



Star

PROMPTS FOR PLANNING

CHECKS AND BALANCES: RESPONDING TO COVID-19

A toolkit to support leaders
as they reopen schools



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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.

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		
Net capacity for school and individual spaces What proportion of pupils and staff can you realistically accommodate to manage social distancing requirements around the school and in lessons?	Measure classrooms, teaching spaces, corridors, canteens and other spaces. 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). <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>	
Organisation of learning, teaching spaces and classrooms How are you planning to organise classes? How can you arrange furniture to optimise social distancing? Will you need to replace and/or rearrange furniture, use floor markings?	Consider pupils (some/all) being in home bases. In secondaries, consider staff moving to pupils, rather than pupils moving between classrooms. It may be that pupils are not always in their 'normal' teaching groups. It may be that you reduce practical subjects such as design technology to mitigate spread of infection which may be exacerbated through sharing equipment. 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).	

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	<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>	

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	<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>	

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Monitoring attendance What are your arrangements to monitor and record attendance?	<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>	
Planning movement around the school including break and lunch times How will you organise movement during lesson times and at break and lunch times?	<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 	

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	<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>	

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	<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>	

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	<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>	
Policy review	<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>	

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	How will staff be supported to ensure constructive behaviour management and reinforce social distancing and hygiene requirements?	
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>	

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	<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	Is variance needed? (particularly for cleaners and catering staff)	
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	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?	

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	<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>	

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	<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		
Investment in hygiene arrangements How will you resource the health and hygiene arrangements?	<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>	
Controlled access to site How will you limit and restrict visitors?	<p>Create a procedure and script for receptionists to use when dealing with visitors.</p>	

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	<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>

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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>	
Masks and face coverings	<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>	

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	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>	

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Have you considered?	Possible activities/further considerations	Notes and comments
Uniform and clothing Will staff be required to wear business dress and pupils be required to wear school uniform?	<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>	
First aid Do you have first aiders on site at all times?	<p>Do you have sufficient first aiders?</p> <p>What are the arrangements to train additional staff? Online courses are available.</p>	<i>Government guidance should clarify the requirements.</i>
Maintaining physical good health	<p>How are you advising parents about accessing medical help (including non-COVID-19 vaccines)?</p> <p>Are you advocating vitamin D supplements?</p>	
Medical rooms Do you have sufficient, well-equipped medical rooms?	<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>	

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Communication How will you communicate the requirements to parents, pupils and staff?	<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>	
How will you ensure parents notify you if they or their children have the virus?	<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>	
3. Maximising social distancing measures		
Pupil behaviour	<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>	

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	<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.	

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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>	

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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>	

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4. Protecting children and staff with underlying health conditions or who are shielding someone at home		
Vulnerable staff How will you identify staff with underlying health conditions or with family members who have them?	<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>	
Vulnerable pupils How will you identify pupils with underlying health conditions or with family members who have them?	<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>	

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Remote learning What about pupils who are not able to come to school in the long term?	Home tutoring or personalised remote learning could be considered. Is it possible to extend EHCPs for pupils who have them, to include home tutoring?	
5. Enhancing mental health support for pupils and staff		
How will you ensure a calm and purposeful atmosphere in school to minimise anxiety and stress?	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. 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. 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. Are there any implications for staff training?	
How will you support pupils who have suffered trauma or other issues during the lockdown? How will you support pupils who are struggling to cope when they return to school?	How will you identify the most vulnerable pupils? 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? 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.	

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	SLT and staff presence to greet pupils positively as they enter school.	
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	Teachers / tutors have clear presentations /notes for briefings, or briefings are centrally delivered (via technology to classrooms enabling a virtual assembly).	

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>	https://www.mentallyhealthyschools.org.uk

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=FqgXBtSaiUE (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	<p>Staff briefed on when pupils in their teaching groups will take their breaks and where they should go.</p> <p>Arrangements in place to facilitate meetings between friendship groups while maintaining social distancing.</p> <p>Checks in place to ensure that the staff duty rota is being enforced.</p>	
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	<p>Alternative arrangements made with transport companies and taxi drivers.</p> <p>Social distancing and hygiene requirements agreed.</p> <p>Arrangements communicated to staff and pupils.</p>	

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	<p>Review of day 1 completed.</p> <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? 	