grafham-water-centre.co.uk Head of centre – Teresa Thorp - 01480 810521Stibbington Centre: cees.stibbington@cambridgeshire.gov.uk Head of centre - Helen Johnston - 01780 782386/782494 |