

SERVICES FOR SCHOOLS

Discussion tool:

Strategic planning to support the recovery of schools – COVID-19 pandemic

Primary

This document, created by Hampshire Inspection and Advisory Service (HIAS), has been developed as a leadership and management discussion tool to enable senior teams, including governors, to plan for the recovery of schools. We have valued the input from headteachers and other HCC partners in evolving the thinking that informs this work.

The use of the document is optional; it has been created to support thinking and planning. The questions should be used to facilitate discussions. Schools can choose which sections of the document they use. This will then generate a plan and identify potential issues, along with actions to take to enable the recovery to run smoothly.

It may prove to be overwhelming at first read. We have tried to cover as full a range of questions as possible. However, not all areas will require the same consideration depending on your context. To be most useful, schools should consider using this discussion tool over the next few weeks, not just in one session. Schools could discuss each section, on separate occasions, producing a reporting form after each discussion. At the end of the process there would be a set of actions to complete to mitigate the likely issues during the recovery of schools. Focus your thinking on the first phase of recovery, planning for the primary age year groups first to return.

This discussion tool is available to support school leaders, and others they engage with, to begin planning for the recovery phase for schools. The timing of the implementation of any strategy is dependent upon both the national guidance published by the Government and local contextual circumstances. Whilst there will be a broad consensus that children and staff returning to school is to be welcomed, the timing and circumstances of that return are a matter for careful consideration. This document is intended to support that thinking and is not an indication of when that should happen.

We intend that this document is helpful, whilst recognising that it is not complete nor a perfect fit to every school's situation.

Please do contact your Primary School Improvement Manager, Leadership and Learning Partner or Early Years Lead if you wish to explore any of these questions in greater depth or have feedback as to its usefulness.

Eric Halton

Primary County Education Manager

12 May 2020

The following resources were referred to when compiling this document:

- *Coronavirus (COVID-19): guidance for schools and other educational settings*, Department for Education (DfE)
- Education Review *The impact of distance learning*, John Hattie
- *Framework for Reopening Schools*, UNICEF
- *Debate on reopening of schools*, Association of School and College Leaders (ASCL) Blogpost
- *Re-opening schools blueprint*, National Education Union (NEU)
- *Five ways to help children heal when schools re-open*, Mary Meredith
- Education Select Committee, 29 April 2020
- *What is it like in Denmark's reopened schools?* Shirley Jacobsen, TES, 23 April 2020.

Background

“Planning for the eventual reopening of schools isn’t scaremongering. It’s the way we begin to pave the way to some kind of normality, to a time when the important social function of education will have never seemed more important or more welcome.”

Geoff Barton (General secretary of the Association of School and College Leaders)

HIAS response

We have developed a table-top strategic discussion exercise for the school recovery to help you to:

- 1 familiarise members of your team with their roles and responsibilities during school recovery
- 2 validate the planned measures for your situation
- 3 have peace of mind that now the government is asking schools to open, you will have a plan to follow and will be able to successfully implement the measures you have agreed in your community.

There is a suggested table-top exercise reporting template which can be used after the exercise has been completed to record the findings. This is a basic document that allows you to track issues raised during the exercise and make sure that actions are completed to address those issues so that they do not arise. It is also a reference point for everyone involved in the organisation, enabling them to understand the thinking behind decisions and so ensuring that they support the decisions.

Format

The document is split into sections with key questions and some suggestions that could be considered. Each school is unique and will need to develop its own strategy within DfE overall guidance when it is published.

Purpose

The primary purpose of this discussion tool is to support your planning for school recovery so that you can be sure that, when you implement your plans, there are fewer unexpected surprises.

When planning, it is also important to reflect that whilst this document focuses upon a range of possible issues, many children will be fine and adjust well to the return to school. Some may have even thrived during the lock down – having significant time with both parents for instance. There will be others who will have had the very opposite experience.

Recovery will be a process, it will be gradual and have various elements (physical, intellectual, emotional).

Top tips

- Focus on one section at a time. Use the document outline to highlight which key questions are a priority for your setting. Ensure actions are clearly recorded and engagement strategies agreed.
- One of the things that will have the biggest impact when schools re-open will be how the adults in the building respond and behave. Schools should perhaps consider a script for what they are all going to say and how they will respond to children so there is consistency.
- Give careful consideration to issues that might arise, then when you start to welcome more children back, this will minimise risks of it not working out as expected and people (staff, parents and children) not being familiar with their roles and responsibilities within the plan.
- Access the support of appropriate services where necessary to seek clarify on specific aspects as they apply to your provision and circumstances

Role of governors

It will be important for school governors to be involved in developing the strategic approach to school recovery, ensuring that any statutory guidance is followed, and school leaders are supported through the process of developing a plan and engaging with stakeholders.

Governors should explore the short-term and long-term impacts of COVID-19 with school leaders and the implications for their school. This should include how their priorities have changed and how they are thinking about and preparing for the issues they may need to address when schools begin to reopen.

Consultation process

The local authority has worked closely with school leaders to help generate the questions within the document. There has also been input from a wide range of local authority (LA) colleagues including school improvement, special educational needs and disability (SEND) and inclusion, Services for Young Children, the LA assessment team, Governor Services and Education Personnel Services.

Guiding principles

- When schools re-open it will not be returning to *normal*.
- This will be no easy task and requires a great deal of careful thinking.
- The DfE is likely to provide outline guidance and teaching unions will create their own advice. Schools will need to consider how this applies to their context/situation.
- Coronavirus will not have gone away; a core principle of the education system is the safety and wellbeing of pupils and staff.
- Strategies must dovetail with national strategy in fighting COVID-19 to reduce/minimise the rate of infection.
- It is possible that there will not be a vaccine for 18 months or more – that means schools will need to build a strategy to manage the risk over an extended period.
- Schools cannot stay closed interminably – a prolonged closure of schools will itself cause real harm to many children.
- Children’s experiences during lockdown will have varied massively.
- It is likely that any strategy would need to incorporate measures that limit the chances of close contact – such as adjusting class sizes, and staggering breaktimes.
- It will be difficult for younger pupils to observe full social distancing and no one should pretend otherwise. It is unrealistic to believe that schools will always be able to keep children two metres apart from each other
- For success, it will need wide consensus and deep reassurance among parents and staff. Any plan will need to accommodate a balance between meeting the needs of children in selected year groups, all parents (including those who may be trying to return to work) and all staff groups. This will not be

straightforward but an engagement process that considers all perspectives will lead to the strongest plan and the one most likely to be widely supported and appreciated. For example, how will you devise and then win understanding and support for a plan to accommodate pupils in selected year groups in a way that works for children, parents and staff, within your physical environment?

- Changing scenarios will make any single plan unlikely to be the finished article. Schools along with the school community need to be agile and flexible and adjust as they go through the period of recovery.
- Asking the *what if?* questions is a useful process.
- Recovery is an endurance event, not a sprint – the first steps are re-opening, but there are likely to be many other phases.
- There needs to be an opportunity to celebrate contributions during the childcare phase – and the opportunity for staff and pupils to share and reflect.

This document must be read alongside guidance from the DfE and specialist support, including HCC services, and take into consideration relevant and appropriate LA or MAT advice, to ensure the supportive management of both staff and pupils.

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Section A – Initial questions

A1 How will you begin to prioritise your recovery plans in line with the published strategy for a phased opening of primary schools (contingent upon prior conditions being met)?

- Consideration will need to be given to any DfE guidance about specific year groups, advice about social distancing and available staffing levels
- Think how staff contact with different groups of pupils could be minimised; staff only work with one year group, limiting any spread of the virus across the school.
- Provision for key workers will likely need to be maintained.
- Take account of family groups/siblings.
- Think about managing transition year groups (Starting school/Year R-1 Year 6-7 are being prioritised to start with)
- Consider a gradual re-integration for some pupils who will find the transition more challenging. A slower start for some may build resilience in the long-term.
- From a practical point of view, it may be better to have a group of pupils in for a whole day rather than splitting AM/PM as this may assist parent with child care arrangements, reduce the numbers of journeys to school and their costs, reduce the risk of cross-contamination between different pupil groups and help establish a clear daily routine. How will you find out what will work best for your parent groups?
- It is likely that some form of home learning will need to be maintained.
- Refrain from whole school gatherings (assemblies, lunchtime) and no extra-curricular provision.
- If possible, organise wrap around care with same implementation procedures as the school.
- It would be useful to develop a decision model for reclosing and reopening the school as needed due to resurgence of community transmission or staffing shortages.
- Consider how you will agree your overall strategy with the governing body.

A2 What specific planning will need to take place with different staff teams and professional bodies?

- Separate engagement is likely to be needed for different teams: leaders, safeguarding leads, teachers, learning support, lunchtime staff, admin staff, site team, cleaners, union representatives, etc.
- It is important to ensure that there is an overall element of communication – with tailored engagement plans pertinent to needs of different teams, roles or due to known individual's needs.
- It is important that governors are involved at each stage of strategic planning.

- The hours of some staff may need to be changed or increased in the short-term. **(See D3.)**
- Consider how expectations will be shared with each staff member – some brief written guidance may be useful.
- It is likely that staff will be anxious. Seeking their views, agreeing a general consensus and keeping clear lines of engagement will help.
- How will you plan for partner agencies to support pupils in the school, if at all?

A3 What approach will be used to communicate the strategy to parents and pupils

- It will be important to plan carefully how/when specific strategies are shared.
- Producing a FAQ could help reassure parents, but there should be a mechanism for parents to communicate/share concerns. It is advised that this is best approached through shared responsibility rather than leaving it to one member of staff.
- Reassuring parents and pupils about falling behind/safety will be key. Some parents may channel their anxiety through their children.
- Be prepared for parents who may decide they will electively home educate their child rather than send them back to school. What will your response be?
- You do not need to set out the longer-term strategy focus on the first two-three week period.

A4 Is the school site ready? How might classrooms need to look different?

- If there is a requirement to establish some form of social distancing the organisation of tables in classrooms will need to be different. Each classroom's layout should be factored in when making decisions about pupil numbers. Consider how tables are organised to maximise distancing. Determining a suggested capacity for each workspace is advisable.
- Which areas of the school site will need to be reviewed and assessed before pupils can be re-admitted more widely?
- Also consider any pinch points such as corridors or staircases. Some corridor furniture may need to be moved in the short term. There may be a need to introduce a protocol for movement around school or a one way system such as those introduced in supermarkets.
- Procedures relating to toilet access to avoid overcrowding may need to be introduced depending on the facilities you have in school.

A5 What focus will be needed on SEMH and re-socialising (+ behaviour expectations)

- Schools will be aware of some pupils/parents with social, emotional and mental health (SEMH) needs from their previous experiences, but it is likely that there will be new needs emerging. Trying to identify this while the school is still closed will ensure that re-opening will be more successful, but a clear focus on SEMH and well-being will be required alongside a return to learning.
- What will be the strategy to support the whole school community with bereavement/loss – how can existing approaches/external resources be used to support this?
- Expectations for behaviour will need to be re-established. Existing behaviour policy/risk assessments may need adapting. Whilst a focus on positive social learning behaviour is at the heart of most policies, it may be necessary to highlight certain inappropriate actions such as deliberately coughing/spitting.
- Some additional risk assessments may be required for some pupils, situations or types of activity in schools – be prepared for potentially bigger risk assessment burden. Consider how this could be managed. How will the school plan for pupils with physical/ sensory/behaviour needs?

Section B – Pupils

B1 How will pupils be supported on their return to school?

- For many children there will have been positives resulting from the experience of lockdown such as more time with families, developing new skills or having time to spend in play. It is important to maintain a balance in discussing their experiences in a way that allows for a mixture of feelings and impacts.
- All schools will want to prepare for quality mental health and well-being support for pupils when they return. Some families/pupils may need additional counselling.
- There may be significant differences for children who have and have not been on the school site during the lock down. However, it would be wrong to assume that those who have been in school are OK.
- Pupils will need opportunities to talk about fears and concerns – they may initially be excited about returning to school but there will be internal worries.
- Consider how the school will seek to find out if there are any changes in family circumstances, eg illness, bereavement, furloughing/job loss, separation.
- There may have been changes in friendships/relationships – try to take this into account when arranging teaching groups, especially for vulnerable pupils.
- Planning a personal, social and health education (PSHE) focused curriculum for the initial period back is advisable. This could focus on supporting with anxiety, loss of family, friends, fear of going out/being in large groups.
- It is essential that schools are clear with pupils if there has been any deaths of people known to them and who has not returned to the school setting for some other reason, eg job changes, parents deciding to continue with home education, etc. This will need to be discussed, or children and social media may build rumours and stories that will not be helpful.
- Some children will be so pleased to see their friends that they will want to hug them or show other forms of physical contact. Although difficult, children will need to be reminded that social distancing is required/expected. Children may need to be taught how to social distance.

B2 What practical considerations should be taken account of?

- Pupils would need to be self-sufficient. This would mean having their own pencil case with no shared equipment. For some pupils it may mean having access to their own set of key classroom resources/support material (eg concrete material in mathematics/sound mats for writing).
- It will be necessary to develop protocols relating to shared IT equipment/library books/reading scheme books/textbooks. What is essential? What can pupils do without in the short-term?
- Consider what resources might be necessary in the classroom to support shared use (eg wipes).

- Lunch arrangements will need careful planning. Pupils could bring own lunch or receive packed lunch from HC3S eaten in the classroom. Depending on the space/capacity at the school hot meals may be possible. It is advisable to have an early conversation with HC3S (or your own provider) to discuss what is possible. Take account of any guidance regarding the cleaning of tables, chairs etc between sittings. Drawing up clear guidelines will help.
- Current thinking is that being outside poses even less of a risk than being inside. How much time can be spent teaching outside?

B3 How will pupils' absence be managed, when it is due to parental or pupil anxiety, rather than specific illness?

- There may be parents who choose not to send their child back to school when schools re-open. Some may choose to electively home educate their child. Maintaining open lines of communication and re-assuring parents that the provision on offer is safe will be important.
- The LA will provide additional guidance relating to parents who choose not to send their children back to school in line with national guidance, when published.
- Some pupils will still need to shield. It is important that these children feel included in school life and that their absence is marked correctly.

B4 What should the curriculum look like?

- The curriculum will need to look different and there will need to be more of a focus on SEMH, re-socialisation and wellbeing initially. **(See A5.)**
- Other factors to consider are adapting approaches so that the curriculum offer is one that allows for a degree of social distancing. Physical education (PE) is one example where adaptations may need to be made to take account of any guidance around social distancing.
- Alongside PSHE/well-being focused provision, it is suggested any return to learning focuses on key skills, tracking back to previous learning. The HIAS mathematics and English Teams are producing suggested frameworks for each year group that could be used/adapted by schools.
- Schools will also need to consider how they can capture/build on any learning that has taken place over the COVID-19 period.
- Pupils will be at a range of starting points. Some will have undertaken all home learning, others very little. Developing key tasks/approaches to assess pupils *informally* should be a key focus. Consider how low stress activities that provide valuable formative feedback about what children can do and where they need support. This may be more helpful than higher stakes testing that can highlight what children cannot do or have not remembered, yet.
- Consider how the school will identify and support any new needs that emerge.
- Longer-term decisions about the curriculum should consider catching up those who have fallen behind, allowing for targeted support for individuals – especially vulnerable who have not been attending school or engaging in home learning. **(See B5.)**

- Readiness for school will also be impacted so the Early Years Foundation Stage (EYFS) curriculum in September will need tailoring carefully if children are to achieve across all areas.
- Consider getting emotional literacy support assistants (ELSAs) to share ideas for activities that would emotionally support the whole class.

B5 What strategies could be used to accelerate learning?

- This will not be an immediate consideration. Initially identifying pupils' starting points should be more of a priority. Teaching groups are likely to be smaller than usual, so developing a flexible/responsive approach should be possible.
- In the medium/longer-term, focused groups or individual work may be necessary for some pupils. Additional resources may need to be deployed to facilitate this.
- What could this look like? One-to-one work or small group catch up tutoring, in its traditional form, will not be practical in the initial period.
- What specific adaptations to the curriculum may need to be considered in relation to pupils with SEND? How will the school provide individualised curriculums for pupils?

B6 Are there specific considerations for current Year 1 and Year 5

- Consider what support could be put in place for Year 1 and Year 5 pupils to ensure they feel confident and well supported ahead of starting Year 2/Year 6.
- What might the remaining year look like for these year groups?
- What do the first few weeks of the new academic year (September 2020) look like?
- Will additional lessons/support be planned to provide gap filling/catch up support for individuals?

B7 How could assessments be used?

- A cautious approach should be taken to more formal assessment initially. A better approach would be to focus on key skills through ongoing formative assessments and diagnostic work.
- Balance the need to move on with the curriculum with the more important need to re-build relationships and mark the new start.
- Phonics – consider when may be a good time to carry out an assessment of how much the pupils have retained of their phonic knowledge as they enter year 2. How will this data be used?

Section C – Vulnerable pupils and families

C1 Which pupils might have the most difficult return to school?

- Pre-emptive work in the period when schools are closed, and time spent ahead of school opening will assist in making this as effective as it can be.
- Schools will know some pupils who may find transition back to school difficult, but there may be some surprises. Ensuring that there are sufficient resources to devote to pre-emptive work is essential.
- Separation anxieties – most pupils will have become used to being with their parents and immediate family for an extended period. Even for those who are excited to enjoy more freedom and see their friends, this is a potential source of anxiety.
- There will be children who struggle with this separation and experience anxiety while they are in school, particularly where their family includes key workers or those going back to work in crowded spaces.
- Some pupils with sensory needs will find being around people difficult, frightening and overwhelming. For some children this will be exacerbated by a fear of people in general. Having experienced weeks, or even months, of social distancing, children will have received an implicit message that other people are dangerous. This is a careful message to balance for pupils around danger versus retaining social distancing.
- What preparatory work could be undertaken during lockdown? Eg online video sessions led by teachers.

C2 What additional safeguarding awareness training may be needed for staff?

- Schools will need to be aware that children may have experienced abuse during the lock down. Additional staff awareness training would be a good idea – this needs to be whole staff awareness as well as specific groups needing more detailed awareness.
- There has been a significant rise in domestic abuse during the lockdown period and many children may have suffered significant harm during this time. We need to be aware of this as a possibility for all children, not just the ones previously identified as vulnerable.
- Staff will need to be aware of the threats and possible abuse that children may have experienced online during this time. There are increased risks from adults and the exposure to harmful images and threats. More of children’s social lives has moved online, increasing the risk of online peer on peer abuse.
- Ensure that children have safe spaces to talk about their experiences during the lockdown.
- It may take a long time for children to reveal any abuse. They may communicate it through behaviour and other indicators, rather than through disclosure. All staff need to be aware of this and able to respond appropriately and immediately.

- After every school holiday, there is a rise in the number of disclosures of abuse. As children return to school after the lock down, this is likely to be even more true. DSLs and deputy DSLs will need time and emotional support to manage this effectively.

C3 How we meet the needs of parents who may expect rapid and significant support for pupils with SEND?

- During lockdown, some parents may have become much more aware of how much their child is struggling. They may want to explore the possibility of deceleration (eg repeating the year in EYFS). The County position remains that this is not an action that should be taken except in extraordinary circumstances.
- Prior to schools opening there should be a mechanism for parents to express concerns about how their child is learning at home. Early intervention may head off an issue when school re-opens.
- Consider how the school could facilitate (remote) discussions with very anxious or potentially demanding parents who now see their child as having SEMH needs or an acute special need.

C4 What additional or different provision may be required?

- How might you evaluate the impact of this period on the most vulnerable pupils? What additional work may need to take place?
- What staff development might be useful now? Not just focusing on skills and knowledge but about cultural/behavioural changes in ways of working and mindset.
- What additional capacity could be built through targeted continuing professional development (CPD) in the current period when schools are closed?
- There may be individuals who have become school phobic as a result of the isolation. How will those pupils be identified at the earliest stage?
- Support/deployment of additional adults/ intervention and timetabling are likely to be different when school re-opens. How will pupils be best supported and parental expectations managed, particularly with social distancing in force
- Specific risk assessments may be needed for individuals.
- Pupils from families where parents have been furloughed, made redundant, be self-employed or casual workers with little work may not meet threshold for benefits/free school meals (FSM) but may have significant impact on a family's financial circumstances.
- What provision needs to be in place for the *lowest 20%* of readers? How will you identify who they are?
- Will you need additional support from outside agencies? How will this be managed?

C5 How can we support pupils with additional needs?

- There may be pupils who would usually have one-to-one support in class. This may not be possible with the pupil's support assistant and with the constraints of social distancing. Staffing resources will guide how much support can be given to pupils in the short-term.
- A flexible and responsive curriculum approach will be essential.
- Additional guidance for staff and shared risk assessments will be needed for work with some pupils.
- At present the phrase *reasonable endeavours* is being used with regard to meeting the needs of a pupils with SEND. Further guidance from the DfE is expected.

C6 How will the school meet the provision within EHCPs?

- How will the school meet the provision within the education, health and care plan (EHCP)?
- How will this be different?
- Will additional resources be needed?

Section D – Staff management

D1 How can staff be best supported?

- Which staff have been physically unwell during this period?
- Are there staff with specific SEMH/well-being needs?
- Schools will have been monitoring the health/well-being of staff throughout the COVID-19 period. Illness or SEMH needs will have impacted staff in different ways. One-to-one conversations between leaders and individual staff will help establish where each member of staff is currently in this regard.
- Some staff may have experienced loss and trauma. Some staff may experience separation anxiety, especially where they have vulnerable family members and/or caring responsibilities.
- Some will have been in school with very little break throughout the crisis while others may have been working exclusively from home. What support structures could be put in place?
- How could additional time for certain key roles be allocated?
- What we will do for our staff in terms of their workload, well-being and return to school when it happens?
- Schools will need to allow time to rebuild and reform school communities.
- School leaders will need to ensure that they take account of guidance from DfE/ Public Health England (PHE)/ unions /LA/ HIAS/ Education Personnel Services when planning return to school strategies for staff.
- How can governors be involved?
- When staff have been shielding or vulnerable (they are different groups) due to their own health, be aware that they may be anxious about what they may see as putting themselves at risk.
- Understanding which staff have a shielded or vulnerable member of family and therefore they are anxious from this perspective.
- Education Personnel Services (EPS) has seen the use of Health Assured (old employee support line) by school staff go up and schools should ensure, if they purchase this that they continue to promote its use.
- Use of the resilience website has increased – schools could be referring staff to the resources they can access through the Hantsweb link:
<https://www.hants.gov.uk/educationandlearning/schools-resilience>
- Be aware that for some staff, the issues may not trigger at this point and may be delayed (so important to keep a close eye on staff and be aware of support available).
- Seek specialist support from EPS on individual staffing matters, or from Health and Safety in matters associated with risk assessments for vulnerable workers

D2 What is the strategy for engaging with staff and unions

- How will you engage and involve them prior to return?
- Which aspects will require training, additional staff guidance or a briefing? How might this be done? What opportunities are there to share learning experiences?
- Consider how staff will retain information – if there are new policies/procedures for activity – will there be access in an online folder for ease of reference?
- Identify whole staff elements, eg use of site, bottlenecks, basic awareness of potential increased safeguarding disclosures.
- Identify elements and communications for specific roles (e.g. first aid) and groups (eg all teachers) or for specific activities (eg breaks, lunch, hygiene).
- Leaders needs to provide reassurance and ensure that decision making is transparent, fair and clear.
- It is essential that staff are supported and feel valued.

D3 What is current staffing deployment capacity?

- This will be a key consideration when determining pupil numbers that can be accommodated in school each day.
- How many staff are currently shielding or are advised to stay at home? How does this affect capacity to re-open?
- When school re-opens will there be sufficient capacity to maintain some element of home learning? Who will lead on this?
- Are there any staff who are fit/well but highly anxious about returning? What can be done to support these individuals?
- Capacity may not be as high as it initially looks. Minimising staff contact with different groups of pupils should also be a priority.
- Consider the approach to managing and covering absence and use of temporary and contingent labour. This may be in shorter supply than previously as some supply staff may have taken other employment.
- Are there any single points of failure – critical roles/responsibilities where you may be concerned about absence of skilled/knowledgeable postholders – is a contingency plan in place (eg site management, first aid, fire marshal, etc)?
- Bear in mind that there may be staff that are impacted by caring responsibilities still – for example nursery age children where provision less stable; adult/LD caring responsibilities where day care provision not available.

D4 Are there any additional staffing needs?

- There may be a need to increase the hours or capacity for certain staff groups. For example, additional cleaning may be required. A staggered day may mean that additional capacity to cover lunch breaks is required. Be aware of any contractual changes and follow the appropriate process to discuss and agree.
- Are there any vacancies that need to be filled? EPS have provided additional guidance on recruitment, specifically relating to online interviews and flexibility over notice periods.

D5 What contingency plans can be put in place to cover key roles?

- Contingency plans and cover will need to be factored in as there is likely that there will be further absences at some point.
- Can some flexibility be built into deployment to enable absences to be covered easily?
- This is particularly pertinent for roles relating to hygiene, first aid and site safety, but could also relate to some one-to-one staff.

D6 What about staff safety and PPE?

- Current guidance from PHE is that PPE is not required by school staff except in a limited set of circumstances published in guidance
- Unions are in the process of developing advice for their members – it will be important to have discussions with staff at an early stage to address their concerns/anxieties.
- You may wish to consider what your response would be if a pupil or member of staff decide they want to wear their own PPE.
- Normal PPE requirements will apply in relation to dealing with medical issues and personal care needs, unless a child has begun to present with Covid 19 symptoms and is awaiting collection by a parent

D7 What about PPA/sports coaches/peripatetic Staff?

- Previously, PPA/sports coach/music teachers will have come into contact with large numbers of pupils in a school day. If such staff will continue to be deployed in the initial re-opening phase how can this be managed to reduce contact to a smaller number of pupils/groups?
- PPA may need to be organised differently – this could be factored in when planning what provision is possible in the initial period when schools return.
- Some agencies may be going out of business and some supply staff may still be on furlough.
- Some agency/direct supply teachers may not return to working in education.
- Be mindful of PPA organisation – there is currently no lifting of requirements in this area.

Section E – Hygiene and safety

E1 How could anxiety from staff, children and parents about being in school be reduced?

- Anxiety may be reduced if hygiene/safety is given a high-priority and is highly visible.
- Clear guidance on the best ways to prevent spread, eg hand washing, coughing into sleeves highly visible throughout school and shared with all stakeholders.
- What protocols could be introduced to reduce the need for shared resources/equipment in staff room, eg tea/coffee? Could staff be self-sufficient by bringing own cups/flasks, etc from home?

E2 What will be required to maintain good hygiene throughout the day?

- Implications for cleaning requirement? This normally takes place before or after school, but some capacity during the school day could be needed.
- Ongoing hygiene requires good, sustainable supplies of products required for this. How much supply does the school have?
- Regular and thorough cleaning will be required.
- Periodic cleaning of desks/door handles during the school day.
- Wiping down of any shared copiers/printers/phones/IT equipment and shared resources accessed by pupils.
- What systems could be put in place to ensure toilet and wash basin areas remain hygienic throughout the day?
- What protocols need to be in place to clean areas which have been contaminated through pupils not observing rules?

E3 What if staff or pupils are displaying symptoms?

- Refer to the latest guidance from PHE and DFE about pupils/parents/staff displaying any COVID-19 symptoms. How can this be communicated regularly with stakeholders?
- Testing – school staff now have access to testing for COVID-19 if they are displaying symptoms.

Section F – Other practical elements and structural organisation

F1 What changes to the school day will be required?

- Drop off/pick up arrangements will need to be amended. Implementing two metre queuing/spaces if required may mean a larger area is needed. Staggering pick up/drop off to reduce numbers on site?
- Consider any bottlenecks – what could be done to mitigate this? Could additional access points be considered?
- Staggered breaktimes with elements of social distancing applied.
- Each school will need to consider whether some form of wrap around care can be provided if needed.
- Schools should work closely with external providers to make decisions on protocols and new capacity when any social distancing guidance is applied.

F2 What changes will be needed to lunchtime arrangements?

- Discuss lunch arrangements with your school meal provider.
- What can be offered within guidelines? Hot meals? Lunch bags for FSM?
- Will staggered lunch breaks be needed? How will cleaning between sittings be managed?
- Will non-FSM pupils be required to bring their own lunch?
- To minimise contact, could pupils eat lunch at their own table?
- Will existing staffing be sufficient?

F3 What changes will be needed to emergency planning arrangements?

- Some changes to emergency planning and school evacuation arrangements may be required. Some key role holders may not be in school (eg fire marshals) and children will need to social distance when walking out and standing in line.
- How can arrangements be amended to take account of this?

F4 How will parental contact be managed?

- What restrictions will you put in place on parental access to the school site/building?
- If parents are not allowed in the school building what are the procedures for contacting the school? Being clear about mechanisms and response times will help reassure parents.
- How has this been communicated? This will be particularly important about pick up/drop off arrangements. How will this be enforced?

Section G – Transition

How will transition be managed? How will the approach be different to usual?

G1 Pre-school to Year R

- There are potential issues for children starting in a new setting they have not visited. It will be key to support their transition into school.
- What can be done to help build relationships and enable pupils to familiarise themselves with school and staff? Consider the processes that would have been implemented for information exchanges with previous settings and parents, visits to the school or home visits to meet the children. How much of this can be moved online?
- How will Year R children be helped to settle when they have missed out on so much of the preschool experience? This is likely to be magnified in socialisation and language acquisition. What are the curriculum implications?
- Is there any benefit in a more staggered start to Year R than usual? What are the implications of the EY baseline on this?

G2 EYFS to Year 1

- How will the start of Year 1 be adjusted to meet the needs of children whose stage of development is likely to require a continued EY approach?
 - Opportunities for significant outdoor learning.
 - Continued opportunities for child-initiated learning.
 - Physical layout of the room to mirror aspects of Year R.
 - A significant focus upon the prime areas of learning – communication and language, physical development and personal, social and emotional development.
 - Additional liaison between EYFS and Key Stage 1 staff.
 - Opportunities for parents to stay at the start of the day to settle and support children.
 - Learning Support Assistants (LSAs) from Year R to move up with children into Year 1 to provide continuity?
 - Teachers to move up with children from Year R to Year 1.
 - Virtual home visits by Year 1 staff with new children.
- How will transition be managed if there are mixed year group classes, eg Year 1/2

G3 Year 2 to Year 3 (infant – junior)

- How can the time remaining in the summer term be used to prepare pupils for their new school?
- What does the new teacher/new school need?
- What support needs to be in place for Year 2s in their transition to their next stage? Some staff may need to undertake new and additional roles to support this.
- Consider the processes that would have been implemented for information exchanges with the infant/junior settings and parents and visits to the school. How much of this can be moved online? Is some form of a transition visit possible?
- What needs to be different or additional for those pupils who are vulnerable/with SEND?
- How can *leavers* events be replaced if large gatherings are not possible?
- What should the start of Year 3 be like?

G4 Year 6 to Year 7

- How can the time remaining in the summer term be used to prepare pupils for their new school?
- What does new teacher/new school need?
- What could replace any external data that would normally be available?
- What support will Year 6s require in their transition to their next stage? Some staff may need to undertake new and additional roles to support this.
- What needs to be different or additional for those pupils who are vulnerable/with SEND?
- Relationships education, relationships and sex education (RSE) – children transferring from primary to secondary will have had some but not all of their entitlement to RSE, how will secondary schools be made aware and ensure that that is addressed?
- Consider the processes that would have been implemented for information exchanges with secondary schools. How much of this can be moved online?
- How can *leavers* events be replaced if large gatherings are not possible?
- Consider Year 6 children spending several days in different secondary schools with their Year 6 teachers as part of transition.

G5 Other internal transitions

- How can the time remaining in the summer term be used to prepare pupils for their new year group?
- What additional transition will be needed for vulnerable pupils?
- How should the autumn term be shaped? How will this be determined?
- Is there some benefit in teachers moving up with classes?
- If class groups are normally split up and put into different classes each year. Might it be better to keep them the same this year?