PHASE 2 – September 2020
School Full 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. 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 guidance has been created having reviewed best practice materials from across the country and specifically an excellent document from Cambridgeshire LA and partners. This document can be expanded and personalised to meet the individual and unique needs of each setting.
- The following considerations can be applied and adapted to nursery, primary, secondary, all-through, post 16 provision and special schools.
- This checklist is not intended to replace your own policies or agreed processes but is a tool to support planning. The document has been shared with Trades Unions and designed after consultation with a range of representative school leaders and with HR and Health and Safety Team support.
- This is also an initial phase 1 approach as the guidance from Government will change over time and plans will need to be re-evaluated and changed appropriately.

How to Use this Document
- There are 10 areas to consider; premises, health and safety, governance, staff, pupils, curriculum, communication pupils, communication parents, LA/Trusts and transition of pupils.
- These are set out in clear checklists of key questions that can apply equally across all phases. These suggested areas need to be considered by school leaders to be able to safely expand attendance in line with any national pre-set milestones.
- There is a list of DFE guidance links also provided which may support your planning.
- As always please contact us for any additional advice or clarification and we will support in any way we can.

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1. Consider: Premises and social distancing	Actions needed
1. What physical changes and adaptations will leaders need to think about to ensure a safe entry and safe exit to the school for all?	• **Washing stations- all pupils and staff to sanitise hands on way into building** • **All visitors to wear masks.** • **Staff offered PPE.**
2. How will the entry and exit be supervised and labelled/marked out including appropriate signage?	• **Staff to man entrances.** • **Stagger opening times.**
3. 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?	• **Yes – 240+ as only staff to be socially distanced (1m+)**
4. Has the capacity and availability of cleaning staff been considered to meet the increased need for cleanliness and hygiene of the premises?	• **Increase cleaning hours – staff supervising children cleaning desks through the day.**
5. 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.	• **Extra hours for catering staff** • **Extra hand sanitiser ordered and dispensers to be placed around school**
6. 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?	• **JF to do a stocktake** • **JF allocate cleaning hours accordingly** • **Extra time assessed in first week** • **MP can be on standby – additional stand-by cleaners to be sourced or agency staff.**

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7.	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?	• **Staff to be briefed about safe use of corridors i.e. stay to left, single file, no loitering.**
8.	How will classes be set out to ensure all pupils can follow social distancing effectively?	• **2 children at a desk in KS1 and 2 facing forwards** • **EYFS to operate as stated in risk assessment.**
9.	With social distancing in mind, how many pupils can be safely taught in the classroom areas?	• **As government guidelines**
10.	How will a school day be managed to ensure social distancing for example, breaks, lunchtime?	• **Stagger entry times.** • **Lunchtime – eat in the classrooms** • **Cloakroom arrangements, desk then cloakroom** • **See Appendix A**
11.	How will leaders manage the different perspectives of parents – sending pupils into school or deciding not to?	• **All pupils to attend as per government guidelines.** • **Information campaign before summer break – reminders during holidays via Twitter.**
12.	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?	• **Tell parents not to come into school** • **Tape to denote 2m** • **Essential visitors to wear face masks**
13.	Will there be sanitisers at entry points?	• **Yes**
14.	Staff shared areas – will you limit access to staff room and Shared kitchen facilities? Limit on staff meetings?	• **Normal school hours** • **PE and Music staff in as normal** • **Teaching out side by all staff as much as possible** • **Staff meeting once a week**

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2. Consider: Health and Safety	Actions needed
1. How have leaders added to/adapted the health and safety policy and other associated policies to include aspects linked to COVID-19 management?	• **New risk assessments conducted July 2020. Communicated to governors and staff for comment and adaptation with view to sending to local authority 13/7/20**
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?	• **Add an appendix to current policy**
3. 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?	• **Offered to staff on voluntary basis**
4. 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.	• **It has been ordered and will be available in staffroom each day** • **Cleaning equipment available at all times from JF** • **JF to source further PPE as needed. Stocks monitored.**
5. 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.	• **See above and this will be in the case of children and staff**

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6. How will you manage situation if a child begins to show signs or symptoms of Covid –19?	• **Community room used for suspected cases.** • **Children and staff to be tested if symptoms suspected.** • **All staff and children from any affected bubbles to isolate for 14 days.**
7. How will leaders stagger start/finish times/playtimes and lunchtimes to support social distancing measures?	• **See appendix A**
8. 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?	• **See appendix A** • **Gaffa tape to be put on yard 2 metres apart**
9. 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)	• **Checked regularly daily check to be repeated with HDT prior to opening** • **All windows and doors to be open where necessary.**

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3. Consider: Governance	Actions needed
1. How are governors involved in the discussion and planning for the school re-opening?	• **DG to talk to Dave Riddell**
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?	• **Be informed and be available** • **Look at plan and risk assessments and make suggestions where necessary.**
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?	• **Plan shared with staff and governors via conversation with chair**
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?	• **See above**
5. How will governors evaluate the impact of their work to re-open the school? What ways can this be achieved?	• **Weekly conversation with Chair and Vice** • **Email update from Head teacher**
6. How are governors ensuring they are providing support to leaders in this current situation?	• **We have good channels of communication and these are utilised well**

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4. Consider: Staff	Actions needed
1. How are leaders going to communicate and consult with staff over the re-opening plan for their school?	• **DG to share plan and risk assessments with staff.**
2. What is the availability of current staff and what will need to be increased to accommodate increased demand? Need to consider those who might need to self-isolate/shield, but also those who can only return once their own children have returned to school.	• **All staff will be available by September**
3. How will leaders evaluate the well-being and personal and emotional needs of staff who are dealing with anxiety, loss, fear and upset?	• **Regular talks with children** • **Involve Felicity (school counsellor)** • **High relational trust and good relationships with leaders** • **Staff survey planned for October half term.**
4. What minimum staffing will you require on a daily basis with the model of phased return?	• **Minimum of 8 members of staff - if drops below this level then closure**
5. What models of staffing are required for the school to be able to operate feasibly?	• **1 admin on site (minimum Office to close at 2pm)** • **SLT** • **DSL** • **First Aiders,** • **Cleaning staff** • **Dinner staff** • **All Lunchtime supervisors**
6. How will the return be managed with staff changing regularly? How will staff be informed of this information?	• **Same staff each day unless illness needs this to be revised**

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7. What cover plans have been thought of should leaders/teachers have significant absence? (all staff)	• **Supply staff through agency TA first line**

5. Consider: Pupils	Actions needed
1. How could you adapt the timetable to allow for more socially distant activities (e.g. outdoor learning/use of hall?)	• **Full curriculum to be followed with assessment for gaps.**
2. 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?	• **Encourage walking, wherever possible** • **Parking to remain the same**
3. 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?	• **Liturgies will take place on rolling basis DG** • **After school clubs (mixing of bubbles)** • **Swimming**
4. What will be the provision of meals look like and how will arrangements be made to ensure social distancing?	• **Food option 2 some hot finger food** • **Delivered to bubbles**

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6.Consider: The curriculum and learning	Actions needed
1. What has the curriculum for pupils at home looked like since the school closed? How are leaders ensuring this is working effectively?	• **Emphasis on Eng/Maths/RE/ limited creative curriculum**
2. How will pupils' behaviour be managed – after the break with school routines and expectations?	• **Consistent with school policy/ house points etc**
3. How will the curriculum address the impact upon learning for pupils linked to well-being – loss/stress/concern?	• **Specified time for discussion of feelings and fears. P4C sessions resources from G Cassap.**
4. 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?	• **Full curriculum appropriate to year group and informed by formative assessment.**
5. How are leaders looking at the development of the curriculum for 2020/2021?	• **Continue our work around mapping of key skills to current curriculum and end of KS expectations**
6. 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?	• **We will be aiming for current of end of year expectations and identifying gaps and resolving these in relation to assessments**

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7.Consider: Communication with pupils/students	Actions needed
1. What contact will staff have with pupils to share expectations for return to school?	• **Twitter, YouTube.**
2. 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?	• **Twitter feed**
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?	• **Additional use of worry box and P4C sessions**
4. What opportunities will pupils have to be able to share the experiences they have had with COVID-19 sensitively?	• **See above**
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?	• **Via email**

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8.Consider: Communication with parents	Actions needed
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?	• **Tweet out government resources, flier, YouTube clip.**
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?	• **Offer of school counsellor** • **Opportunities to discuss over the phone with leadership and teachers.**
3. What on-going weekly/regular communication could be used to ensure parents are kept well-informed?	• **Newsletter after children have returned in initial phase** • **Twitter feed of daily class activities**
4. How involved are governors in communicating with parents and the school's community?	• **DG to run the plan through governors to be circulated**

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9.Consider: LA/Trust/Diocese/RSC	Actions needed
1. What support will leaders require from LA/Trust/RSC throughout each phase?	**Support from Andrew Johnson has been much appreciated in the planning phase and will be utilised going forward**
2. 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?	**As above**

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Appendix A

Arrival Arrangements

Time	Classes	Entrance
8.50	Y6	Main Entrance
8.50	Y5	Key Stage 2
8.55	Y4	Key Stage 1
8.55	Y3	Key Stage 2
9.00	Y2	Key Stage 2
9.00	Y1	Key Stage 1
9.05	Reception and Nursery	Own Class Doors

Collection Arrangements

Time	Classes	Entrance
3.20	Y6	Main Entrance
3.20	Y5	Key Stage 2
3.15	Y4	Key Stage 1
3.15	Y3	Key Stage 2
3.10	Y2	Own Class Doors
3.10	Y1	Own Class Doors
3.05	Reception and Nursery	Own Class Doors

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