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| **Staff Role** | **Before Re-Opening** | **First Week** | **First Month** | | **First Term** | | **End of First Year** |
| **Headteacher** | **Establish re-opening approaches/transition approach and inform parents of school opening arrangements**  **Establish rules/communication code with staff around communication with parents** | **Excellent communication is non negotiable**  **Meet and greet parents safely on the playground at least daily**  Monitor Teachers interactions with parents  **Be responsive and available**  FSM arrangements to continue  Ensure protocols are established for regular communications and updates to go out to parents:   * Newsletters * Parent mail * Website updates * Class newsletters   [Help Pack for Schools](https://www.cambslearntogether.co.uk/school-improvement/coronavirus-help-pack-for-schools/)  [Help Pack for School’s: Wellbeing](https://www.cambslearntogether.co.uk/school-improvement/coronavirus-help-pack-for-schools/wellbeing)  [Help Pack for Schools: Home Learning Opportunities](https://www.cambslearntogether.co.uk/school-improvement/coronavirus-help-pack-for-schools/home-learning-opportunities)  [Home Learning](https://www.cambslearntogether.co.uk/home-learning)  [Wellbeing](https://www.cambslearntogether.co.uk/home-learning/wellbeing)  [Free Resources](https://www.cambslearntogether.co.uk/home-learning/challenges)  [School Competition and Projects](https://www.cambslearntogether.co.uk/home-learning/projects)  [Internet Safety](https://www.cambslearntogether.co.uk/home-learning/computing)  **Review Critical Incident and Business Continuity Plan in relation to the pandemic and support for parents**  **Signposting to Education Psychologists in respect of Bereavement Support** | **Secondary Transfer support and information – support and guidance**  **Review Critical Incident and Business Continuity Plan in relation to the pandemic and support for parents**  **Continue with signposting to Education Psychologists in respect of Bereavement** Support  **Continue to engage with parents through the school website and newsletters;**   * **Essential for any parents with children on a phased return where parents continue need access to information virtually**   **Ensure that there are increased opportunities to celebrate children and their achievements** | | **Review Critical Incident and Business Continuity Plan in relation to the pandemic and support for parents**  **Communicate ‘where we are now’ to parents**   * **Highlight the areas of the school community that have been re-established.** * **Share any positive information** * **Share examples of learning from school and home** * **Inform parents of the next steps in re-building the school community** | | **Critical review aims and approaches to working with parents including parental audit of communication and engagement with learning**  **Review and tailor parental communications to encourage positive dialogue about learning**  **Offer more sustained and intensive support where it is needed to help parents support learning.**  [**https://educationendowmentfoundation.org.uk/tools/guidance-reports/working-with-parents-to-support-childrens-learning/**](https://educationendowmentfoundation.org.uk/tools/guidance-reports/working-with-parents-to-support-childrens-learning/)  **Review Critical Incident and Business Continuity Plan in relation to the pandemic and support for parents**  **Communicate to parents the positive work that has happened within the school since re-opening**  **Share key information for future working that parents will need to know for the next academic year** |
| **Governors**  **(see governance re-opening poster)** | **Continue with meetings and committees in yearly calendar of events with safe distancing**  Check in and keep in touch with  Headteacher and senior leaders, record visits to the school | **Check in and keep in touch with Headteacher and senior leaders, record visits to the school Governors present and visiting the school if not all- key Govs, CoGs** | **Governors present and visiting the school if not all- key Govs, CoGs**  **Review of policies in line with changes associated with COVID-19:**   * **Behaviour Policy** * **Attendance Policy** * **Safeguarding Policy** * **SEN Policy** | | **Parent Representatives on the Governing Body – surgery, questionnaire, report issues raised to FGB** | | **Review Critical Incident and Business Continuity Plan in relation to the pandemic and support for parents**  **Critical review aims and approaches to working with parents including parental audit of communication and engagement with learning**  **Review and tailor parental communications to encourage positive dialogue about learning** |
| **Designated Safeguarding Lead** | In reference to key workers and vulnerable pupils attending ensure vigilance around pupil attendance, presentation, conversation, health, social, emotional and physical well-being – using school reporting systems to log concerns with DSLs  **Review of all vulnerable pupils returning**  **DSLs meet and report to HT** | **Vigilance around pupil attendance, presentation, conversation, health, social, emotional and physical well-being – using school reporting systems to log concerns with DSLs**  **Weekly Attendance/Register Checks in Relation to Specific Pupil Tracking – feedback to HT**  **Increased and establish weekly Checks on logs for First Aid, PREVENT, PRIDE, Behaviour, Bullying, Racism, etc**  **Re-establish relationships/meet with all vulnerable families** | **Monthly review of Vulnerable pupils noting actions and impact – shared with the HT** | |  | |  |
| **Senior Leaders** | **Consider establishing Parent Surgery where parents can speak to someone without an appointment**  **Establish protocols for dealing with bereavement** | **Excellent communication is non negotiable**  **Begin to embed protocols for dealing with bereavement**  **Review and update parents in classrooms/parent helpers or adopt a transition approach from Home Learning**  **Re-establish links with PTA**  **Role of assembly/collective worship in terms of rebuilding the school community**  **Celebration Assembly with parents invited in accordance with government social distancing guidelines** | **Parents working in classrooms to support pupils during re-settling (volunteer safeguarding measures applied)**  Out of Hours Clubs, Breakfast and After School Clubs – fully up and running to support working parents | | Pupil Progress Meetings to include focus on Disadvantaged and Vulnerable pupils  **Develop effective and regular workshops for parents**  **Links to EEF – 13 projects to consider relating to improved parental engagement in learning:** [**https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/**](https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/) | |  |
| **Middle Leaders inc SENCo** | Signpost Parents requiring support to any of the multi-agencies as required, as well as:  [Cambridgeshire & Peterborough Domestic Abuse and Sexual Violence Partnership](https://www.cambsdasv.org.uk/website/support__help/84011)  [Cambridgeshire & Peterborough Safeguarding Board](http://www.safeguardingcambspeterborough.org.uk/children-board/parents-carers/)  [Gingerbread – Single Parents, Equal Families](https://www.gingerbread.org.uk/coronavirus/)  [Keeping Children Safe in Education 2019](https://www.gov.uk/government/publications/keeping-children-safe-in-education--2)  [Keep Your Head](https://www.keep-your-head.com/cyp)  [NSPCC](https://www.nspcc.org.uk/)  [Parent Zone & NCA-CEOP - Parent Info](https://parentinfo.org/)  [Stay at Home: Guidance for households with possible Coronavirus (COVID-19 Infection)](https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance/stay-at-home-guidance-for-households-with-possible-coronavirus-covid-19-infection)  [Stop It Now! - Preventing Child Sex Abuse](https://www.stopitnow.org.uk/)  [Think U Know](https://www.thinkuknow.co.uk/parents/)  [Women’s Aid](https://www.womensaid.org.uk)  Signposting to Countywide and District Hubs, Early Help District Teams  Links for parents to the Cambridgeshire SEND Local Offers To access the Local Offer SEND Coronavirus (COVID 19) Information – click [HERE](https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer/local-offer-send-services-coronavirus-information)  Hotlines for parents/carers - Family Voice – click [HERE](https://fis.peterborough.gov.uk/kb5/peterborough/directory/site.page?id=z7PlQFTSsas)  **Cambridgeshire**  Pinpoint - click [HERE](https://www.pinpoint-cambs.org.uk/)  SENDIASS – click [HERE](https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer/local-offer-care-and-family-support/send-information-advice-and-support-service-sendiass)    **SENCO to contact parents of children with EHCP’s to discuss their provision for re-starting school** | **Excellent communication is non negotiable**  **SENCO to communicate with parents of EHCP children to discuss how they are managing and any issues arising during the first week** | **EHCP, Health Care Plan, etc., reviews and updates where necessary in line with scheduled dates – communicating changes to all who need to know**  **Maintain protocols for regular communications and updates to go out to parents:**   * **Newsletters** * **Parent mail** * **Website updates** * **Class newsletters** | | i | |  |
| **Class teachers** | **Class teacher to contact parents prior to reopening. Discussions to include:**   * **Identification of key parental concerns** * **Knowledge of change of family circumstances such as financial situation/bereavement/**   **new baby etc**   * **Identify parent level of anxiety about returning to school** * **Understanding of how home schooling has been implemented and any difficulties that parents have had with this** | Weekly attendance check for class – reporting concerns to HT or Attendance Officer  **Regular PSHE and SMSC references throughout teaching and in assemblies**  **Class teacher to contact any parents of children who have had a difficult week and discuss strategies for moving forwards**  **Learning Links advised so families can continue to support pupils remaining at home**  **For Schools:**  **For Families and Schools:**  [**Home Learning**](https://www.cambslearntogether.co.uk/home-learning)  [**Wellbeing**](https://www.cambslearntogether.co.uk/home-learning/wellbeing)  [**Free Resources**](https://www.cambslearntogether.co.uk/home-learning/challenges)  [**School Competition and Projects**](https://www.cambslearntogether.co.uk/home-learning/projects)  [**Internet Safety**](https://www.cambslearntogether.co.uk/home-learning/computing) | **Parent Voice focusing on health and wellbeing**  **Continue the Home Learning opportunities where they had impact**  **Continue to ensure that Home Learning opportunities are provided where children continue to be working virtually**  **Learning Cafes programme/ Learn with your child established re established**  **Teachers continue to make themselves available to parents more regularly than before closure**  **Teachers to begin to provide advice to parents on aspects of the curriculum which will require teaching/re-teaching/consolidation before the end of this school year** | | **Continue the Home Learning opportunities where they had impact and where they are required**  **Additional Learning materials for use at home to ‘fill gaps’**  **Teachers continue to make themselves available to parents**  **Teachers continue to advise parents on areas of the curriculum which their children need further teaching/consolidation**  **When report writing, send a letter to parents advising on the unprecedented circumstances and that, as a result, teachers are unable to make fully-informed achievement judgments due to lack of curriculum coverage and assessment/testing opportunities** | | Teachers communicate transition arrangements to parents clearly and make themselves available for discussion as needed |
| **Teaching Assistants** | **Teaching Assistants working 1:1 with EHCP pupils use information gathered from parents to ensure that they are prepared to re-establish relationships with pupils** | **Teaching Assistants working 1:1 with EHCP pupils liaise with teachers to ensure that parents are updated on how well the children are managing with reintegration** |  |  | |  | | |
| **Other roles**  **Inc. Admin,**  **PTA** |  | **Re-establish committee and links with the school** |  | **PTA – projects and fundraising initiatives to buy specialist wellbeing resources to support parents/families with pupil anxiety**  [**https://educationendowmentfoundation.org.uk/tools/guidance-reports/working-with-parents-to-support-childrens-learning/**](https://educationendowmentfoundation.org.uk/tools/guidance-reports/working-with-parents-to-support-childrens-learning/) | |  | | |
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