



Star

CHECKS AND BALANCES: RESPONDING TO COVID-19

A toolkit to support leaders
as they reopen schools



Introduction

We are living in extraordinary times. As the global transmission of COVID-19 has accelerated, its impact on our ways of living and working has been far-reaching, galvanizing a seismic national response, with the education sector at the forefront. By keeping schools open for the children of key workers, we have enabled the NHS, social care, food distribution and other critical services to continue functioning. By leading an ed-tech revolution, we have opened up education while school buildings are closed to the vast majority of pupils. The work of education leaders, teachers and support staff continues to be remarkable.

As we make the tentative approach towards the 'new normal', the sector must be proactive once again. Our communities need us. The prospect of reopening schools brings a mixture of understandable anxiety and solution-focused optimism. School closure (for most pupils) was achieved in a very short space of time following the government's directive, announced on 18th March 2020. Reopening requires detailed consideration of multiple variables. As yet, we do not know the date on which reopening will occur, but we are committed to making this next step towards 'normality' as safe as possible for our children and our staff.

Reopening schools - the phases



Note: Some pupils will continue to learn at home because they have severe health conditions that make them highly vulnerable should they become infected.

Currently around 2% of pupils are 'physically' attending schools. When phased reopening is announced, we anticipate that schools will gradually accept more pupils, with attendance scaling up so that 20%-50% of pupils are on site at one time. During this interim phase, it could be that return is incremental and graduated, depending on schools' contexts. It is too early to tell when the recovery phase will begin and when we will step up again until eventually schools will be open to all pupils on a full-time basis.

This report reflects the views of experienced leaders who are grappling with the multiple challenges presented by the coronavirus pandemic. The accompanying toolkit has been developed in a spirit of partnership with input from multi academy trusts, local authorities and healthcare professionals. It is not prescriptive: not all of the strategies contained in the toolkit are championed by all partners. Our view is that the measures suggested in the toolkit are incremental. Some of the suggestions made will make a very small difference, but in combination they may make a significant difference to the health, wellbeing and safety of the children and adults who work in our schools. We know that each individual school, trust and local authority has its own unique characteristics and will need to find its own bespoke solutions: these will need to be continually reviewed and adapted as national guidance

evolves. All schools will need to work within government guidance, which is under continual review and will be updated as more evidence about the virus emerges. The toolkit provides prompts for thinking about the mitigation of risk and some practical materials that may be helpful in creating a safe environment and offering reassurance to the school community.

Thank you to all partners who were involved in the survey and the development of the toolkit.

Together we are strong.

Note: this report was written prior to the publication on 11th May 2020 of the DfE's strategy for the reopening of schools. References to the DfE's guidance are shown in blue throughout this report. The report and toolkit should be read in conjunction with DfE guidance.

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Contributors

Star Academies has produced this document to support the sector at this unprecedented time.

We are grateful to the following organisations who have contributed their ideas, experience and insights.

Academies Enterprise Trust	Delta Academies Trust
AHR	Dixons Academies Trust
Ark Schools	Furness Education Trust
Birmingham City Council	Future Academies
Blackburn with Darwen Borough Council	Harris Federation
Blackpool Council	Inspiration Trust
Cabot Learning Federation	Leeds Diocese Multi Academy Trust
City of Bradford Metropolitan District Council	Ormiston Academies Trust
Confederation of School Trusts	Outwood Grange Academies Trust
David Ross Education Trust	

Survey methodology

Across the country, sector leaders are wrestling with the numerous factors that impact on planning for schools' partial reopening: the wellbeing of all members of school communities; concern for lost learning; the idiosyncratic nature of some school estates; the evolving nature of government guidance. The logistics of reopening is beset with multiple variables. We recognise the need to explore solution-focused, practical thinking in order to develop materials that could be useful as a planning framework.

Researchers surveyed a selection of multi academy trusts who operate across the country. These trusts vary in size and configuration. Senior leaders from the trusts have wide-ranging experience in different geographical areas, including some of the most disadvantaged in England. Discussions took place online or by telephone between 21st and 30th April and focused on what planning for reopening might mean at strategic and operational levels. Discussions with several local authorities took place within the same time frame, focused on their role in planning for schools' reopening and the issues that this might present in particular localities, along with their support for pupils with special educational needs and/or disabilities. A discussion also took place with a public health expert.

Discussions were based on the assumption that government will call for a phased reopening of schools and that there will be reasonable time for school leaders' detailed planning – a minimum of three weeks – once the date for reopening has been announced.

We based discussions on the recognition that government may ask for certain year groups to be included in reopening and that they may extend the categories of key workers whose children schools should accommodate.

It was assumed that all schools will need to work within a national directive and national guidance on social distancing and protection of the clinically vulnerable, while having some flexibility to take into account school contexts.

The valuable contributions from all partners have informed this toolkit.

Note: The toolkit might appear overwhelming at first sight. Leaders should not try to do everything straightaway: the challenge of reopening will be more manageable if the main tasks to make the school safe are prioritised first. Other strategies (which are appropriate to the school's context) can be implemented over time. The toolkit is intended to be flexible enough for use in different phases and settings.

Survey outcomes

Priority area 1: Establishing a systematic process of partial reopening, including social distancing

The DfE's summary of actions to be taken by school leaders can be found using the following link:

<https://www.gov.uk/government/publications/actions-for-educational-and-childcare-settings-to-prepare-for-wider-opening-from-1-june-2020>

This information will be updated again before 1st June.

Planning principles

Preparation for the reopening of schools is much more complex than planning for closure. Schools will not be reopening their doors for 'business as usual' but will be taking measured steps to balance the continuing need to protect communities from coronavirus while providing pupils with the high-quality education that they need and deserve. The actual date on which schools reopen is immaterial in planning terms. There is a national acknowledgement that leaders will require several weeks' notice to ensure that they have taken all necessary steps to reopen safely. A practical framework for planning reopening is necessary which can be revisited as schools' opening is scaled up or stepped down.

Leaders believe that planning for reopening should be underpinned by the following key principles:

- The safety of pupils and staff is paramount: this includes their mental, emotional and physical wellbeing.
- We are living through a national crisis that is affecting people's daily lives in countless ways. We have to be supportive and compassionate towards our communities and colleagues in our response.
- Only by gaining the confidence of parents will schools be successful in attracting pupils to return.
- Education is precious. We must continue to provide pupils with high-quality learning.

Net capacity for school and individual spaces

The first considerations in any planning involve determining how many pupils can reasonably be accommodated at one time and how pupils should be prioritised for return.

This aspect of planning is made more difficult because of the variability of school buildings. Many leaders are working on determining the optimum numbers of pupils in classrooms and are considering the creative re-purposing of some spaces.

The maximum occupation possible in the first phase of reopening is felt by leaders to be around 50%, with the lowest occupation of around 25%. These figures are not caps but are the result of calculations made across a range of actual schools. They are based on social distancing at two metres, in line with Public Health England guidance at the time of the survey. Different schools may well come to different percentages when they calculate occupancy themselves.

Achieving higher occupancy is notably more difficult in old buildings with small classrooms and limited hall space. See supplementary document: **Space Planning Exercise**.

Organisation of learning

Schools across the world are taking different approaches towards social distancing, with different parameters defined nationally. Leaders are considering how these might be adopted in England. In the USA, social distancing is set at six feet (1.8 metres). Social distancing in classrooms is defined by having a three-foot radius around each pupil, that results in a six-foot distance between any two pupils. As the purpose of social distancing is to avoid pupils from infecting each other, and of infecting school staff, these classes are typically being taught in 'home bases', in which they remain for as much of the day as possible, thus reducing the risk of cross-contamination. This model could work particularly well in English primary schools.

In secondary schools, a similar 'home base' approach may be helpful, with the teacher moving between classes, rather than classes moving between rooms. Where a 'home base'

approach is not possible, leaders are considering, as a minimum, creating a 'bubble' around a suite of classrooms and restricting groups of pupils to this 'bubble' for their school day. Leaders should also consider how staff movement can be reduced, for example by assigning particular teachers and support staff to designated 'home bases' or zones.

If the school uses specialist teachers who are external to the school (such as from an arts or music service), they might consider using video lessons to retain the integrity of 'home bases' or zones.

The government's social distancing measure continues to be 2 metres. The DfE guidance recognises the difficulty in achieving social distancing in primary schools and advises leaders to plan for the '*minimising of contact.*'

Organisation of teaching spaces and classrooms

Alongside considering net capacity, leaders are scrutinising spaces in detail and considering the impact of rearranging furniture. Forward-facing furniture may provide a better way of optimising space safely than horseshoe-style arrangements. A further advantage of having pupils facing in the same direction is that the risk of them breathing on each other is reduced. The use of floor markings to show where tables and chairs should be placed to enable social distancing is a helpful visual aid and acts as a guide. Replacing standard tables with smaller examination desks might achieve distancing more effectively in some circumstances. Where tables are used that are normally occupied by two pupils, markers could be placed to show where an individual occupant should sit in order to maintain social distance from a pupil at an adjacent table.

Classrooms should be well-ventilated. During good weather and depending on the school site, some classes might take place outdoors: this would need to involve careful consideration of the routes to be followed.

Class sizes

Given that, in many cases, classes will need to be reduced in size on return to school, correspondingly more staff will be needed on-site to teach them. In some multi academy trusts, plans are being considered to use larger spaces for teaching so that more pupils can be accommodated at one time with less disruption to learning – particularly for GCSE and A level classes. In schools where large spaces are not readily available, plans are being developed for classes to be created of 10-15 pupils who might be accommodated within a standard classroom. In some schools, leaders are planning to have lessons from specialists who cannot be in school, delivered remotely to groups of pupils in school, under the supervision and support of other staff. Some are also considering whether a lesson taught in one room can be streamed into another room for a group that is supervised by a support assistant. This model could be helpful in schools where several groups are being taught the same subject simultaneously in small rooms. The teacher would alternate between groups so that all pupils could experience interactive specialist teaching.

The DfE guidance is that pupils should be taught in groups of 15 and that these groups should be consistently retained.

Availability of staff

The further complicating factor regarding numbers of pupils returning to school is the number of staff who might be ill or shielding. Multi academy trusts have put in place systems for schools to collect information sensitively from staff to enable them to gauge the proportion of teaching and support staff for whom return to the school site may be unlikely: typically this

figure is around 20%. All schools will need to complete an audit of staff availability and keep this under continual review.

Prioritising provision

In our discussions, leaders anticipated central direction as to which groups of pupils will be prioritised for return and hoped for some local flexibility as to how phasing will be managed at school level.

This toolkit makes no preconceptions about which groups of pupils should be prioritised for return: it is applicable in all contexts. We also recognise that the groups of pupils invited into school may change over time, with numbers increased incrementally as part of the government's relaxation of lockdown measures.

Most leaders feel that prioritising pupils who are in Years 5, 6, 10 and 12 makes sense. These pupils are approaching transitions to the next stage of their education. Continued disruption for Years 10 and 12 may have a serious impact on these pupils' readiness for public examinations in 2021, given that they have already missed several weeks of school.

There is also widespread concern about early reading, numeracy and personal development, which would suggest that children in Reception Year and Year 1 should be prioritised, notwithstanding the difficulties around social distancing for the youngest pupils.

Alongside concerns about specific year groups, leaders are overwhelmingly concerned about the prolonged absence from school of disadvantaged pupils.

Despite the best efforts of schools, trusts and local authorities, the actual numbers of vulnerable children, as defined by the Department for Education (DfE), attending school during lockdown has been low. Blackpool Council has been relatively successful, through focused multi-disciplinary teamworking, on securing the attendance of around 10-12% of its vulnerable population. Nationally, the figure has remained stubbornly low at 1-2%. We are all too aware that the most disadvantaged pupils in our communities are the ones suffering most through the loss of learning – and in some cases, basic care and security – that has been the unintended but inevitable consequence of lockdown.

Pupils eligible for free school meals, pupils with special educational needs and/or disabilities, disaffected pupils, or those who have suffered anxiety, trauma or bereavement may well need additional intervention. Schools will have their own ways of identifying these children. It is important that they do not fall through the net. It could be that if a part-year group is invited into school, that these pupils are included first or given some time for individual support. They might also have priority when they are learning at home, by ensuring that key staff still have regular contact with them. Maintaining supportive relationships with these pupils will be key to prevent the gaps between them and their peers from widening.

Leaders are also concerned that, for parents to be able to return to work, arrangements may need to be made to accommodate siblings in any group that is invited back. The needs of 'only' children, who may have had no physical contact with other children and young people for several weeks, also need to be factored in to thinking. There are no easy answers: every child matters. Many leaders are hopeful of a solution that enables all pupils to have some experience of being back at school during the summer term.

Year 6 pupils have been similarly cut adrift from education. Alongside working with secondary schools to support these pupils' induction, many leaders are keen for this group to re-engage with primary school before the autumn term, for social and academic reasons.

Pupils who are in current Year 11 or Year 13 would be very unlikely to return to school this academic year (in which case Year 13 would not return to school again). Leaders are exploring different ways of engaging with these pupils - both academically and pastorally. In academic terms, they should be set extension activities or independent research projects online and be given regular feedback. Pastoral conversations will help ensure that they are mentally and emotionally prepared for their next stage in education, and that all necessary arrangements are in place for them. Considerable work is being done in some trusts to provide careers education and guidance to pupils who are making key transitions: these include ensuring that pupils are confident to progress to college and university.

The government expects children to be able to return to early years settings, and for Reception, Year 1 and Year 6 to be back in school in smaller sizes, from the 1st June. The government's ambition is for all primary school children to return to school before the summer for a month if feasible, though this will be kept under review. Secondary schools and further education colleges will be asked to offer some face to face contact with Year 10 and 12 pupils who have key exams next year, in support of their continued remote, home learning.

The school day

Leaders are considering the different ways in which the school day can be organised and the relative merits of each. Half-day sessions have the attraction of bringing in pupils who may initially need a short reintroduction to school; however, short sessions may be problematic for parents who are trying to manage their own work patterns. School transport is a further factor requiring consideration. Health advice is that groups of pupils should not attend for half days on a rota basis (such as where one group attends in the morning and another group in the afternoon) because of the danger of cross-infection.

Some leaders are working towards solutions that enable most, or all pupils, to have some experience of returning to school in the weeks after reopening is announced. Models are being considered where some pupils attend for specified days of the week, on rotation, whereas other groups are accommodated for more days.

Some leaders are considering having half-year groups, or third-of-year groups attending on specified days. They could check that siblings are asked to attend on the same days, a measure that would ease the logistical problems faced by families.

A staggered school day has the advantage of lessening pressure at entrance and exit points and reducing the numbers of people sharing space during transitions. Schools that already have split break times and lunch times have an organisational model that accommodates lessons starting and finishing at different points for different groups.

Staggering could also mitigate the problem of parents gathering in non-distanced groups at the school gate. In the case of siblings, parents could be advised to drop off all of their children at the time designated for the sibling who has been asked to arrive the earliest (as this is likely to be the least congested time). For picking up siblings, parents could be advised to collect all children at the time when the child who is dismissed last finishes their school day (avoiding disruption to lessons and reducing congestion). Where parents accompany their children to school, problems with social distancing can be pre-empted through signage and modelling/reminders from staff on duty.

Whatever model is followed for the reopening of schools, leaders will need to have clear data to establish which pupils and staff are expected on site at any given time.

Organisational models illustrating how the phased reopening of primary and secondary schools can be accomplished are included in the supplementary document **Organisational models for the phased reopening of schools**.

Managing and monitoring pupil attendance

Schools will need to consider how attendance will be monitored, particularly with different groups of pupils invited to school at different times. Some leaders suggested the use of paper registers with additional capacity within the school administration team to input the data into the school's information management system for reporting purposes. A specific register for vulnerable pupils should be maintained so that their attendance to school is both recorded and encouraged. Furthermore, schools should be aware of the most up to date guidance from the government on recording absence due to COVID-19 symptoms, partial closure of the school and parental refusal to send their child to school.

There was widespread agreement among leaders that there should be some leniency, in the initial stage of a phased return to school, with regard to approaches to absence among pupils.

Government guidance has confirmed parents will not be fined for non-attendance at this time, and schools and colleges will not be held to account for attendance levels. Schools and colleges should continue to inform social workers where children with a social worker do not attend.

Planning movement around school

Mitigating the risk of spreading infection by reducing movement around school is a critical factor in social distancing. Where movement is unavoidable, one-way systems may help to prevent people from getting too close to each other, but they are not practical in all schools. In some buildings it may be possible for different groups of pupils to use different staircases in order to avoid congestion.

Break and lunch times

Transition points can be reduced by the use of 'home bases'. Pupils' break times will need careful management and supervision because random movement and social distancing are incompatible. The number of pupils on playgrounds and in social spaces will need to be limited to make social distancing feasible. Where possible, pupils should only interact with peers and staff from their 'home base' or zoned area. Some leaders are considering introducing structured exercise during break, particularly if PE lessons may not be possible in the usual way. Suggestions include outdoor keep fit, with pupils maintaining social distancing while following the movements of a leader. Non-contact relay racing is being practised at some Danish schools.

Some leaders have considered reducing the need for breaks by having pupils attend for half-day sessions. The benefits of this model in terms of maintaining social distance have to be considered against the need for pupils to have some social 'down time' for the benefit of their health and wellbeing. Where possible, pupils need time outdoors, particularly as some may have had very limited opportunities for fresh air and exercise during lockdown.

School lunch times typically involve queues. If a queuing system is still in place when school reopens, a staggered approach, combined with floor markings, may be helpful. Alternative strategies include having extra serving points or serving pupils with their food in the dining room instead of having them queue for meals. Some leaders are considering using additional spaces in the school building for dining, or – weather permitting – having some lunches eaten outdoors. Grab bags or hot meals could be provided in classrooms if

necessary. There may be a need to reduce the number of menu options to enable speedier service. Staff who are not supervising in dining areas could be encouraged to eat in classrooms or offices to avoid congestion. Catering staff will need to maintain social distance from their colleagues as well as from pupils: this is an important factor when considering menu plans and serving arrangements.

Steps will also need to be taken to avoid congestion at toilets during break and lunch times. This point is discussed further in Priority Area 3.

Curriculum organisation

Some leaders are considering providing a very basic curriculum on the first day, or few days, while pupils settle back into the routine of school, after which they will develop a fuller offer.

In primary schools, where teaching is typically done on a class basis for most subjects, rota arrangements are being considered by some leaders. These typically involve classes being split into two or three groups. The groups could attend school on different days. Each group would receive the same teaching, generally from the same class teacher, over the course of the week. Different permutations of this model could be used in schools with two-form entry or larger. Most leaders feel that in primary schools, it is possible to offer a reasonably broad curriculum, although activities that involve shared equipment (such as in practical science investigations and music) would need careful consideration. Reading will have a high priority in many schools as a focus for gap-closing. Care needs to be taken over sharing reading books as coronavirus can survive on paper for at least 24 hours. It will not be possible for most school libraries to operate in their usual way. Practical ways of keeping library books in use include having a box of books delivered to a classroom for pupils. Books could be read by individual pupils and returned to the box. This could then be returned to the library and not be used by another group for several days, mitigating the risk of contamination from sharing resources. The possibility of cross-contamination from paper can also be reduced if pupils keep hold of their own materials – peer assessment in class and the handing in of paper-based materials for marking by the teacher may need to be reduced. Self-assessment and online assessment, depending on the nature of work and age of pupils, may reduce opportunities for infection transmission. The volume of books and equipment that pupils carry to and from school should be reduced where possible, to further reduce the possibility of contamination. Pupils should not sit on the floor as this could increase the risk of contamination if someone has the virus on their shoes.

In secondary schools, decisions about which groups should be invited to return and which subjects will be taught in school become more complex. Leaders are mindful of ensuring that pupils in school have just as rich a curriculum as those learning at home and vice versa.

Some leaders are planning to focus on the English Baccalaureate subjects. Technical subjects and practical science are seen as problematic because of the difficulty of equipment sharing if social distancing is to be maintained. Some leaders envisage difficulties in subjects where there are a limited number of specialist teachers, such as in modern languages, particularly if these teachers were absent. Many leaders emphasised the need for PSHE to be a strong curriculum focus. It is very unlikely that school trips will take place while social distancing is a consideration. Leaders know that making learning engaging may be a challenge, but they are united in a will to make the school experience as comfortable and enjoyable as possible to re-engage pupils.

This toolkit is focused on mainstream schools and does not cover the very detailed requirements for the reopening of special schools. However, guidance can be found in the

supplementary document **Guidance on supporting children with SEND** relating to how pupils with different forms of special need can be supported in mainstream settings.

Distance learning

When looking at the curriculum offer for groups, leaders are considering what the 'diet' will be for different pupil groups. Some teachers may be continuing to provide distance learning for pupils who are continuing to learn at home. As more pupils return to school, the availability of teachers to prepare and deliver distance learning will reduce. Where schools cannot maintain distance learning, other high-quality resources are available. The Oak National Academy provides well-sequenced lessons across a range of subjects for primary and secondary pupils, delivered by excellent teachers. Schools have also been involved in the creation of the BBC Bitesize Daily programmes, which also broadcasts challenging lessons matched to schools' curricula. Both of these providers have received highly positive feedback and are scheduled to continue to the end of summer term.

Staff workspaces

Planning for phased return includes the review of the school's office and staff room spaces so that social distancing can be maintained for adults as well as for pupils. This may involve reconfiguration of furniture and consideration of cleaning arrangements. Protective screening should be in place in reception areas to keep staff safe when they are speaking to visitors. Staff should use their own crockery and ensure that they are thoroughly washed. Sanitisers could be placed in staff rooms near fridges, microwaves and kettles so that staff can maintain hygiene each time they use shared facilities. Hot-desking arrangements should be avoided. Staff rooms/staff work bases should be measured and calculations made, in the same way as for classrooms, to determine how many people can be accommodated safely at one time. Leaders might consider placing notices on doors to each room, advising the limit on the number of people occupying the space at one time.

Maintaining distance may involve some staff working from home, where this is practicable. Home-working arrangements may be essential where staff are well, but necessarily self-isolating. Leaders recognise the importance of keeping in regular contact with these staff to ensure their wellbeing and to keep workloads under review.

The working conditions of all staff should be considered within the risk assessment process.

Managing the school life cycle

In addition to planning for reopening, schools have their 'usual' management calendars that keep the wheels turning in matters such as admission and transition. Continuity rests on keeping these processes 'live' by remote means, so revisiting intended tasks and deciding on what can be jettisoned, what can be postponed, and what must continue with adaptations, is a necessary and regular aspect of planning. Induction days are unlikely to be possible. The use of 'virtual tours' for pupils and parents making the transition to a new school is helpful, along with arranged virtual meetings for pupils with their new class teachers/form tutors. Meetings with parents may need to be held online rather than in person.

Governance and policy

Some school policies – including behaviour, attendance, medical care, health and safety - may need to be revised in the light of a phased return. Processes for fire evacuation may need to be reconsidered if routes around school are amended to enable social distancing, or where fire doors are being considered as entry/exit points from classrooms to avoid congestion at social times. Leaders will need to consider whether social distancing is manageable at fire assembly points.

The school's business continuity plan should be kept under review so that there is clarity over responsibility for actions whenever lockdown measures are lifted or reapplied.

Effective governance is crucial. Within the framework set out by government, the principal, governing body/trustees will determine the school reopening plan, so this should be collaboratively developed. (see supplementary document **Template school reopening plan**). Not only must governors be assured that the school's plans enable pupils and staff to stay safe, they will also act as critical friends to test out leaders' thinking. Well-informed governors who live in the community served by the school will be able to help allay parents' worries by talking to them about leaders' plans. In the event that there is an outbreak of infection in the school, leaders will need to take the decision, informed by the local Public Health England, as to whether the school remains safe. If it is unsafe, it must close. Leaders should consult with governors on any such decision.

Academy trusts will need to implement a rigorous, systematic and repeated programme of checks on health and safety in their schools, as will local authorities for maintained schools.

Communication strategy

Reviewing and amending the school's communication strategy will ensure that nobody misses key messages, irrespective of whether they are on site or off site. Leaders have developed schools' use of new technology during lockdown and kept staff, parents and pupils abreast of developments. Text messaging is widely used and found by many leaders to be effective. The school website should be kept 'live' so that parents can access updated information.

Communications will need to be clear so that everyone knows who is on site at any time and what routines have been put in place.

Leaders should consult with professional associations regarding plans for school reopening and maintain dialogue with them throughout the phases of reopening. Leaders will need to understand staff concerns and take steps to assess and mitigate risks identified by staff in order to keep the school safe.

Communication with the local authority, Regional Schools Commissioner (RSC) and other key partners will also be significant to ensure that phased opening fits with their civil contingency arrangements. Their coordinating role is crucially important; leaders value the focus of the RSC and local authority on partnership working. Hubs that have been established to meet local needs – through local schools sharing one site during the lockdown period – will need to be dismantled with local authority support.

Induction – existing staff, newly appointed staff, pupils

Leaders are unanimous that clear induction is essential in the process of phased reopening. Staff, pupils and parents need to be reassured that every aspect of the school's operation has been considered and risks mitigated.

Staff will need to be inducted to the new arrangements one or two days prior to the school's partial reopening. This could be done by bringing staff in to school a day before pupils' return. Alternatively, it could be carried out through an online briefing prior to the school starting. An induction briefing document will be required, specific to each school, that summarises key procedures: it will not be enough for staff to rely on their usual handbook for guidance.

New staff joining the school during phased reopening will require bespoke induction. This could be undertaken online or by inviting staff into school but ensuring compliance with

social distancing measures. There may also be an opportunity to carry out further induction when schools reopen. Schools need to put in place plans for all eventualities. Schools should decide which works best for them and make the necessary arrangements.

Pupils will need to be briefed regularly, ideally before they return to school and then on a daily basis, so that they hear the key messages repeatedly. Like the staff, they will need the reassurance of clearly defined processes, so that they know what is expected and can feel comfortable in school.

The messages provided on induction for staff and pupils will need to be regularly and systematically revisited.

Free school meals

Pupils who are eligible for free school meals must receive their entitlement every day, irrespective of whether they are in school or at home. Ensuring that this happens will require good daily communication between the kitchen and the office so that parents continue to receive vouchers or free meals for the days that their children are at home.

Schools also should continue to support families suffering from food poverty.

Risk assessment

A comprehensive risk assessment is required with mitigation measures. This should be shared with the governing body. The risk assessment should be reviewed at the end of the first week of phased return and amended as necessary. A template for risk assessment is included in the supplementary document **Template operational risk assessment for school reopening**.

Staff contracts

Some staff contracts may need to be varied for phased reopening. There may need to be increased hours for cleaning and catering staff.

Suppliers

Leaders are reviewing their lists of suppliers to identify where new arrangements may need to be made (e.g. extra buses, catering).

Safeguarding

Safeguarding has been of paramount importance through lockdown. Leaders anticipate an increased number of disclosures and referrals as schools reopen to more pupils. Some have trained additional staff in readiness for the additional pastoral work that will be required. The possibility of Designated Safeguarding Leads (DSL) being absent is being mitigated by trusts and local authorities through 'roving', qualified personnel who work across several schools, or by arrangement that a DSL in one school can give remote support to another school.

Transport

Public bus schedules may have changed during recent weeks. If a staggered start/end to the school day is going to be put in place, parents will need to know arrangements well in advance to ensure that bus journeys can be planned. Arrangements will need to be made with school bus companies if timings of the school day are changed: this may involve co-ordination with other schools. Some leaders are planning discussions with bus companies to gain reassurance about their procedures for disinfection and hygiene maintenance. Some are also considering whether social distancing can be enabled on buses by having single occupancy on double seats. During phased return, with fewer pupils attending school, this may be a feasible measure.

If parents bring their children to school by car, they should avoid car-sharing with other families. Staff should also avoid car-sharing.

Wearing masks on public transport has been introduced in various countries. Irrespective of whether this is mandatory, it could be considered among the repertoire of measures to help prevent the spread of coronavirus. Mask-wearing on the bus would be a matter of pupils' co-operation and their understanding of the need for people to protect each other. This should also be considered when pupils travel to school in contracted taxis.

The DfE does not recommend masks or face coverings in school settings, except where staff are providing intimate care or some medical care. The government's position is that masks or face coverings should be worn on public transport and in narrow spaces where social distancing is not possible.

Wraparound care

Wraparound care is a significant part of many schools' work. In some contexts, this care is essential to support the physical and emotional wellbeing of pupils; and in others it is a significant enabler for working parents. Leaders are considering and risk-assessing using wraparound care provision using the same themes as for the rest of the school day: clear information about which pupils and which staff will attend on which day; social distancing measures; hygiene arrangements and the provision of activities that can be safely undertaken without sharing equipment. As with the main school, arrangements will need to be communicated clearly to parents well in advance of reopening.

Summer schools

Staff will have been working very hard throughout the year, including in some cases during Easter and half-term holidays. Leaders will need to give due consideration to staff wellbeing, and to their own need for a break. Some provision for summer school should still be considered, particularly for pupils making the transition from primary to secondary education who are likely to be far less prepared for Year 7 than they would have been in previous years.

Schools should also consider supporting disadvantaged pupils who may have struggled to access online learning programmes during the school closure. International research yields mixed findings about the possible impact on academic outcomes of extended school closures for different groups of pupils. Müller and Goldenberg's (2020) review of the effect of notable crises on pupils' immediate and longer-term learning indicates that, although impacts may be variable on different age groups in varying subjects, disadvantaged pupils fare worst (https://my.chartered.college/wp-content/uploads/2020/05/CCTReport070520_FINAL.pdf).

Arrangements for summer school need to be determined in consultation with staff and parents.

Recommendations

- Develop a bespoke plan for phased reopening that takes into account:
 - Availability of space to accommodate pupils and adults
 - Arrangement of furniture within spaces to maintain social distance
 - Staffing requirements and availability of staff on site
 - Phased return of pupils: who will be on site and when, and how will they be organised in classes/'home bases'?
 - The scaling up of pupil numbers (if the school opens with fewer pupils than can be accommodated within social distancing stipulations)
 - Movement around the school
 - The arrangement of the school day
- Develop a bespoke comprehensive risk assessment that identifies the possible risks associated with school reopening and provides mitigating measures.
- Review the curriculum offer for pupils attending school and, if necessary, re-timetable. (The curriculum offer may include a blend of onsite learning and distance learning).
- Share the school's reopening plan and comprehensive risk assessment with the governing body, professional associations and staff.
- Share the school's reopening plan and risk assessment with parents.
- Translate the school's reopening plan into a meaningful format for pupils (such as personalised timetable where required).
- Revisit the school's management calendar: decide which activities can be deleted, which can be postponed, and which must go ahead, with adaptations.
- Review policies and procedures that may need amendment in the light of phased reopening.
- Review and communicate local travel and school transport arrangements, including advice on the wearing of masks/face coverings.
- Ensure that arrangements are in place for the continued provision of school meals to all eligible pupils.
- Review the school list of suppliers and make necessary arrangements.
- Review staff contracts – especially with regard to cleaning and catering. Arrange to vary contracts, as necessary.
- Review safeguarding arrangements, check that there are sufficient trained staff available, and ensure that staff and pupils are clear about any changes of DSL/safeguarding staff.
- Risk-assess wraparound care arrangements and make adjustments as necessary to ensure that children and staff are kept safe.
- Assess the feasibility of summer school provision for disadvantaged pupils and Year 6 pupils making the transition to Year 7.

Priority area 2: Investing in safety equipment and hygiene arrangements to limit the spread of COVID-19

Clear access

Leaders should discourage non-essential visitors. Where visitors are on site for essential business, they should go through a proper screening check. This might include having their temperature taken (if this is a measure that the school introduces for staff and pupils), using hand sanitiser and being informed about the school's procedures. Some leaders are providing written guidance to visitors about the school's arrangements for admission to the site and required action while on site. This guidance is being displayed on screens, or on notices in reception areas.

All entry points should be kept clear. Any deliveries that are received should be handled by staff wearing gloves. Packaging should be disinfected before parcels are opened.

Handwashing

Handwashing messages have featured strongly through the government's public health announcements and leaders agree that hygiene arrangements must be of the highest order when schools reopen. No assumptions can be made as to whether pupils have maintained scrupulous handwashing during lockdown – and the return to school will lead to them being exposed to people beyond their immediate families for the first time in several weeks. Leaders' plans for maintaining hygiene should be plain and simple, re-enforced with posters and videos making the process clear. Some leaders are planning a schedule of times when handwashing must be undertaken – including when entering the school, break time, before and after eating, after using the toilet and on exiting the school. Young children may need reminding how to wash their hands, such as by timing the activity to two choruses of 'Happy Birthday'. Some schools have installed additional handwashing facilities and others have made arrangements for all pupils to use sanitising liquid on entering and leaving the school. Thought should also be given to handwashing at regular intervals during the day. Regular checks of toilet facilities will be needed.

Some leaders are planning to replace existing touch-taps with sensory taps in kitchens, offices and toilets, so as to reduce contact points. The installation of taps or handwashing troughs outside school buildings is a further consideration.

Posters and digital screens are being used in many schools to promote handwashing and other aspects of health awareness. Some schools are planning to provide pupils with individual sanitisers so that they can practise good hygiene routines during the day.

Temperature and symptom checks

Some schools may wish to take pupils' temperatures and check whether they have symptoms (persistent cough, appearance of being unwell) as they enter and leave school. Any measure that helps to mitigate risk is helpful and the routine of taking temperatures is a further reassurance of leaders' vigilance. Medical advice on temperature checks points to the possibility of false positive readings. A raised temperature is a symptom of COVID-19 but could also be due to other factors; for example, a child who has been taking vigorous exercise may have a raised temperature. If leaders decide to include temperature testing in the school's routine, staff who are administering the checks should wear masks and gloves and be fully briefed on procedures to follow if someone has a raised temperature. In some American schools, random temperature checks are undertaken during the day, a measure that some leaders are considering.

As time progresses, and national testing for COVID-19 becomes the norm, schools will have more accurate information as to who is infected.

[The DfE does not recommend the use of temperature testing.](#)

Masks and face coverings

Across the world, different approaches are being taken with regard to personal protection and hygiene in an attempt to stem the spread of COVID-19. In France, masks will be worn by secondary school pupils and by anyone travelling on public transport. In Singapore, anyone over the age of two years is required to wear a mask on leaving their home. Scientific advice is that masks can be effective in slowing infection spread because they reduce the water-borne droplets that can be coughed, sneezed or spat into the air by someone who is infected and may be asymptomatic. However, the careless removal of a

mask can cause its wearer to become infected by droplets that have collected on its outward-facing side. Masks may not be appropriate for children under 5 years old or for some children with SEND. There are potential health benefits of masks and also some challenges. In the classroom, much communication is achieved through non-verbal cues, and wearing a mask will affect teaching and learning styles.

The Prime Minister has expressed his support for face-coverings as part of the strategy for opening up the country. As a result, every school may wish to prepare some guidance for parents on how they can make masks. Guidance on making a mask can be found in the supplementary document **Using cloth face coverings to help slow the spread of COVID-19**. Some local authorities suggested to us that they will be able to purchase masks for staff and pupils in their community schools.

The mantra 'Stay at Home, Protect the NHS, Save Lives' has been repeated throughout the campaign to help control the spread of coronavirus. A simple message will also be helpful in the event that mask-wearing is introduced: 'I protect you and you protect me' is the slogan of choice in the USA that emphasises the responsibility of individuals to follow hygiene routines.

The DfE does not recommend masks or face coverings in school settings, with the exception of staff who are providing intimate care, or some medical care. The government's broader position is that masks or face coverings should be worn on public transport and in narrow spaces where social distancing is not possible.

Personal Protective Equipment (PPE)

While PPE is not required for all staff, school leaders have identified that for staff working with pupils with some forms of special educational needs, and for staff providing care for some early years pupils, PPE may be required. This could include aprons, gloves, face masks and eye protection. Catering staff and cleaners will also need PPE. Schools will need to risk-assess which staff require PPE and check that they have sufficient supplies.

Single-use PPE such as plastic aprons, plastic gloves and disposal masks should be placed in a disposal bag on removal. The bag should be tied and placed in a second bag, which should also be tied. These items should be securely stored for 72 hours and then disposed of with the school rubbish. Where possible, schools should establish separate bins for PPE disposal in medical rooms; kitchens; early years area; any areas where pupils with SEND are taught /cared for (if their needs are such that PPE is required); site supervisors' /cleaners' base rooms and any other rooms where PPE is used.

Confirmed or suspected COVID-19

All schools will need a clear policy and plan to follow in the event that someone develops symptoms of coronavirus. Guidance can be found at:

<https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings>

Schools should also have a policy that reflects national guidance on what steps should be taken when a staff member or pupil is tested positive for COVID-19.

Staff and parents should be informed of the policy and their role in its implementation.

Testing, tracking and tracing

The government's multi-intervention strategy to reduce the spread of COVID-19 is developing quickly. Over the last few weeks, positive progress has been made to enable

widespread **testing** for COVID-19. Testing involves taking swabs from the back of the throat. Testing is available for key workers – including all school staff – who develop symptoms. Access to a test is through an online referral process, which can be completed by the person themselves or their employer. Key workers' families are also eligible for testing if they develop symptoms.

Tests can be carried out at local centres or by using home testing kits. In the case of home-testing, couriers take the swabs to local laboratories for analysis and results are received within around 72 hours.

Leaders should make staff aware of the referral process and where testing centres are located.

This information can be found at www.gov.uk/guidance/coronavirus-covid-19-getting-tested.

Some leaders are working closely with local health providers on the provision of support for staff who have shown symptoms and been tested. These people may have anxieties about their health irrespective of the test result.

Tracking is being used in order to understand how coronavirus spreads through communities and to develop accurate antibody testing. A significant national sample of people who have tested positively for coronavirus will be tracked by health workers on a weekly basis for five weeks, and thereafter on a monthly basis for a year. They will provide swabs, analysis of which will help scientists to understand how much immunity is acquired by people recovering from the disease.

Contact **tracing** is being developed by the NHS digital research division (NHSX) who have designed a smartphone app that will alert people if they have been exposed to coronavirus. This form of tracing will enable app users to recognise when they have been exposed to coronavirus and take appropriate action. Initially, app users will enter data if they develop symptoms of COVID-19. An alert will then be sent to other app users who have been in recent close proximity to them (defined as less than two metres for more than three minutes). In the next phase of development, the app will be able to notify users if they need to self-isolate, where people with whom they have had close contact have been tested positive for coronavirus. The success of the app will be proportionate to the number of people who download and use it. Leaders should encourage staff and parents to download and use this app. Pupils will also need to be taught to use the app: this may mean a relaxation of some schools' policies on mobile phone access in school.

Keeping groups of pupils together in a 'home base' approach limits the number of contacts that a pupil will have with others during the school day.

For updated information on the government's protective measures for schools, follow this link:

<https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings>

Uniform

In response to concerns that some items of uniform may be difficult for parents to wash daily, some leaders are considering whether to relax the expectation that blazers and ties should be worn in their schools. Others are concerned about the procurement and availability of uniform for the incoming cohort and are considering relaxing the requirement to have full uniform for incoming pupils in September.

Maintaining supplies

Prior to lockdown, schools were experiencing difficulties in procuring sanitising solution and dispensers. The gradual reopening of schools will require stock taking and procurement of soap, paper towels, gloves, aprons, face masks and eye protectors, sanitiser and general cleaning materials. A list of suppliers is included in the supplementary document **Supplier information**.

Hygiene routines

The coronavirus can persist on surfaces – especially, but not solely hard surfaces – for 72 hours or longer. The cleaning of touch-points such as door handles, switches, keyboards and tabletops will need to be rigorous and may require investment in additional staff and cleaning materials. Cleaning staff and canteen staff should be provided with gloves, masks and aprons.

One of the benefits of a 'home base' approach for a specified group of pupils is that a limited number of people will use the space. It should be cleaned thoroughly before a new group of pupils uses it. All spaces that have been used should be disinfected as many times a day as possible each day. Additional cleaning staff hours may be needed, and cleaners will need to be trained on hygiene rotas and requirements.

Hygiene rotas will need to be detailed and made available to all staff. Considering the implications of re-purposing spaces (halls as classrooms, classrooms as eating spaces) will require co-ordination with the staff who maintain hygiene.

The monitoring of hygiene arrangements is even more important during the pandemic and is an important consideration within leaders' planning of daily routines.

Shower cubicles

The use of showers by pupils following PE lessons could present a risk of contamination and should therefore be avoided. The virus could be transferred by touching surfaces in the shower cubicle and, in most schools, it would be very difficult to disinfect shower cubicles thoroughly between each individual use.

Pupils should be encouraged to shower and change their clothes as soon as they get home from school. Where possible, they should also wear clean clothes each day.

There may be times when individuals need to use school showers. In this case, the shower should be thoroughly disinfected before and after use. Individuals should use their own towels and put them into bags immediately after use.

Early Years

The welfare requirements in early years are paramount. Excellent hygiene routines are always the first measure to control infection spread. Consideration should also be given to removing soft toys and advising parents that children must not bring in toys from home. Further information is contained in the supplementary document **Guidance on supporting children in EYFS**.

First aid

First aiders will need to have masks, gloves and aprons available in the event that they are required to help someone in school. First aid certification has been extended for three months for anyone who has been unable to renew their qualification since 16th March. (This applies to First Aid at Work and Emergency First Aid at Work. Anyone who needs to extend their qualification should visit the HSE website <https://www.hse.gov.uk>). Additionally, online

first aid training can be accessed from various providers – although this does not cover paediatric first aid.

Maintaining physical good health

Leaders have a crucial role to play in ensuring that pupils take good care of their health generally, and that parents are not frightened away from accessing services that they might need. There is concern that children are not seeing a doctor – or being taken to hospital – when they need treatment for illnesses other than COVID-19. Within planning for reopening, leaders are also considering how best to disseminate information about the importance of vaccination and the health benefits of vitamin D supplements. Vitamin D is essential for maintaining healthy bones, teeth and muscles. As children are spending less time outdoors during lockdown, their opportunity to manufacture vitamin D from sunlight is reduced and this can affect resilience to infection. People may consider taking 10mcg vitamin D per day to boost their health.

The World Health Organisation (WHO) is particularly concerned about the impact that lack of exercise has on individuals' health. Leaders are considering how they can build exercise into the school day, including through having brief exercise in classrooms during the day, in addition to exercise at break times and during (non-contact) PE lessons.

Recommendations

- Undertake a risk assessment of the school estate to ensure clarity of planning for safe reopening with regard to health and hygiene. **Guidance on estates and facilities management** is included as a supplementary document - as an example.
- Ensure that there are sufficient supplies of sanitiser, soap, towels, cleaning materials, in school to enable a safe return.
- Develop briefings for all staff on health and hygiene arrangements. Ensure that people delivering briefings to different groups have the same shared messages. (Developing a visual presentation may help to accompany written instructions). Check that any staff who are absent for the school briefing receive the same information: consistency is key.
- Develop simple briefings for all pupils on the importance of hygiene within their school day. Reinforce regularly. Send information about school routines home to parents.
- Have clear systems for monitoring the implementation of hygiene rules, including checking with pupils that they know them and are following them.
- Review school uniform/dress code policies and decide on whether any changes need to be introduced for school opening.
- Consider reinforcing general health messages to parents, including advice on vitamin D supplements.

The Public Health England website provides a range of advice and guidance about COVID-19 for the public, health professionals and other care settings:

<https://www.gov.uk/government/organisations/public-health-england>

The PDF file 'COVID-19: infection prevention and control guidance' contains guidance on organisational preparedness for preventing and controlling COVID-19, some of which applies to schools. It provides guidance on the safe use of PPE.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/881489/COVID-19_Infection_prevention_and_control_guidance_complete.pdf

Priority area 3: Maximising social distancing measures

Pupil behaviour

Social distancing is one measure to reduce the risk of coronavirus spreading. Clearly, it will only be effective if rigorous hygiene routines are followed too. The difficulty of practising social distancing in schools is considerable: leaders are considering how it can be accomplished practically and realistically, when thinking about the daily life of staff and pupils on the school premises.

Strategic planning for social distancing (within Priority Area 1) will require practical management day in day out, making school seem very different for pupils as they return.

Pupils will have mixed emotions on returning to school and those who are anxious, or have difficulty with self-management, will need monitoring and support (see Priority Area 5). Leaders are considering different strategies to acclimatise pupils for return, including planning for online tutorials on the 'new normal'.

A suite of lesson plans and resources to help pupils understand coronavirus, how it spreads and how it affects the body, can be found at <https://campaignresources.phe.gov.uk/schools>. The lessons, which have been prepared for pupils in key stages 1,2 and 3, have been designed in such a way that they could support home learning or teaching in school.

Leaders have identified numerous obstacles to social distancing and are finding strategies to overcome them, recognising that in the end this will be down to individuals' ability and maturity to self-manage. Anticipating human behaviour is key – as a society, we are used to hugging people we have not seen for a while, shaking hands, giving high fives – and the inclination will be to do this again. Letting pupils know that rules about physical contact are fundamentally about keeping safe, not about being 'strict', will be key to them understanding that social distancing is about taking responsibility for each other. Leaders are finding ways of reinforcing this message prior to the return to school as part of distance learning. Taking pupils through a 'socially distanced day' may help. For pupils who have autistic spectrum disorder, knowing clearly in advance what to expect in their school routine may be reassuring.

Positive, planned, structured induction is essential for the whole school community. In some schools this could be done through an online assembly, or through a presentation that is delivered by class teachers/ form tutors. Age-appropriateness of approach is key in trying to strike a balance, so as to convince pupils that this is an important issue and not creating a culture of alarm. For young pupils, some leaders are planning to use stories and games to reinforce social distancing (see supplementary document **Guidance on supporting children in EYFS**).

Leaders predict that most pupils will respond to reasonable age-appropriate instructions but recognise they will need reminding during the day. They want to get the balance right by agreeing with staff on how reminders should be given so as to gain compliance without becoming Draconian (some pupils may forget the 'rules' that are not yet embedded in their routines; a few may deliberately break them). Good pastoral support systems in which staff know pupils well will be key to encouraging social distancing. It is essential that parents know the rules and expectations too so that they can remind their children about behaving safely. Leaders are using a range of techniques to keep in touch with parents and are planning to communicate their expectations before the phased return begins.

Rotas

Duty rotas are seen by leaders as essential: they are reconsidering them to ensure that there are sufficient staff available at the start and end of the day, as well as at breaks, lunch times and any transition times to supervise pupil movement. Rotas will need to be published to all staff and leaders will need to monitor their implementation.

Entrance and exit points

Leaders are considering different strategies to reduce the number of pupils entering and leaving the building at one time. Staggered starts and ends to the day provide one solution. Some leaders are creating 'blocks' of pupils who are assigned to particular entry points, arriving at school at 15-minute intervals to reduce congestion. (Numbers will of course vary according to the size of the school population and the feasibility of having multiple entrance points.) To support parents, these arrangements could be made in such a way that siblings enter in the same block, thus enabling parents to leave the site area promptly.

Classrooms and teaching spaces

Keeping rooms free of clutter will help for classroom reconfiguration. In order to maintain social distancing, some leaders are using floor markings to help with the positioning of furniture. They are also considering how teaching and learning may need to be restructured; for example, group activities will need to be rethought as pupils will not be sitting closely together. In some schools, tape will be placed to demarcate the teacher's space from that of pupils. Classrooms should be kept well-ventilated. Some leaders are considering wedging doors open during the day or changing the ways in which doors can be opened, to reduce the possibility of contamination that arises from numerous people touching door handles. Regulations around fire doors should still be observed and should only be varied with approval of the local fire service.

Movement in corridors

Pupils may need to practise forming socially distanced lines so that they understand the parameters for movement. In some schools, pupils will practise lining up to observe social distancing so that they get a physical sense of the measurement. Supervision and positive reinforcement will be required on corridors at transition points. Staffing arrangements for supervision will need to be made in such a way that enables staff to keep a safe distance from pupils. Schools occupy very different types of building and leaders are working on bespoke solutions for pupil movement: every school needs its own plan.

Break times

Break times are likely to be the most difficult to supervise with regard to social distancing. It is important for pupils' physical and mental health to have some relaxation and, where possible, fresh air. Where outdoor space is available, leaders are considering how it could be zoned for different groups, or breaks could be staggered. Physical exercise routines could be provided to help pupils relax and enjoy themselves. If pupils remain indoors, leaders are planning some differentiation between lessons and time for social interaction – with social distance.

Lunch times

Leaders are making arrangements to avoid queues forming. These could involve multiple serving points or pupils being served at tables in dining areas. There may need to be a more limited menu choice, with the provision of grab bags as an alternative to a hot meal. There could be a mixed rota of in-class/canteen eating for pupils over the course of the week and some pupils may eat outside. Alternatively, food could be delivered to pupils in their 'home

bases' or zones. Decisions about who eats where will need to be taken by the staff rather than by the pupils. Staff will need to eat their food separately to avoid congestion and could perhaps be provided with packed meals from the school canteen. Leaders are working with their caterers to ensure that meals meet good nutritional standards and that communication about pupils' food allergies remains strong.

Toilets

Toilet facilities are very varied according to the age and condition of school buildings. Some leaders are considering allowing pupils to have access to toilets at all times during the day to prevent queues developing at social times. Alternatively, some are considering staggering break times to avoid queueing for toilets. Some leaders are planning to assign particular toilets to classes/groups of pupils to restrict the need for them to move far from their bases. Increased pupil numbers may require designated cleaners to be on duty to maintain high standards of cleanliness.

Medical rooms

Anyone developing symptoms of coronavirus during the school day should leave the premises as soon as possible. This may mean waiting for an adult to arrive to collect their child. Some leaders are designating additional rooms for isolation if children or staff become symptomatic during the day. Ideally, rooms will need access to toilet and washing facilities.

Transport

Social distancing may be more difficult on buses and there is less opportunity to supervise, and consequently more onus on pupils to take responsibility for their own safety. Leaders are devising plans to deliver key messages about public/school transport that will encourage safe behaviour when travelling. Schools should consider whether social distancing can be enabled on buses by having single occupancy on double seats.

Recommendations

- Ensure that pupils are taught why social distancing is necessary, and what their responsibilities are towards themselves and each other.
- Consider having multiple entry/exit points to school, designated by use for different groups of pupils, at different times.
- Decide on arrangements for lunch time – which pupils and staff will eat in which locations, how food will be served and the implications for cleaning areas where food has been consumed.
- Take reasonable measures to maintain social distance in classrooms, on corridors and at break and lunch times.
- Develop and publish detailed rotas so that all entry, exit, transition and social times are well-supervised.
- Consider how break time and lunch time arrangements can best be managed to enable social distancing.
- Consider how toilets will be managed to avoid bottlenecks forming and to maintain hygiene.
- Consider advising pupils on wearing masks when using public transport.

The website <https://www.gov.uk/coronavirus> provides up to date information.

Priority area 4: Continuing enhanced protection for children and staff with underlying health conditions

There is mixed evidence as to whether children transmit coronavirus and the impact it can have on children if they catch it.

It is imperative that leaders follow the advice from government and Public Health England with regard to the protection of vulnerable people.

The government is currently strongly advising clinically **extremely vulnerable** people to shield until the end of June and is keeping this advice under review. The guidance states that shielding is for people's personal protection; it is a matter of personal choice whether to follow the measures that are advised.

The current government guidance states that the groups of people listed below are clinically extremely vulnerable. Disease severity, history or treatment levels will also affect who is in the group.

1. Solid organ transplant recipients.
2. People with specific cancers:
 - People with cancer who are undergoing active chemotherapy
 - People with lung cancer who are undergoing radical radiotherapy
 - People with cancers of the blood or bone marrow such as leukaemia, lymphoma or myeloma who are at any stage of treatment
 - People having immunotherapy or other continuing antibody treatments for cancer
 - People having other targeted cancer treatments which can affect the immune system, such as protein kinase inhibitors or PARP inhibitors
 - People who have had bone marrow or stem cell transplants in the last six months, or who are still taking immunosuppression drugs
3. People with severe respiratory conditions including all cystic fibrosis, severe asthma and severe chronic obstructive pulmonary disease (COPD).
4. People with rare diseases and inborn errors of metabolism that significantly increase the risk of infections (such as Severe Combined Immuno-Deficiency (SCID), homozygous sickle cell).
5. People on immuno-suppression therapies sufficient to significantly increase risk of infection.
6. Women who are pregnant with significant heart disease, congenital or acquired.

Staff and children who are extremely vulnerable should not attend school. People who fall within these groups will have been contacted to tell them they are clinically extremely vulnerable.

In addition, further groups of clinically **vulnerable** are identified as anyone:

1. Aged 70 or older (regardless of medical conditions).
2. Under 70 with an underlying health condition listed below:
 - Anyone instructed to get a flu jab as an adult each year on medical grounds
 - Chronic (long-term) mild to moderate respiratory diseases, such as asthma, chronic obstructive pulmonary disease (COPD), emphysema or bronchitis
 - Chronic heart disease, such as heart failure
 - Chronic kidney disease
 - Chronic liver disease, such as hepatitis

- Chronic neurological conditions, such as Parkinson's disease, motor neurone disease, multiple sclerosis (MS), or cerebral palsy
- Diabetes
- A weakened immune system as the result of conditions such as HIV and AIDS, or medicines such as steroid tablets
- Being seriously overweight (a body mass index (BMI) of 40 or above)
- Pregnant women

The guidance states that clinically vulnerable people are at higher risk of severe illness from coronavirus and should 'take particular care to minimise contact with others outside your household'. Clinically vulnerable staff and pupils should seek medical advice as to whether they should go to school. If they are advised to go to school, they should do so. If staff are advised by medical practitioners to stay at home, then leaders should make arrangements for them to work from home. Similarly, pupils who receive medical advice to remain at home should be provided with appropriate work.

The Government's updated guidance can be found here:

<https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings>

Leaders are looking for ways in which they can deploy extremely vulnerable and vulnerable staff who are fit for work but should remain at home. This might involve tasks such as preparing and delivering materials or lessons as part of the school's distance learning arrangements, providing pastoral support to children who are at home or completing administrative work that can be done remotely.

Leaders are taking steps to ascertain which of their pupils and staff are clinically extremely vulnerable or vulnerable.

Clinically extremely vulnerable children are likely to be absent from school for a very long time. Leaders recognise that distance learning, while having merits, is not a suitable replacement for school in the long term. They will explore solutions with trust central teams and local authority services on how provision might be made for these children.

Where children are identified as clinically vulnerable, the decision about their fitness to return to school cannot be taken by school leaders and should be made by parents on medical advice.

Where a pupil or staff member lives with an extremely clinically vulnerable person, and where they are unable to exercise stringent social distancing, they should stay at home.

Where a pupil or staff member lives with someone who is clinically vulnerable, they should still go to school.

Leaders will need to be sensitive in considering the home circumstances of employees and pupils. Risk assessments will be needed for staff who live in households that include extremely vulnerable or vulnerable people, and measures put in place to support them.

Leaders will need to discuss with parents the steps that are being taken to mitigate the risk of infection for children who share homes with adults whose health is a concern. It is likely that schools in disadvantaged areas will have a higher proportion of children living in households where adults fall into the extremely vulnerable and vulnerable groups. Scientific research findings currently paint a mixed picture of the extent to which coronavirus is transmitted by children.

Recommendations

- Schools must follow government advice on protecting staff and children with underlying health conditions.
- Contact all households to establish whether pupils or any other household members fall into the clinically extremely vulnerable or clinically vulnerable groups. Provide guidance to families about definitions of vulnerability.
- Ask staff to self-identify vulnerability.
- Consider undertaking a risk assessment for pupils and staff who live in households that include clinically extremely vulnerable or clinically vulnerable people.
- Consider home tutoring or personalised remote learning for pupils who are not able to attend school in the long term.
- Follow government guidance on testing, tracking and tracing and ensure that staff are fully aware of the processes to be followed.

Further guidance regarding medical vulnerability can be found on the following websites:

<https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings#shielded-and-clinically-vulnerable-children-and-young-people>

<https://www.gov.uk/government/publications/full-guidance-on-staying-at-home-and-away-from-others/full-guidance-on-staying-at-home-and-away-from-others#eel-decline>

<https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19>

<https://www.local.gov.uk/protecting-vulnerable-people-during-covid-19-outbreak>

Priority area 5: Enhancing mental health support for pupils and staff

Pupils returning to school will have had varied experiences during lockdown. School leaders are concerned about the impact of social isolation and social distancing on wellbeing. They are aware that repeated media consumption, including anxiety-inducing social media can amplify stress. While all pupils will be affected in some way, the most vulnerable and disadvantaged and those with special educational needs and/or disabilities are likely to be particularly adversely affected.

School leaders are aware that some children and young people will be feeling increased anxiety, depression, stress and other negative feelings. Some may have suffered bereavement and trauma. They may be living in households with adults who have mental health issues, and which have been severely affected by financial insecurity and poverty. Some of the most vulnerable children may feel entrapped; they may have suffered neglect or abuse. All children will have experienced changes in sleep and lifestyle behaviours and will have missed seeing friends and the wider family.

Many leaders are prioritising social and emotional aspects of learning as pupils return to school: topics are being explored through discrete lessons, but thought is also being given to how the culture of caring is modelled across the school.

Staff, too, may be affected by the same issues. It is essential that teachers are supported to manage stress and avoid exhaustion. Leaders are aware that a one-size-fits-all response will not suffice. They have put in place various initiatives including 'pulse surveys' to gauge how staff are feeling. Some leaders had already prioritised mental health first aid prior to the

pandemic and have trained mental health first aiders in situ. Some leaders are introducing grief and loss programmes to help staff and pupils who have been affected by bereavement. In some schools, staff are being trained in bereavement counselling, whereas other leaders have decided that external specialist services will be used for this support work. All leaders who participated in the survey were very conscious that the pandemic will have long term effects on the whole school community and that re-establishing relationships, routines and structures that provide security and comfort is a cornerstone of recovery.

It is important that leaders maintain regular contact with staff who are working at home so that they still feel involved in the school community. Checks on individuals' workload will also be required, particularly where a blend of work is being undertaken on-site and off-site. The use of high-quality provision from The Oak National Academy and BBC Bitesize Daily may be of help.

Leaders are committed to meeting individual needs, making use of external expertise where appropriate. They are committed to working constructively with local authorities and in partnership with health and care professionals.

Recommendations

In the short term:

- Establish a calm and purposeful educational atmosphere in school, where staff work together to reduce stress and anxiety and promote positive behaviours.
- Identify the most vulnerable pupils, and their specific needs arising from their experiences.
- Identify and signpost appropriate mental health support for individual pupils, such as:
 - In-school support from mental health first aiders, counsellors and pastoral team
 - Access to shared resources within the multi academy trust, and/or with other schools in the locality
 - Peer support
 - Community support, including support from PVI providers
 - Bereavement counselling
 - Local authority and health services– educational psychologists, CAMHS, clinical psychologists
 - Online clinics and support
 - Use of national charities such as Childline and Place2Be
- Ensure pupils are well-informed about the virus and understand the need for the measures being taken in school and wider society.
- Use the taught curriculum to:
 - Address pupils' experiences during lockdown
 - Reinforce positive behaviours, hygiene and coping strategies specific to the pandemic
 - Timetable positive activities to promote wellbeing, mental and physical health
- Revise safeguarding and behaviour policies to ensure they support positive behaviours, for example in relation to maintaining social distancing, promoting hygiene and health.
- Provide training for staff in implementing revisions to policies and in managing pupils' behaviour in a constructive way.

In the longer term:

- Continue with curriculum adaptations to include strategies to:
 - Support pupils to develop coping mechanisms and resilience in the event of future pandemics
 - Educate pupils about misinformation and harmful media reports and social media

- Promote an increased understanding of the links between physical and mental health
- Provide ongoing training for staff.

For staff:

- Maintain a strong sense of community, including and involving all staff.
- Ensure staff feel able to ask for help and seek individualised support within school if they need it.
- Sign-post services to support with specific issues, including face-to-face, telephone and online services.
- Provide additional training in developments in mental health and dealing with trauma to support staff in dealing with their own and pupils' needs.
- Ensure NQTs, RQTs and teachers new to the school are given quality induction and support so they quickly feel part of the school and a wider network.

For school leaders:

- School Governors and multi academy trust trustees will have a role in ensuring the health and wellbeing of senior leaders. There is a need to ensure that leaders are not overstretched, particularly where schools are open for vastly extended hours.

Further information about the possible impact of coronavirus on mental health can be found in the following article:

'Multidisciplinary research priorities for the COVID-19 pandemic: a call for action for mental health science' – Lancet mental health (www.thelancet.com/psychiatry); published online, 15th April, 2020 [https://doi.org/10.1016/S2215-0366\(20\)30168-1](https://doi.org/10.1016/S2215-0366(20)30168-1) - the direct and indirect psychological and social impact of the pandemic on mental health

Useful websites providing advice on mental health:

<https://www.place2be.org.uk>

<https://www.childline.org.uk/info-advice/your-feelings/mental-health/>

<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>

<https://www.gov.uk/find-coronavirus-support>

<https://www.nhs.uk/using-the-nhs/nhs-services/mental-health-services/dealing-with-a-mental-health-crisis-or-emergency/>

<https://www.gov.uk/government/publications/covid-19-guidance-for-the-public-on-mental-health-and-wellbeing>

The following ***prompts for consideration in the weeks before partial or phased reopening*** are designed to help leaders in their systematic planning.

The ***prompts for consideration on the first day of partial or phased reopening*** are offered for consideration by leaders as reopening begins.

Neither set of prompts is exhaustive or prescriptive.

Prompts for consideration in the weeks before partial or phased reopening

Planning prompts for partial or phased reopening		
Have you considered?	Possible activities/further considerations	Notes and comments
1. Establishing a systematic process of partial opening, including social distancing		
<p>Net capacity for school and individual spaces</p> <p>What proportion of pupils and staff can you realistically accommodate to manage social distancing requirements around the school and in lessons?</p>	<p>Measure classrooms, teaching spaces, corridors, canteens and other spaces.</p> <p>For each individual space, calculate the largest class and group size that can be accommodated. By converting large spaces (such as halls, gyms, atria), it may be possible to avoid having to split classes into smaller groups. However, if making use of large social spaces for learning, consider what modifications will be required to make them effective learning environments (e.g. mobile interactive screens).</p> <p><i>(The government has confirmed class sizes of no more than 15 in primary schools. For secondary schools and colleges, the same principle of halving classes will normally apply. They are encouraged to rearrange classrooms with sitting positions 2 metres apart).</i></p>	
<p>Organisation of learning, teaching spaces and classrooms</p> <p>How are you planning to organise classes?</p> <p>How can you arrange furniture to optimise social distancing?</p> <p>Will you need to replace and/or rearrange furniture, use floor markings?</p>	<p>Consider pupils (some/all) being in home bases. In secondaries, consider staff moving to pupils, rather than pupils moving between classrooms.</p> <p>It may be that pupils are not always in their 'normal' teaching groups.</p> <p>It may be that you reduce practical subjects such as design technology to mitigate spread of infection which may be exacerbated through sharing equipment.</p> <p>Consider large spaces (such as halls, gyms, atria) that you may decide to use for teaching spaces, as well as classrooms. (Your use of space may depend on your curriculum decisions and your thoughts about lunch time arrangements).</p>	

Planning prompts for partial or phased reopening		
Have you considered ...?	Possible activities/further considerations	Notes and comments
	<p>Consider different configurations of furniture if necessary – horseshoe shapes, rows of desks may yield different solutions. Remember that pupils will need to be apart from peers for the stipulated distance in all directions.</p> <p>Identify individuals/teams who will complete the furniture positioning before pupils return.</p> <p>Plan to remove excess furniture. Where can it be stored?</p> <p>Mark out floors that will be used for teaching spaces so that any requirements for social distancing are clear.</p>	
<p>Availability of staff</p> <p>How will staff availability impact on the school's provision?</p>	<p>Establish a process to identify the staff that are available and staff that are unavailable.</p> <p>What is the impact of staff who are self-isolating or shielding?</p> <p>Consider staff availability and how school-based learning will interface with home-based learning. Are there sufficient staff, both in school and working remotely, to maintain quality learning in both contexts?</p> <p>Consider how you will organise staffing to ensure quality home learning continues as pupils are phased into school. This may vary according to whether subject specialists are in school or teaching remotely.</p> <p>Consider mechanisms for recording staff absence, particularly in cases of COVID-19. How will you track returns to work?</p>	
<p>Prioritising provision</p> <p>How will you phase in more pupils?</p>	<p>Children of key workers, vulnerable children and those with EHCPs will continue to be prioritised. They will need to be accommodated irrespective of any other national stipulations about returning groups.</p>	

Planning prompts for partial or phased reopening		
Have you considered ...?	Possible activities/further considerations	Notes and comments
	<p>The government has confirmed that primary schools will prioritise Nursery, Reception, Year 1 and Year 6 pupils in the first instance. The ambition is to bring all primary year groups to school before summer holidays. Secondary schools will offer some face to face support to year 10 and 12 pupils.</p> <p>Consider how the number of pupils will impact on staffing requirements.</p> <p>Have you considered how minimising the risk of infection will differ for groups of pupils?</p> <p>In the early years, consider how social distancing can be managed. What about shared resources?</p> <p>Years 6, 11 and 13 may benefit from some information, advice and guidance on next steps (secondary school, college, university and career progression)</p>	
<p>The school day</p> <p>How will you plan the day to ensure pupils keep safe and have productive time in school?</p>	<p>There are several different ways in which the school day could be organised:</p> <ul style="list-style-type: none"> • Schools may decide to shorten the school day in order to reduce social times and allow for additional cleaning each day. However, a school should avoid having two groups of pupils to attend half a day each on the same day. This increases the risk of transmitting an infection through shared surfaces. • Pupils attend for whole days for part of the week • Pupils attend for whole weeks on weekly rotas • Targeted pupils attend full-time; all other pupils attend part-time and also access remote learning. <p>Start and end times may be staggered in order to lessen pressure at entrance and exit points.</p>	

Planning prompts for partial or phased reopening		
Have you considered ...?	Possible activities/further considerations	Notes and comments
<p>Monitoring attendance</p> <p>What are your arrangements to monitor and record attendance?</p>	<p>How will you be able to do this if classes need to be split due to social distancing or some pupils are directed to stay at home due to a partial opening?</p> <p>If paper registers are being used, additional capacity may be needed to input into the school's information management system.</p>	
<p>Planning movement around the school including break and lunch times</p> <p>How will you organise movement during lesson times and at break and lunch times?</p>	<p>Arrangements for break times will depend on the amount of indoor and outdoor space available.</p> <p>Is it possible to have a one-way system through parts/all of the school? Wall markings will be needed to show direction of travel – particularly if the one-way system is new for pupils.</p> <p>Consider whether you can utilise outdoor space to support movement around school.</p> <p>Think about placing markings on floors that show the required distance.</p> <p>Ask some staff to walk the school using social distancing markers to identify site-specific issues.</p> <p>There may be a need to dismiss pupils at different times and to deploy staff on duty at transition points.</p> <p>Consider whether staggered break times and/or zoned areas will work.</p> <p>For lunch times, consider:</p> <ul style="list-style-type: none"> • Staggered lunch times • Floor markings where queues form • Multiple serving stations • Whether simplified menus in the canteen are required, in order to speed up the process and reduce queueing 	

Planning prompts for partial or phased reopening		
Have you considered?	Possible activities/further considerations	Notes and comments
	<ul style="list-style-type: none"> • Food served to pupils in the dining hall rather than pupils forming queues • Utilisation of other spaces around school • Providing grab bags for delivery to classrooms • Guidance for children bringing their own food into school. Use of paper bags rather than lunchboxes? • Eating lunch in classrooms – which could be cleaned by on-site cleaning staff (who need to be equipped with appropriate PPE) 	
<p>Curriculum organisation</p> <p>What curriculum will pupils follow when they first return and subsequently?</p> <p>How will you balance the curriculum taught in school with distance learning to ensure quality and continuity?</p>	<p>Consider what adaptations will need to be made to curriculum planning to ensure:</p> <ul style="list-style-type: none"> • Any gaps in learning are assessed and addressed • Gains in learning are taken into account • Pupils’ behavioural, social and welfare needs are met • Exam syllabi are covered • Pupils’ experiences in school are balanced with home learning to provide progression and continuity in learning <p>Consider the current curriculum and identify what pupils’ needs will be when they return. (Learning needs will be different according to year groups, but evidence suggests that early reading in EYFS/Year 1, and PSHE at all key stages will be substantial areas.)</p> <p>How reliable is your information about the regularity and quality of education that pupils have accessed during lockdown? Consider the evidence you have from learning logs, completed assignments and pupils’ discussions with their teachers.</p> <p>Consider how you will design the curriculum, so as not to demotivate pupils who have made progress during home learning, while supporting those who need extra help.</p> <p>Consider whether you will offer all subjects or focus on specific subjects in school. Consider the position regarding subjects that need</p>	

Planning prompts for partial or phased reopening		
Have you considered ...?	Possible activities/further considerations	Notes and comments
	<p>shared specialist equipment and/or practical apparatus (art, PE, technology, computing, sciences). Will these subjects be delivered in school during partial reopening?</p> <p>Who will undertake gaps analysis? Consider focusing on those pupils who may have had limited or no access to IT, those who were finding learning difficult beforehand and pupils who are new to the school.</p> <p>A special timetable may be needed, particularly if splitting classes. How will this timetable be constructed and communicated to pupils and staff?</p>	
Staff workspaces	<p>How will staff maintain social distance?</p> <p>Consider how you will use existing staff rooms. What are the arrangements for staff to have lunch and take breaks?</p> <p>Consider:</p> <ul style="list-style-type: none"> • How staff, parents and other visitors to the school will maintain social distancing in the school's reception areas • How administrative staff will be able to observe social distancing in office spaces • How teaching staff will use workspaces for the preparation of resources • How catering staff will maintain social distancing • Issuing laptops to all staff to discourage hot desking and sharing of PCs in staff rooms and offices • Providing wipes and cleaning equipment in each shared staff workspace (including for the teacher PCs in classrooms) 	
Managing the school life cycle	<p>Consider how you will deliver the school's regular calendar of activities and work plan for the summer term (e.g. staff recruitment, curriculum development, timetable, planning for next academic year).</p>	

Planning prompts for partial or phased reopening		
Have you considered?	Possible activities/further considerations	Notes and comments
	<p>Consider how you will manage admission and transition. Virtual tours and e-induction sessions with new class teachers/form tutors may be helpful in introducing pupils and parents to their new schools.</p> <p>Consider how you will support school leavers and new pupils in preparing for their next steps.</p>	
<p>Governance and policy</p> <p>How will you secure the involvement of governors and trustees in developing and monitoring the school's reopening plans and policies?</p>	<p>Consider how governors and trustees can be involved remotely in policy review, CPD and planning.</p> <p>Consider how governors and trustees are involved in developing and monitoring the school opening plan.</p> <p>Governors and trustees will have a role in ensuring the school's business continuity plan remains effective over the next few months.</p> <p>Governors and trustees may have a role in making sure the school website is up to date and can be easily accessed by parents for the latest guidance and information.</p> <p>Governors and trustees will have a role in ensuring the health and wellbeing of senior leaders. There is a need to ensure that leaders are not overstretched, particularly where schools are open for extended hours.</p> <p>Consider how parents will be informed of changes to policies and procedures. A handbook for parents may be helpful (electronic or paper).</p>	
<p>Policy review</p>	<p>Consider how you need to revise safeguarding, health and safety, fire evacuation, medical, behaviour, attendance and other policies to ensure they support positive behaviours in relation to minimising the risk of infection.</p>	

Planning prompts for partial or phased reopening		
Have you considered ...?	Possible activities/further considerations	Notes and comments
	<p>How will staff be supported to ensure constructive behaviour management and reinforce social distancing and hygiene requirements?</p>	
Communication strategy	<p>How will you keep the following groups informed of the school's processes and procedures?</p> <ul style="list-style-type: none"> • Staff • Pupils • Parents • Governors • Local authority • Regional School Commissioner (RSC) • Professional Associations • Other partners <p>The reopening plan and risk assessment will need to be shared with staff, parents, governors and made available to the LA, RSC and other partners.</p> <p>Translate plan into an appropriate format for pupils.</p>	
Induction for staff and pupils	<p>Staff will need training in implementing revisions to policies. In particular, they will need to be fully aware of requirements for:</p> <ul style="list-style-type: none"> • Infection control • Fire safety and evacuation procedures • Constructive behaviour management • Safeguarding • Mental health and wellbeing • Risk management <p>Consider how you will support staff who are new to the school. Induction may be undertaken online and/or in school, maintaining guidelines to minimise risk of infection.</p>	

Planning prompts for partial or phased reopening		
Have you considered?	Possible activities/further considerations	Notes and comments
	<p>A staff handbook may be useful to support all staff in understanding what is required of them in terms of policies and procedures.</p> <p>Induction of new staff to the school within the COVID-19 period will need to be more comprehensive. Who will undertake this? How and when will it occur?</p> <p>The induction of pupils needs a script. How will it be delivered? Online assemblies? Can pupils have some induction before they return to school? Induction will need to cover all routines and behavioural expectations. The same information needs to be shared with parents.</p>	
Free school meals	<p>Ensure good communication between the school office and school kitchen around which pupils will be present to eat lunch on which days.</p> <p>Ensure that pupils eligible for free school meals continue to receive vouchers or meals on the days that they are not in school.</p> <p>Explore options for supporting families struggling with food poverty.</p>	
Staff contracts	<p>Is variance needed? (particularly for cleaners and catering staff)</p>	
Suppliers	<p>Do any contracts need to be renewed/changed?</p> <p>Do you have a list of critical suppliers?</p> <p>Do you have sufficient stock of critical items?</p>	
Safeguarding	<p>Do you have sufficient staff to cover safeguarding operationally? (Be prepared for an increase in disclosures and referrals.) Are the DSL or Deputy DSLs on site? Are there arrangements with other schools/MAT/LA in the event that the DSL is absent?</p>	

Planning prompts for partial or phased reopening		
Have you considered?	Possible activities/further considerations	Notes and comments
	<p>Ensure up-to-date safeguarding information is clearly displayed around school.</p> <p>Include safeguarding in staff induction.</p> <p>Undertake safeguarding risk assessments for vulnerable pupils.</p>	
<p>Risk assessments</p> <p>Have you undertaken risk assessments for different areas of the school and pupils' activities, taking account of any requirements for social distancing and health and hygiene arrangements?</p>	<p>Assessments of risk and action to mitigate risk will need to be undertaken:</p> <ul style="list-style-type: none"> • In different areas of the school • When pupils enter and leave school • During movement around school • During break and lunch times • For delivering aspects of the curriculum, especially for practical subjects and where shared equipment is used <p>Consider how you will ensure that all staff are aware of the risk assessments and their responsibilities in mitigating risk. This includes the provision of training for staff (remotely or on return to school) with regards to risk management.</p> <p>Schedule reviews of risk assessment – this needs to be done at the end of the first week back and amended as necessary.</p>	
<p>School transport</p>	<p>Arrangements will vary from school to school.</p> <p>Do you have up-to-date information about pupils' modes of travel to school?</p> <p>You may need to consider whether bus companies have amended schedules or buses will be running as usual.</p>	

Planning prompts for partial or phased reopening		
Have you considered ...?	Possible activities/further considerations	Notes and comments
	<p>If pupils travel by school buses or public transport, there will be implications for managing part-time attendance or staggered arrival times.</p> <p>Do you have reassurance from bus companies about hygiene and disinfection of school buses?</p>	
Wraparound care	<p>Have you risk assessed wraparound care provision such as breakfast clubs and after school clubs? Which pupils will need to attend on which days? Which staff will attend? Where this provision is run by external staff, is any variance needed to their contracts? How will hygiene and social distancing be maintained?</p> <p>If the space used for wraparound care will be used as a teaching space, how will you manage to disinfect it before and after occupancy?</p> <p>Have you communicated arrangements for wraparound care to parents?</p>	
2. Investing in safety equipment and health and safety arrangements to limit the spread of COVID-19		
<p>Investment in hygiene arrangements</p> <p>How will you resource the health and hygiene arrangements?</p>	<p>This is likely to be a challenge due to increased costs and demand for resources and staffing.</p> <p>Some cleaning staff are furloughed currently. Consider how you will plan a return to work in liaison with contracting agencies.</p> <p>Consider how you will fund and source sanitising stations, handwashing facilities and PPE.</p>	
<p>Controlled access to site</p> <p>How will you limit and restrict visitors?</p>	<p>Create a procedure and script for receptionists to use when dealing with visitors.</p>	

Planning prompts for partial or phased reopening		
Have you considered ...?	Possible activities/further considerations	Notes and comments
	<p>Place notices at school entrance points to advise that only essential visitors should enter the premises.</p> <p>Ensure that deliveries are handled safely.</p>	
<p>Cleaning and hygiene</p> <p>Are there sufficient cleaning staff employed to support thorough cleaning before and after school and also to have some on site during the day?</p> <p>What additional hygiene arrangements do you need to put in place?</p>	<p>All schools will probably require a deep clean prior to opening. It will particularly be the case if the school has been used as an education hub or used for other health or community purposes.</p> <p>Once pupils are back, additional cleaning staff may be required to clean during the day, after break and lunch time, and to maintain cleanliness in shared areas and toilets.</p> <p>Staff rooms and staff areas will also need to be clean and hygienic. Consider who will be responsible for maintaining cleanliness in these areas. Will staff use their own crockery, utensils and supplies for refreshment breaks?</p> <p>Consider providing sanitisers near fridges, microwaves and kettles for staff to support good hygiene when using shared equipment.</p> <p>Cleaning staff may also support in wiping down surfaces and shared equipment during the day.</p> <p>Consider how you will equip cleaning staff. What form of PPE will they have?</p> <p>You may also consider additional training for cleaning staff, informed by NHS practice, relevant to virus control and deep cleaning.</p>	<p><i>Arrangements will depend on contracts and availability of cleaners</i></p>
<p>Hygiene implementation and monitoring</p> <p>How will you implement and monitor cleaning and hygiene arrangements?</p>	<p>Do you have a system for checking cleaning in shared areas?</p> <p>Consider how surfaces around school and desks will be wiped down. Will this be at regular times throughout the day, when pupils move rooms or both?</p>	<p><i>Pupils' responsibilities are dependent on age.</i></p>

Planning prompts for partial or phased reopening		
Have you considered ...?	Possible activities/further considerations	Notes and comments
How will you ensure surfaces and resources used by pupils throughout the day are kept clean?	<p>Will pupils and staff be responsible for wiping down equipment before/after they use it? Consider having wipes available for use by pupils and staff.</p> <p>It is important that all staff and pupils are clear about their responsibilities in maintaining cleanliness and hygiene.</p>	
<p>Hygiene and handwashing</p> <p>How will you ensure cleanliness on entry to and exit of school?</p> <p>How will you promote hand washing and hygiene?</p>	<p>Consider how you will ensure that pupils wash or sanitise their hands on entering and leaving the school.</p> <p>Do you have sufficient sanitising stations or handwashing facilities near the entrance and around school?</p> <p>Some schools are installing handwashing and drying facilities outside the school building.</p> <p>Consider introducing handwashing at regular intervals during the day.</p> <p>Young children may need reminding how to wash their hands, such as by timing the activity to two choruses of 'Happy Birthday'.</p> <p>Plans for maintaining hygiene should be plain and simple, re-enforced with posters and videos making the process clear.</p>	
<p>Masks and face coverings</p>	<p>The government does not recommend face coverings or masks in schools.</p> <p>Will you encourage masks for pupils as they make their journeys to and from school (when using buses, trains or taxis)?</p> <p>Masks will not be appropriate for all pupils, particularly for pupils with SEND and young children.</p>	

Planning prompts for partial or phased reopening		
Have you considered?	Possible activities/further considerations	Notes and comments
	Some parents may insist that their children wear masks. It would be helpful to have a standpoint on this matter that you share ahead of reopening.	
PPE	<p>Risk-assess which staff may require PPE (including staff providing intimate care, nappy changing, teaching of some SEND pupils, catering and cleaning).</p> <p>Establish what sort of PPE is required and whether you have sufficient supplies.</p> <p>Consider arrangements for the disposal of PPE.</p>	
Confirmed or suspected COVID-19	<p>Agree the policy and procedures for dealing with confirmed and suspected COVID-19 cases.</p> <p>Consider how you will communicate the policy and procedures to key stakeholders (staff, pupils, parents).</p>	
Testing, tracking and tracing	<p>Advise staff and parents on procedures for testing and for the use of the tracing app when it becomes available.</p> <p>Liaise with your school's health provider regarding post-test support.</p> <p>Consider your plans if the virus spreads within school.</p> <p>Seek guidance from your local Health Protection Team: https://www.gov.uk/government/publications/health-protection-in-schools-and-other-childcare-facilities/chapter-4-what-to-do-if-you-suspect-an-outbreak-of-infection https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings#additional-questions</p>	

Planning prompts for partial or phased reopening		
Have you considered ...?	Possible activities/further considerations	Notes and comments
<p>Uniform and clothing</p> <p>Will staff be required to wear business dress and pupils be required to wear school uniform?</p>	<p>If the advice is to wear clean clothes each day, it could be difficult for some pupils to maintain school uniform. Consider also that clothes have an impact on the way pupils behave and can be a source of anxiety for some pupils, especially if they have limited clothing.</p> <p>What about coats and blazers that cannot be washed easily every day?</p> <p>Will pupils continue to wear school ties? (They are not typically washed on a regular basis)</p> <p>Consider the use of coverings, such as tabards, that could be washed at home or in school. This may be useful for early years in particular.</p> <p>Some items of staff clothing, such as jackets, suits are difficult to wash. Consider how you will communicate to staff, what constitutes 'business dress'.</p>	
<p>First aid</p> <p>Do you have first aiders on site at all times?</p>	<p>Do you have sufficient first aiders?</p> <p>What are the arrangements to train additional staff? Online courses are available.</p>	<p><i>Government guidance should clarify the requirements.</i></p>
<p>Maintaining physical good health</p>	<p>How are you advising parents about accessing medical help (including non-COVID-19 vaccines)?</p> <p>Are you advocating vitamin D supplements?</p>	
<p>Medical rooms</p> <p>Do you have sufficient, well-equipped medical rooms?</p>	<p>Additional rooms could be needed for isolation if children or staff become symptomatic during the day. Ideally, rooms need access to toilet and washing facilities.</p> <p>Children or adults who become ill during the day will need to go home as soon as possible.</p>	

Planning prompts for partial or phased reopening		
Have you considered ...?	Possible activities/further considerations	Notes and comments
<p>Communication</p> <p>How will you communicate the requirements to parents, pupils and staff?</p>	<p>Parents need to be fully briefed and aware of the health and safety arrangements before pupils start back at school. They will need to keep their children at home if anyone in the household has symptoms of COVID-19 or has an underlying health condition that puts them at increased risk.</p> <p>Parents will need to check daily that their children are not displaying any symptoms before they leave home for school.</p> <p>Where children spend part of their week in different households, clear information will need to be given to all parties.</p> <p>Parents/carers will need ongoing briefing and reminders as their children return.</p> <p>Information will need to be clear and concise. Consider using the school website, social media. Avoid communicating on paper, if possible.</p> <p>Staff and pupils will need to know procedures to follow if they develop symptoms during the school day.</p>	
<p>How will you ensure parents notify you if they or their children have the virus?</p>	<p>Parents must be clear about the need to inform school if their child is tested positive for COVID-19.</p> <p>What are the implications for other children in the class?</p>	
<p>3. Maximising social distancing measures</p>		
<p>Pupil behaviour</p>	<p>Consider how you will educate pupils before they return about the need to stay apart from others.</p> <p>For young pupils, you can use stories and games to reinforce social distancing (see supplementary document Guidance on supporting children in EYFS).</p>	

Planning prompts for partial or phased reopening		
Have you considered ...?	Possible activities/further considerations	Notes and comments
	<p>Consider whether a higher adult-to-child ratio is needed for the youngest children to support distancing and hygiene.</p> <p>The consequences of flouting the rules on social distancing need to be clear. Emphasise that this is about protecting each other. Consider how you will convey expectations to staff and pupils. Remember that the 'rules' for school are new and will need to become embedded in everyone's routines.</p>	
Staff duty rotas	Clear rotas will need to be drawn up and kept under review (start of day, end of day, breaks, lunch).	
Entrance and exit points	<p>Entrances and exit points will need to be carefully monitored to ensure that pupils do not congregate.</p> <p>Consider 'blocking' of pupils to enter/leave building.</p>	
Classrooms and teaching spaces	<p>Furniture should be arranged to enable social distancing where possible.</p> <p>Rooms should be free of any clutter and extraneous furniture. Staff will need to reinforce guidelines to pupils and organise lessons in a way that does not require close physical collaboration between pupils.</p>	
Movement in corridors	Decide on staffing arrangements for lesson changeover/movement times and how these will be communicated to staff.	

Planning prompts for partial or phased reopening		
Have you considered ...?	Possible activities/further considerations	Notes and comments
Break times	<p>Pupils will want to see their friends, including those who are not in the same class group. How will you ensure social distancing? You may consider zoning areas by year group or phase, or using areas on a rota basis, if there is space.</p> <p>Break times are important for physical activity, especially if PE is not on the curriculum. Consider how you can encourage healthy exercise. If pupils stay in their classrooms for breaks; consider how you will make sure they have some physical activity.</p>	
Lunch times	<p>Supervise lunch times to ensure that pupils are sitting at an appropriate distance from each other and that hygiene arrangements are robust.</p> <p>Social distancing may be helped by serving pupils when they are seated to avoid queues or considering the use of multiple serving points.</p> <p>Consider allowing some meals to be eaten outside or serving meals in home base classrooms.</p> <p>Ensure that the school's processes for feeding pupils who have allergies remain rigorous.</p>	
Medical room(s)	<p>Consider the fact that additional rooms could be needed for isolation if children or staff become symptomatic during the day. Ideally, rooms need access to toilet and washing facilities.</p>	
Arrival and departure from school	<p>Consider whether you will have a staggered start to the school day to reduce pressure points.</p> <p>Decide on entry and exit points to the school and to rooms. Can you have more entry points to avoid overcrowding?</p> <p>Any staggering will need to take account of school transport.</p>	

Planning prompts for partial or phased reopening

Have you considered ...?	Possible activities/further considerations	Notes and comments
Transport	<p>Social distancing may be more difficult on buses and you will have less opportunity to supervise, so there is more onus on pupils to take responsibility for their own safety. Have you got a plan for securing social distancing on school buses? What about the single occupancy on double seats?</p> <p>Have you got a plan for delivering key messages about public/school transport to pupils?</p> <p>Consider advising pupils on the use of masks when travelling on buses/trains.</p> <p>If pupils are travelling on buses that are shared with other local schools, it may be helpful to link with those schools.</p> <p>It may be that more parents will bring their children to school by car. The advice is not to car share – unless passengers and the driver live in the same household.</p> <p>How will you maintain social distancing in the car park?</p> <p>Consider providing information about transport to parents.</p>	
Staff areas	<p>Offices should be arranged to enable colleagues to work at an appropriate distance from each other. Have you identified the capacity of each staff area with social distancing?</p> <p>Staff rooms should be free of clutter for ease of cleaning and organised to enable staff to maintain an appropriate distance from each other.</p>	

Planning prompts for partial or phased reopening		
Have you considered ...?	Possible activities/further considerations	Notes and comments
4. Protecting children and staff with underlying health conditions or who are shielding someone at home		
<p>Vulnerable staff</p> <p>How will you identify staff with underlying health conditions or with family members who have them?</p>	<p>Ask staff to self-declare vulnerability. Those who have received a letter about extreme clinical vulnerability will be able to provide this as evidence. They should not be in school at all.</p> <p>Consider those who are clinically vulnerable.</p> <p>Consider those who are vulnerable but have not been identified by the government as at high risk.</p> <p>Consider those who are living with a shielded or clinically vulnerable person.</p> <p>There may be some staff who do not have underlying conditions but are anxious about the return to school. How will you reassure them?</p> <p>You will need to provide clear guidance that is fair and safe for all staff.</p>	
<p>Vulnerable pupils</p> <p>How will you identify pupils with underlying health conditions or with family members who have them?</p>	<p>Parents will need to be clear about how they inform school of any vulnerabilities. They will need clear guidance on what constitutes an underlying health condition or vulnerability.</p> <p>Prepare a list of pupils who are clinically extremely vulnerable and clinically vulnerable.</p> <p>Prepare a list of pupils who are living with clinically vulnerable or extremely vulnerable household members. Put in place risk assessments.</p> <p>Consider those who are vulnerable but have not been identified by the government as at high risk.</p>	

Planning prompts for partial or phased reopening		
Have you considered ...?	Possible activities/further considerations	Notes and comments
<p>Remote learning</p> <p>What about pupils who are not able to come to school in the long term?</p>	<p>Home tutoring or personalised remote learning could be considered.</p> <p>Is it possible to extend EHCPs for pupils who have them, to include home tutoring?</p>	
<p>5. Enhancing mental health support for pupils and staff</p>		
<p>How will you ensure a calm and purposeful atmosphere in school to minimise anxiety and stress?</p>	<p>Consider guidance and briefings for staff prior to return to school. They will need to know expectations and also how to cope with pupils' anxiety calmly.</p> <p>Pupils returning to school will have had varied experiences during lockdown. Some pupils will be feeling increased anxiety, depression, stress and other negative feelings. Some may have suffered bereavement and trauma. All pupils will have experienced changes in lifestyle behaviours and will have missed seeing friends and the wider family.</p> <p>They will need opportunities to talk about their 'lockdown' experiences and their thoughts about the pandemic and its impact. This may need to happen before they re-engage curriculum subjects. PSHE will be very significant.</p> <p>Are there any implications for staff training?</p>	
<p>How will you support pupils who have suffered trauma or other issues during the lockdown?</p> <p>How will you support pupils who are struggling to cope when they return to school?</p>	<p>How will you identify the most vulnerable pupils?</p> <p>Consider how you can identify and signpost appropriate mental health support for individual pupils. How can you make best use of in school resources and available external expertise?</p> <p>Some pupils may require support with socialisation after a period of home education. They may be lacking in confidence, unsure and reluctant to return to school.</p>	

Planning prompts for partial or phased reopening		
Have you considered?	Possible activities/further considerations	Notes and comments
	<p>Do you have staff in a position to support individuals?</p> <p>Is further training for staff required?</p>	
How will you use the taught curriculum to support pupils?	<p>Consider how you can plan the curriculum to:</p> <ul style="list-style-type: none"> • Help pupils be well informed about the virus and understand the need for the measures being taken in school and wider society • Address pupils' experiences during lockdown • Reinforce positive behaviours, hygiene and coping strategies specific to the pandemic • Timetable positive activities to promote wellbeing, mental and physical health • Support pupils to develop coping mechanisms and resilience in the event of future pandemics • Educate pupils about misinformation and harmful media reports and social media • Promote an increased understanding of the links between physical and mental health 	
What about children and staff who may have been bereaved?	<p>How will you know whether pupils have suffered bereavement?</p> <p>Do pupils and staff have access to bereavement counselling?</p>	
How will you support staff who are anxious, have suffered trauma or who struggle to cope on return to school?	<p>What are the mechanisms to support staff?</p> <p>Consider counselling or/and mental health support.</p> <p>Consider flexible working arrangements.</p>	
Are partnerships with external agencies still secure?	<p>There will be increased demand for services and some community and voluntary provision may not be available after the lockdown.</p> <p>Consider partnership arrangements with other schools in the locality to share resources and make the best use of expertise.</p>	

Planning prompts for partial or phased reopening		
Have you considered ...?	Possible activities/further considerations	Notes and comments
	Can the local authority or trust central team support?	
How will staff be supported to ensure constructive behaviour management and reinforce social distancing and hygiene requirements?	<p>It will be important to maintain a strong sense of community, including and involving all staff.</p> <p>How will you ensure that NQTs, RQTs and teachers new to the school are given quality induction and support, so they quickly feel part of the school and a wider network?</p> <p>Consider how you will ensure staff feel able to ask for help and seek individualised support within school if they need it. Do they know where to access services to support with specific issues, including face-to-face, telephone and online services?</p> <p>They will need additional training in developments in mental health and dealing with trauma to support staff in dealing with their own and pupils' needs.</p> <p>Staff need to be fully aware of any revisions to school policies, especially safeguarding and behavioural requirements.</p>	

Prompts for consideration on the first day of partial or phased reopening

Planning prompts for the first day of partial or phased opening		
Have you considered?	Possible activities / further considerations	Notes and comments / who?
1. The school site		
Is the site prepared to receive staff and pupils?	<p>Thorough cleaning prior to reopening.</p> <p>Signage in place – entrances, corridors, classrooms, canteen, playgrounds.</p> <p>Hygiene stocks in place.</p> <p>Furniture arranged to facilitate social distancing in classrooms, offices, workspaces, staff rooms, canteens.</p> <p>Rooms are free of clutter.</p> <p>Bells/signals for transition are working and set to the times required (including for staggered starts).</p> <p>Fire evacuation procedure reviewed.</p> <p>Kitchen set up to facilitate social distancing.</p>	
2. At the start of the school day		
Which staff and pupils will be on-site?	<p>System in place so that everyone knows which staff and pupils should be in school.</p> <p>Arrangements considered to deal with unforeseen staff absence.</p> <p>Arrangements in place for the arrival of unexpected pupils.</p>	

Planning prompts for the first day of partial or phased opening		
Have you considered?	Possible activities / further considerations	Notes and comments / who?
Travel to school	<p>Supervision in place to avoid bottleneck of pupils depositing bicycles/scooters if they cycle or scoot to school.</p> <p>Supervision in place to dissuade parents from congregating at the school gate if they accompany their children to school (in line with parent briefings delivered prior to Day 1).</p> <p>Arrangements in place to greet pupils arriving on buses/in taxis.</p>	
Staff arrival	<p>SLT check on staff wellbeing.</p> <p>Staff briefing delivered.</p>	
Pupil arrival	<p>SLT and staff presence to greet pupils positively as they enter school.</p>	
Entering school	<p>Entrance points supervised.</p> <p>Pupils use hand sanitiser on entry to school, or immediately wash their hands.</p> <p>Supervision to direct pupils to rooms in place.</p>	
Registration	<p>Registers taken. (Registration groups may be configured differently from pre-lockdown.)</p> <p>Pastoral process in place to make phone calls to pupils who were expected and have not arrived at school.</p>	
Pupil briefings	<p>Teachers / tutors have clear presentations /notes for briefings, or briefings are centrally delivered (via technology to classrooms enabling a virtual assembly).</p>	

Planning prompts for the first day of partial or phased opening		
Have you considered?	Possible activities / further considerations	Notes and comments / who?
3. Delivering the curriculum		
Timetables and planning	<p>System established so that teaching staff have timetables and curriculum planning for their teaching groups. (Avoid group work that is not socially distanced. Avoid sharing physical resources. Avoid collecting in paper/books from pupils).</p> <p>System established so that learning support staff have timetables/deployment plans, so they know which pupils they are supporting, in which lessons, and where these classes are taking place.</p>	
Resources	Teachers have access to resources they need. Sharing of resources between pupils is avoided.	
Movement around school	<p>Checks in place to ensure that all staff and pupils are fully aware of routes for movement around school, including outdoors.</p> <p>(If teachers are moving to pupils' classes, consider pupils opportunities for short exercise breaks and movement.)</p>	
4. Safeguarding, care and welfare		
Supporting pupils' mental health and wellbeing	<p>Posters in place to signpost mental health and wellbeing support for pupils.</p> <p>Staff aware of vulnerable pupils, including any pupils who have suffered bereavement.</p> <p>Staff aware of who to refer to if they have concerns about a pupil's mental health and wellbeing.</p> <p>Sufficient numbers of staff in place who are accessible and, in a position, to support pupils.</p>	<p>https://www.mentallyhealthyschools.org.uk</p>

Planning prompts for the first day of partial or phased opening		
Have you considered?	Possible activities / further considerations	Notes and comments / who?
	<p>Checks in place to monitor the welfare of vulnerable pupils.</p> <p>Pupils briefed on how to access support should they need it.</p> <p>Kindness drives and related initiatives promoted and implemented.</p>	
Maintaining hygiene	<p>Increased supervision for handwashing and sanitising will be necessary for younger children.</p> <p>Routine/timetable of handwashing established with younger pupils and children in the early years. Pupils will need to wash hands regularly and especially between activities.</p> <p>All staff are aware of the requirements and procedures for handwashing, sanitising and maintaining cleanliness of the environment.</p>	<p>https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings</p> <p>https://www.bbc.co.uk/news/av/health-51754472/coronavirus-how-to-wash-your-hands-in-20-seconds</p> <p>https://www.youtube.com/watch?v=dDHJW4r3eIE (a 'wash your hands' song for children)</p>
Supporting staff protection	PPE available where necessary – staff access it.	
Supporting staff wellbeing	<p>Staff know how to access support in school and/or online if they need it.</p> <p>Checks in place to monitor the wellbeing of staff. Consider pulse surveys.</p>	
Educating pupils about coronavirus	Programme in place to teach pupils how to maintain their own health and safety in an age appropriate way, minimising anxiety.	https://www.youtube.com/watch?v=FqaXBtSaiUE (a simple video explaining coronavirus to children)

Planning prompts for the first day of partial or phased opening		
Have you considered?	Possible activities / further considerations	Notes and comments / who?
5. Behaviour management		
Managing behaviour	All staff and pupils are aware of any revisions to the behaviour code and their responsibilities in supporting it. Reminders planned in form times and PSHE lessons.	
Supporting social distancing	Sanctions for infringement to any social distancing requirements are appropriate to age and circumstances. Pupils and staff are aware of these.	
6. Break and lunch times		
Ensuring pupils have breaks and exercise	Staff briefed on when pupils in their teaching groups will take their breaks and where they should go. Arrangements in place to facilitate meetings between friendship groups while maintaining social distancing. Checks in place to ensure that the staff duty rota is being enforced.	
Ensuring staff have breaks	Arrangements in place for staff to take breaks. Consider cover during teaching times if increased supervision of pupils is required at break times.	
Handwashing	All pupils and staff wash/sanitise their hands at break, before and after lunch. (Monitor pupils' compliance.)	
7. Home times		
Transport	Alternative arrangements made with transport companies and taxi drivers. Social distancing and hygiene requirements agreed. Arrangements communicated to staff and pupils.	

Planning prompts for the first day of partial or phased opening		
Have you considered?	Possible activities / further considerations	Notes and comments / who?
	Pupils and staff wash/sanitise their hands before leaving the site (monitor compliance).	
8. Distance learning		
Remote teaching	Pupils not in school are accessing online lessons and distance learning. Check in with staff involved in delivery and some pupils.	
9. Reflection and debriefing		
Making amendments	Review of day 1 completed. <ul style="list-style-type: none"> • How did actual attendance of pupils compare with intended attendance? • Is there a pattern to non-attendance? How will you follow this up? • Any feedback from staff to consider? • Any feedback from pupils to consider? • Were there any hot spots? • Are there any ways in which systems can be improved? 	

Supplementary documents

- Organisational models for the phased reopening of schools
- Template school reopening plan
- Space planning exercise
- Template operational risk assessment for school reopening
- Guidance on supporting children with SEND
- Guidance on supporting children in EYFS
- Guidance on estates and facilities management
- Guidance on catering services
- Using cloth face coverings to help slow the spread of COVID-19
- Supplier information