Supporting education settings to develop their own Covid-19 transition plan

Norbury Manor Business and Enterprise College for Girls

Guidance for Croydon schools, colleges and other education settings

May 2020 - Version 1

CROYDON
www.croydon.gov.uk

Supporting schools to develop their own Covid-19 transition plan
Guidance for Croydon schools, colleges and other education settings

<u>Introduction</u>

Each school, college or other education setting is unique in its context. Therefore it is not possible for the local authority to construct an 'off the shelf', 'one size fits all' transition plan that met the needs of all schools. It is therefore for each and every school to develop their own transition plan fitting their own context.

This transition plan should be informed by the advice and guidance that will be provided by the Department for Education and local guidance issued by Croydon Council, your academy trust (if you are an academy) or diocese (if you are a faith school).

The government has announced that from the week commencing 1 June 2020 at the earliest, primary schools are asked to welcome back children in Nursery, Reception, year 1 and year 6, alongside priority groups. Nurseries and other early years providers, including childminders, are also asked to begin welcoming back all children. This will take place and expand to other year groups as and when the scientific advice permits. Until then all schools will need to plan for a hybrid delivery model that covers in school education for specified year groups, vulnerable children and the children of keyworkers alongside remote learning for all other students.

The Department for Education has issued guidance to assist schools in planning for the return to schools. This can be found HERE. They have also issued guidance in relation to protective measures, which can be found HERE. This document supplements this and provides assistance to schools in developing their own transition plan. It provides a planning workbook with things for schools to consider and local Croydon specific guidance.

Where advice and guidance issued by the government is contrary to this document, schools should adhere to the national guidance over local guidance, though should ensure in doing so it reflects their own context.

<u>The Government's decision for schools to resume providing education in school</u>

The government, in making its decisions around the lockdown, has set five test that need to be met and sustained before lockdown can be eased. These are:

- Making sure the NHS can cope
- A 'sustained and consistent' fall in the daily death rate
- Rate of infection decreasing to 'manageable levels'
- Ensuring supply of tests and PPE can meet future demand
- Being confident any adjustments would not risk a second peak

Because there is no imminent instant resolution to COVID-19 within the next 18 months (i.e. the idealised simplicity of a mass vaccine), expansion milestones are likely to be gradual (phased) and dictated by the principles of effective infection control in a school setting. This is particularly the case in terms of workforce availability, the practicalities of in-school social distancing and the autonomous risk-management behaviours of understandably nervous parents and employees.

A key element to the government's decision making is the rate of 'R'. 'R' is the infection transmission rate at which Covid-19 spreads through the population. The government has stated its aim is to keep 'R' below 1.

Planning in advance allows schools to identify challenges and give thought to solutions for when children and young people return. Any transition plan however will inevitably need to be flexible and be adapted to circumstances as they arise. No plan is perfect but it is nearly always better to plan, prepare and adapt than not to plan at all.

<u>The transition plan checklist.</u>

At the end of this document is a transition plan checklist to assist you in developing your own transition plan that suits your context.

The checklist was developed by Cambridgeshire, Peterborough and the Diocese of Ely to assist schools in developing their transition plan. We have adapted for a Croydon Context here with both acknowledgement and thanks to Cambridgeshire, Peterborough and the Diocese of Ely.

The planning checklist is based upon three phases. These are:

1. The current lockdown situation;
2. The initial reopening of schools to some students; and
3. The sustained 'new-normal' until the elimination of the risk.

The checklist is broken down into 15 checklists that pose questions for you to consider as you develop your own plan. These sections are:

1. Safeguarding
2. Premises
3. Health & safety (including PPE)
4. HR
5. Governance
6. Staffing/well-being
7. Phased return of pupils
8. Vulnerable pupils (FSM/SEND/identified groups)
9. Curriculum – home/school
10. Communication – pupils
11. Communication – parents
12. LA/trust
13. Transition of pupils
14. Finance
15. Covid-19 infection control

These checklists are applicable to all types of education setting and you can use this document to assist in developing a bespoke plan that is relevant to your schools context.

Transition planning – Croydon local guidance

Anxiety amongst staff, pupils and parents/carers, especially those from BAME backgrounds

1. Your transition plan should include action to support people from all backgrounds. However, given the disproportionate impact that Covid-19 has had on the Black, Asian and Minority Ethnic (BAME) population schools leaders must be cognisant of the increased anxiety that might exist amongst staff, pupils and the parents/carers of pupils, especially from BAME backgrounds with the return to school.

   Therefore, in developing your transition plans, you should ensure their plans reflect the make-up of your school community and respond to the levels of anxiety felt by many of those from BAME backgrounds. Leaders should seek to provide reassurance and take practical steps, where possible, to support staff, pupils and parents, in order to reduce any anxieties they may have.

Attendance and children missing from education

2. Ensuring all pupils return to regular attendance as schools reopen will be a vital to their safeguarding. You have been reporting the daily attendance number of those keyworker and vulnerable children present in school. These reporting arrangements will continue over the transition period and be adapted to reflect the resumption to formal education for some students alongside the on-going offer to keyworker and vulnerable children in other year groups.

   As pupils return to school, the local authority will be working with schools to monitor the return of pupils and identify those pupils missing from education following the lockdown. You should ensure, as part of your plan that there are arrangements in place to account for all pupils, and interventions in place to follow up on any pupils who do return to school to ensure they are safeguarded and do not become missing from education.

   Further guidance will be issued to schools, before the return, around the arrangements for monitoring pupils' return to school. This will include daily school level tracking and adapted CME procedures for the reporting of pupils who have not returned to school within the first 10 days of the resumption of education for their cohort should there be any concerns around these children or you have not heard from the families about the lack of attendance.

   A template will be circulated to all schools for a daily return to educationenquiries@croydon.gov.uk. This should be password protected and returned by noon every day. Further details will follow in due course from Link Advisers. Once the Education Directorate has this information it will cross reference with known vulnerable families from Children's Social Care and support with relevant social work involvement.

3. The government has suspended attendance enforcement measures during the lockdown and will not resume immediately upon a return to in-school education. The initial approach should be one based encouragement and reassurance rather than the threat of enforcement. Schools should consider, as part of their transition plan, how they will utilise their EWOs to engage with families to a) ensure children are safeguarded and b) encourage the return to school.

4. For further advice/guidance in relation to attendance and CME please contact Mark Malcolm (Attendance & Exclusion Manager) at mark.malcolm@croydon.gov.uk

Supporting pupils in school, behaviour and exclusion

5. When pupils return, this will not be like returning from an extended summer holiday. Whilst many students may be resilient and largely unaffected by the lockdown, there will be some who have found the situation traumatic, destabilising and anxiety inducing. Families may have been affected by bereavement, financial hardship, relationship breakdown and in some cases domestic abuse during this period. Many pupils' usual routines have become disrupted and they may have become disengaged from education.

   The pupils affected may not be the one ones you would have initially thought to be vulnerable. You have been in contact with all their families during the period, so will have some idea of the impact upon children. Therefore as part of the transition plan you will need to reflect upon that and consider how you will support pupils with the return to school, along with responding to any changes in a child's behaviour as a result of this.

   In response to breaches of the behaviour policy, schools, during the return, should consider carefully prior to making a decision to exclude whether or not an exclusion would compound any trauma arising from lockdown. Please contact Anne.Moore@croydon.gov.uk the Chief Educational Psychologist and Marion.Hampton@croydon.gov.uk the Inclusion Officer for further support and guidance on trauma and behaviour concerns.

6. During this return to school phase, it is not anticipated that FAP would recommence for the brokering of managed moves for children at risk of exclusion until such time as we reach a 'new normal' phase, where all children are required to attend school regularly. If a pupil's persistent breaches or a single serious breach of the school's behaviour policy places them at the risk of permanent exclusion, head teachers should contact the Learning Access team for advice and guidance.

7. When it is agreed a cohort is to resume school attendance, then all children are entitled to attend. Schools must not seek to prevent pupils returning because of special educational needs or a history of previous poor behaviour. Such actions could be discriminatory. Where you are concerned around resumption of school attendance of a pupil, you should carry out a risk assessment and put in place appropriate steps to enable the pupil to return.

8. Any pupils who have been permanently excluded where that exclusion is still subject to due process, then this process must recommence once that pupil's year group has returned to school. Governors and head teachers must ensure arrangements are in place to ensure exclusions hearings can be heard.

9. For further advice/guidance in relation to supporting pupil, behaviour and exclusions please contact Mark Malcolm (Attendance & Exclusion Manager) at mark.malcolm@croydon.gov.uk; Val Burrell-Walker (Fair Access Manager) at val-burrell-walker@croydon.gov.uk or Marion Hampton (Inclusion Officer) at marion.hampton@croydon.gov.uk and your school's link adviser. A directorate can be found at the end of this document.

School admissions

10. Applications have continued to be received by schools admissions for children without a school place. As part of any transition plan schools will need to consider how they will admit new students to the school into the relevant year groups alongside the return of their existing students. These students may not have had the benefit of work being set for them by their previous school and will therefore not have accessed any education since before the lockdown. Therefore schools will need to consider how they can support them with their re-engagement with education.

11. Once a school has reopened to a year group then if they are unable to admit a pupil who has applied for a place then those parents/carers must still be offered a right of appeal. When a parent/carer requests an appeal these must be held in line with the updated DfE guidance.

12. You will consider how you can commence building relationships with their new Year R and Year 7 cohorts and their parents/carers regardless of whether they are amongst the first or last to return to school. Any transition plan should give consideration to how these children will successfully transition into your school.

13. For further advice/guidance in relation to school admissions please contact the school admissions team at school.admissions@croydon.gov.uk

Personal Protective Equipment (PPE)

14. We are seeking further guidance around this.

Special Educational Needs & Disability

15. Pupils with SEND may be in greater need of transition support than their peers. Some will be looking forward to returning to school others will be more anxious and fearful.

When CYP in specific year groups are identified to 'go back to school', in order to maintain social distancing and provide adequate staffing, it may be necessary to prioritise which CYP with EHC Plans return in advance of others. You are advised to do so using the risk assessments that have been undertaken or by prioritising known vulnerable groups (e.g. CYP with CP or CIN Plan).

If SENCOs identify CYP with EHC Plans for whom additional support is likely to be needed to re-establish attendance and engagement with learning or multi-agency planning is needed, please get in contact with the CYP's EHC Co-ordinator, the link school EP or senenquiries@croydon.gov.uk. We are keen to support liaison between school SENCo and parent/carers or other agencies, as appropriate, to build support CYP in achieving sustained attendance and schools in their reasonable endeavours to provide CYP's special education provision.

When drawing up plans, you will need to:

- provide a safe, secure and welcoming environment focusing on the emotional well-being of pupils in the first instance
- acknowledge and be responsive to individual pupil's needs and adapt and plan their approach accordingly, taking into account the developmental stage and age of the pupils-this might include visual support to help pupils integrate back into following timetables and the routines of the school day; bespoke timetables and provision
- rebuild relationships and trust with pupils and families and between peers
- understand that pupils will have had a variety of different experiences during lockdown and opportunities for sharing these with trusted adults will need to be provided
- acknowledge that some pupils may have experienced significant 'loss' and bereavement during the period of lockdown and for those with underlying mental health issues transition back into school may take a period of time for which there is no 'quick fix'
- understand that the possible impact of some pupils' experiences during lockdown may not manifest until some weeks or even months after their return to school
- in addressing individual needs, provide 'safe' spaces where appropriate for those pupils with SEMH
- recognise learner's experiences at home will have been very different for example, the degree of engagement and level of structures will vary. Those pupils who have continued to attend school, will also experience change as other learners return. In supporting pupils, the following strategies may be helpful:
  - liaise closely with parents /carers and design and deliver a specific programme and staggered programme of reintegration where appropriate
  - discuss, celebrate and recognise what learners with SEND have done when they have been at home
  - encourage positive behaviour and attitudes and be specific about the praise give
  - understand the social, emotional and cognitive development and needs of pupils before attempting to address any gaps in learning and tailor the provision accordingly.

In planning for pupils to return schools should also continue to:
- regular check-ins with families
- home learning provision
- ensure risk assessments are up to date
- continue to liaise with agencies

Curriculum

16. Each school will be required to adapt its Curriculum for those pupils who physically return and those who remain learning by remote means. The Link Adviser to your school will be able to support in detail with this.
Considerations will include:
- A gradual re-integration into effective learning behaviours and routines

- How the curriculum needs to be adapted to take account of time out of school and variance between groups of children in their experiences of education during the time of school closure
- Examining programmes of study to determine the key aspects which will be necessary blocks to be built on in future learning
- Looking at the development of the curriculum for 2020/21 in terms of transition into new year groups.

Transition planning: guidance for re-opening your school
Phase I/II/III

The following guidance is a series of checklists with a range of questions leaders may want to consider when thinking about the process of re-opening their school. Leaders can use this as a basis for their thinking, planning and their discussions with senior leaders, staff, pupils, families and governors, adding/deleting as appropriate for their own school.

The following considerations can be applied and adapted to primary (including nursery where applicable), secondary, all-through and special schools.

Guidance to support the re-opening your school

Phase II
Gradual managed expansion
Year 10 and 12 attending for
one tutorial per day

Sustained p
As yet
arrangemen

Checklist 11: Communication - parents

Checklist 12: LA/Trust

Checklist 13: Transition of pupils

Checklist 14: Finance

Checklist 15: COVID-19 infection control

	Consider: Checklist 1: Safeguarding Phase I/II/III	Phase I: Actions needed (if any): Risk/support required/additional considerations	Phase II	Phase III
1	What additional risk assessments/amendments need to be in place for safeguarding of pupils – what these will look like for setting/schools and pupils (individually identified vulnerability)	Pastoral team identified high risk students and maintaining contact regularly Form tutors in contact through SMH and carrying out welfare checks,	Contact with all students to be continued – this will enable parents/carers to share any concerns. Pastoral team to continue weekly contact with high risk and vulnerable students SEN maintaining contact with SEND students	PHSE programme to include Covid 19 awareness
2	How has the safeguarding policy been reviewed and amended in light of the current situation?	New contact details provided to parents regularly including head teacher mobile number Procedure for reporting remains the same with DSL and deputy DSL working remotely but a designated member of SLT in school every day (including bank holidays)	As per phase I Phone calls home will supplement welfare checks as lockdown continues (staff using own phone but with holding the number and emailing parents in advance to advise of call) prepared questions circulated by DSL – Heads of Year and Pastoral Leaders follow up on any concerns Risk assessment identified communication as a potential issue and so headtecher email and mobile number regularly sent to parents to raise any concerns, log kept of calls received	
3	Have you adopted a 'COVID-19 outbreak' addendum to your child protection policy to include the		Child protection policy under current review to establish trust wide policy however the current	

	specific issues for these circumstances?		policy remains relevant as the school is not using remote access or online meetings with students Process for referrals is still in place, staff on site every day and regular contact and clear followup protocol	
4	What could the specific issues be for your school?	Poverty, gang affiliation, DV	As per phase I	Will be covered in PSHE programme (these have been issues in the past and resources and contacts already utilised to support
5	How are you ensuring that someone is responsible for ensuring the policy actions are completed?	Headteacher	As per phase I and reviewing with LGB and Trust Board	
6	Are governors aware of the Government's interim safeguarding guidance and how this has been included in their school policy?	Yes	Governor has requested conversation with safeguarding team, Headteacher in regular contact with chair of LGB and advised trust re passing out mobile number (log of numbers called being kept)	
7	How are you making sure that someone is responsible for continuity in safeguarding leadership?	yes	DSL and Deputy DSL are shielding but available 24 -7 on the phone and SLT on duty every day to receive any disclosures if required (including bank holidays) As above Headteacher mobile and email circulated to ensure open communication	
8	How might you ensure a trained DSL is available, in-person, by phone or video link when required?		Arranged See above	
9	Is there a nominated senior leader to	yes	Yes – see above	

	be the onsite safeguarding lead?			
10	Are all staff aware of the new arrangements for DSLs and reporting concerns?	Yes	Yes, this has been sent out to staff in updates	
11	Are the leaders aware of any LA/Trust changes there may be for contacting the LADO?	n/a	n/a – policy remains the same and contact details for LADO available in school and on Croydon website	
12	Are leaders aware of changes there may be for contacting/referring to the Croydon Single Point of Contact or other external services?	Yes and all pastoral team	Yes and all updates circulated to pastoral team	
13	Are all who need to, aware of which children have social workers?	Yes	Yes and staff attending PEPs, providing reports and in contact with SW and police when required	
14	Do all who need to, know which children are CLA and those who are leaving care and how to contact the Head of the Virtual School?	Yes	Yes and contact made to encourage attendance at school	
15	If you are a hub, how are you making sure that all staff understand that you have the responsibility for safeguarding all children and staff?	n/a	n/a	
16	Are leaders able to evaluate the risks and include this information in their rationale for assessing which pupils come into school first and when?	yes	Contact has been made to support LAC children attending school and have supported these with phone calls, home visits and referrals In some cases the foster carer is unwilling for them to attend	
17	Are leaders considering remote safeguarding based upon teacher knowledge from their pupils and the daily/weekly contact they have with their pupils and/a families?	Underway	Contact with all students to be continued through SMH (follow up on well being scoring taking place if student scores themselves 4 or less out of 10) and from 1st June will include a call home by tutor every 3	

			weeks– this will enable parents/carers to share any concerns. Pastoral team to continue fortnightly contact with high risk and vulnerable students Parents are also contacting members of the team, as they have done in the past, with concerns	
18	Do all who need to know, know which children should be in school and follow up where they do not attend?	Yes	DSL, heads of year and Pastoral leaders provided with daily attendance information	
19	Who is ensuring emergency numbers and alternatives are kept up to date?		Remote working of SIM manager to update system, emails/phone calls made to all FSM students to confirm emails for vouchers Parents of year 10 and 12 in letters home to update school	
20	Are there new staff deployed to the school/volunteers? How are they made aware of the safeguarding processes they should adhere to?	no	As per phase I	
21	How might you make sure new staff, staff relocated to the school, and volunteers understand the staff code of conduct?	n/a	Training from September for new staff in line with school policy	
22	How have you ensured that any volunteers have been individually risk-assessed?	n/a	n/a	
23	How are you making sure that each vulnerable child/pupil has an easily transferable record of why they are vulnerable, a copy of the EHCP and/or CIN or CP Plan, the name of their social worker and contact details, for CLA children and the		HOY keep files up to date and are still coming in to school to do this, students information accessible through google shared drive and this includes EAL, SEND and EHCP students	

	Virtual School Head?		Safeguarding files updated and securely stored, Headteacher has access to all students files during the closure if needed	
24	How are you keeping track and recording which staff are onsite daily?	Log in/out sheet	As per phase I	
25	Have you checked that the SCR is up to date with any relocated staff or volunteers and made sure that the appropriate checks have been made?	n/a	n/a	
26	Have leaders ensured that the safer recruitment processes are clear and adhered to, for example, being aware of anyone unknown to the school offering themselves as a volunteer?	Yes	Yes and trained person on every interview panel	
27	How are you ensuring staff are aware and understand that there may be an impact on the mental health of pupils, parents and staff or volunteers; and therefore, have access to whatever support may be available?	Yes	Regular newsletters sign posting mental well being and support available, staff and students well being checks being undertaken and regular team meetings (remotely) to maintain contact and provide feedback on any concerns	
28	Have you checked that the school has an online teaching and learning/curriculum policy which considers safeguarding risks for those pupils accessing home learning?		Discussed at length as move to goggle classroom is going ahead (sponsored by DfE through additional funding and remote support from industry expert). Using video would not meet our safeguarding requirements so any online face to face will have additional teacher present, working party reviewing this and roll out of goggle classrooms to start with year 10, already trialled with some year 12 classes	

	Additional considerations:			
	DfE guidance: • **Safeguarding: https://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers/coronavirus-covid-19-safeguarding-in-schools-colleges-and-other-providers** • **Remote learning: https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19** • **Attendance: https://www.gov.uk/government/publications/coronavirus-covid-19-attendance-recording-for-educational-settings**			

	Phase I/II/III Checklist 2: Premises (any school)	**Consider:**	**Phase I: Actions needed (if any):** **Risk/support required/additional considerations**	**Phase II**	**Phase III**
1	What physical changes and adaptations will leaders need to think about to ensure a safe entry and safe exit to the school for all?			Staggered start to ensure no more than 27 arriving at any one time, Sanitizer to be used before entering a building, hands washed when inside and hand sanitizer in each room to be used on entering	
2	How will the entry and exit be supervised and labelled/marked out including appropriate signage?			Marker lines on pedestrian entrance to show 2m distancing Notice on fence re distancing Senior staff supervision	
3	Has the school site been measured to ascertain what the maximum capacity/proportion of pupils that can			Only 25% year 10 and 12 returning and ample capacity for this, classrooms will have	Recent expansion means that rooms are heavily used, capacity in

			maximum of 15 in line with DfE guidance	classroom with social distancing would not be more than 3 year groups at any time
4	Has the capacity and availability of cleaning staff been considered to meet the increased need for cleanliness and hygiene of the premises?	Yes, careful rota of rooms being used for cleaning daily and rotation of rooms used	Introducing day cleaner to cover toilets, door handles front reception and gate access Cleaning rota for rooms being used daily and rooms being used on a rotation	
5	What is the availability of current staff and what will need to be increased to accommodate increased demand?	List maintained of those shielding, vulnerable and living with those who are shielding along with sickness records updated regularly	As per phase I, no increase needed	
6	Have the site team/assigned person increased stock levels for cleaning, toilet and hygiene products, first aid, soap and hand sanitiser? This will take time to order and be delivered – staff need to communicate the time scales for this to be in place.	Yes, items ordered, awaiting PPE (Aprons, gloves and masks) Hand sanitiser in school (5L carton per room)	As per phase I	
7	How will leaders ensure it is checked that staff maintain higher than normal levels of essential supplies to prepare for more frequent cleaning or the possibility of a second outbreak of COVID-19/or cases of COVID-19 and additional 'deeper' cleaning needing to take place?	Regular meetings with cleaning supervisor have taken place and she will be available on site during the day as well as supervising after school clean	As per phase 1 and regular contact and walk abouts.	
8	How will leaders ensure staff responsible arrange for extra cleaning of the school, especially for areas, furniture and equipment still in use by the children of key workers and vulnerable children and additional pupils as the attendance of pupils	There is a cleaning rota in operation and the college employs 11 Cleaners and 1 Cleaning Supervisor so they have continued to clean on a Rota Basis and have covered cleaning during the ongoing	Increase in cleaners on site to accommodate deep clean of rooms used at the end of the day, schedule available for this	

	increases?	lockdown and will increasing cleaning on resumption of partial schooling in June 2020.		
9	How are leaders making sure the use of school space both inside and outside is used effectively to ensure the safety of all pupils adhering to social distancing recommendations?	Students encouraged to use outside space during breaks and some activities taking place on the field Distancing signs to be put up (ordered)	Class size limited to 15 in a normal classroom and no movement apart from arrival and leaving and trips to the toilet Year 10 students spread out between 2 subject areas daily, physically different buildings	
10	How will classes be set out to ensure all pupils can follow social distancing effectively?	Alternate desks	One students per double desk will maintain 15 max per room, chairs stacked to ensure this Larger classrooms being utilised in rota	
11	With social distancing in mind, how many pupils can be safely taught in the classroom areas?	15 in a normal classroom DfE guidelines	For year 12 staff a few classes are over 15 and staff offered to split the class or use a bigger space so that social distancing can be maintained eg school hall, enterprise hall and gym. SO3 and 4 can be combined in to one large classroom and we have the dining areas as well	
12	What areas are safe to be used by pupils for different purposes than the school premises were used for previously to achieve better social distancing?		SO3/4, Enterprise hall, main hall, dining hall as larger teaching spaces	
13	Have leaders considered a premises risk assessment if any cases of COVID-19 occur? What will happen		In the event of any reported case the staff and students who have been in contact will	

		Co	Phase I: Actions needed (if any): Risk/support required/additional considerations	Phase II	Phase III
		nsi			
	and who will be responsible for overseeing this/doing this?			be identified and immediately told to self isolate for 14 days. Additional deep cleaning of rooms used will be undertaken, (protocol for this). In the event of this the headteacher, with the trust, will review whether the school remains open	
14	Have leaders looked at premises use for lettings to make decisions about whether these will be stopped/some restarted/fully operational again? (May have financial implications for schools as well as in 'normal' times, care for pupils for working parents)		All lets suspended at present. Some only operate during term time so may return in September. Lettings restart will be reviewed in line with government advice.	As per phase I	
	Additional considerations:				
	DfE guidance: **Premises: https://www.gov.uk/government/publications/managing-school-premises-during-the-coronavirus-outbreak/managing-school-premises-which-are-partially-open-during-the-coronavirus-outbreak**				

	Phase I/II/III Checklist 3: Health and safety der:	Co nsi	Phase I: Actions needed (if any): Risk/support required/additional considerations	Phase II	Phase III
1	How have leaders added to/adapted the health and safety policy and other associated policies to include aspects linked to COVID-19 management?		Health and safety checks maintained during closure and records kept of this All staff advised to socially distance, arrangements in place to support this	Cough screens installed in reception and finance offices Signss re socially distancing and other general COVID reminders posted around the school	

		i.e. other identified areas for coffee breaks Working from home where ever possible and revised schedule for caretakers (2 days on, 3 days of and then reversed) and works undertaken that can be done using sole working to minimise contact	Flexible home working when ever possible	
2	How will the health and safety policy and other associated policies (it may be across a number of policies or all in one policy document) be reviewed?	SLT working with other staff in Premises Management will review heath and safety arrangements in line with changing government advice to ensure safety for all stakeholders.	As per phase I, continual meeting and review. This is already taking place at least weekly and more frequently if new guidance issued	
3	What procedures will be in place for staff to safely return to school and prepare classrooms for the phased return of pupils?	Cleaning undertaken and hand sanitisers have been purchased and distributed for use in every classroom and key areas of the college. Signs have been purchased to remind students re health and safety procedures such as washing of hands and social distancing. Cleaning rotation arranged of all room used daily and appropriate PPE and materials provided for cleaners	As per phase I Instructions for students returning re no sharing resources and staff instructions on admitting and releasing students to maintain social distancing Staff briefing offered on site with distancing and online Full instructions sent out to all staff and students including sanitising, hand washing on entry to the school and use of hand sanitiser on entering a room Additional cleaning of toilets and deep cleaning of rooms used and rooms rotated	
4	What assurance is gained about continual supply of PPE to sustain a phased re-opening safely? Especially for schools **where intimate care and physical care is required on a regular basis**?	Only applicable for sick room and cleaners extensive stock of PPE in school (face masks, face visors, aprons and gloves)	As per phase I, Additional PPE kit delivered form the LA	

5	Has consideration been given for cases of COVID-19 and what will happen following this? For example, deep clean, temporary halt to re-opening process.		In case of a suspected case of COVID 19 then all staff and students who have been in tutorials will be informed and updated with test results Trust will review staying open taking advice from LA if appropriate if case confirmed Deep clean will follow (protocol for this available) Public Health Englsnd involved if 2 or more cases in line with advice from Croydon Director	
6	What risk assessments will be needed or how are leaders adjusting their risk assessments to meet the current needs of the school?	This document	As per phase I but updating when ever guidance changes	
7	How are leaders ensuring that a named person has responsibility for reviewing and adapting the risk assessments as the school re-opening moves through the phases and pupil attendance increases?	Headteacher	As per phase I however attendance will still be relatively low at this stage	
8	How will leaders stagger start/finish times/playtimes and lunchtimes to support social distancing measures?		Will stagger start and finish times by splitting year 10 in to two halves and year 12 also arriving at different time (10am, 10.30am and 11.0am)	
9	How will parents drop off and collect pupils at the beginning and end of the school day? What will this look like in your school and how will the social distancing be implemented visually and supervised if necessary?	n/a	Supervision at gates to support distancing and signage in place No vehicle access to the school for parents	
10	Have leaders checked the building and grounds for health and safety issues? Are all 'normal' tasks being carried	Yes Health and safety checks are ongoing	As per phase I	

	out/planned such as fire alarm testing, legionella risk assessments, repairs, grass cutting, servicing of equipment or PAT testing? Check if the boiler and heating, utilities, and internet services are working? (especially if the school building has been closed for a period of time)	Recently carried out legionella risk assessments Grass cutting and Tree inspection has taken place Grounds maintenance continues weekly during the term. Fire alarms and smoke detection tests are ongoing Boiler checks and gas safety checks and other health and safety checks have been scheduled Asbestos reinspection has been carried out recently.		
11	What additional checks need carrying out to ensure all aspects associated with COVID-19 are thought about and actions taken?		Constantly reviewing and small number of students on site daily will allow for this	
12	Have leaders considered the sharing of resources to think about cost and resource especially amongst smaller schools and within cluster working groups?	Working across MAT	As per phase I	
	Additional considerations: Risk assessment undertaken on all staff prior to phase II, protocols n place for BAME staff (cleaners will not be used in areas where they would be around students), no BAME staff will be used as first aiders, any BAME staff with any other risk factors will not be coming in			
	DfE guidance: • **Prevention and control- https://www.gov.uk/government/publications/guidance-to-educational-settings-about-covid-19/guidance-to-educational-settings-about-covid-19**			

	Phase I/II/III **Consider:** Checklist 4: HR		Phase I: Actions needed (if any): Risk/support [requ]ired/additional considerations	Phase II	Phase III
1	Are all staff clear on the absence reporting system linked to COVID-19? How do leaders know?		Yes, being recorded, isolation note completed and self declaration status recorded	Feedback to line manager, ACP, MH Report to ELAS / Cover Manager Self isolation note and update self declaration	
2	How are leaders ensuring there is a communication link with staff who are shielding so they are supported and their situation is monitored to ensure their well-being?		Team meetings weekly, wellbeing check fortnightly. Engaged in remote working. Contact from department head and HR.	Team meetings, engaged in remote working and wellbeing check Individual risk assessment for those who may wish work to on site and may have any health issues or concerns or are BAME	
3	When looking at staffing and the changes being made, are there staff that could potentially be redeployed to support the school working effectively?		Yes	Yes, support staff are being used in different ways and teams are working collaboratively to rotate working	
4	Is there a clear system of support through the bereavement policy that ensures staff are clear about the support and systems in place? Has the Croydon EP team been contacted?		Yes	Yes in leave of absence policy	
5	Are staff aware of the bereavement policy and what this may require following the impact of COVID-19? How are staff supported to follow this within their own situations and that of pupils and colleagues?		Compassionate leave, Discussion about if, how and when to tell colleagues / students. Parental bereavement leave entitlement. 23	Compassionate leave, flexible working arrangements, phased return, access to support lines – financial and counselling. Discussion about if, how and when to tell colleagues Parental bereavement leave entitlement. Mental health first aiders	
6	What support is offered to staff		Counselling, links to Mind and	Counselling, links to Mind and	

	through the local authority/trust to help staff who are anxious and/or concerned?	mental health first aiders. Education Support partnership Helpline	mental health first aiders. Education Support partnership Helpline	
7	How are leaders inducting new staff during this period of time? Are the appropriate checks being made and overseen including the SCR checks and records?	No new staff, induction would be done as usual with regard to social distancing and meetings may be remote. Links to mandatory online training to be sent prior to start.	Checks are being undertaken for staff starting September in line with Safer recruitment All will be subject to a Probation period Online training to be completed All SCR checks still being made and new staff have to bring in documentation for this	
8	How will recruitment be managed?	Virtually with optional socially distanced tour. Any scanned DBS documents – originals to be seen on start	Virtually with socially distanced tour	
9	Check any staff contracts that need to be issued, extended or amended in light of the current situation and for the future.	Done	Ongoing as staffing needs are known	
10	Check current advice about staff appraisal and pay. If this is paused, what arrangements have been made and how has this been communicated with the staff it involves?	In place, agreed by trust and email sent to staff with appraisals already underway in line with union advice	As per phase I	
11	Prior to the current situation, were there any outstanding HR matters that require appropriate communication within timescales and deadlines, for example, redundancy consultations?	No	As per phase I	
12	Are there any external staff required to be furloughed? How has this been communicated and what agreements have been made?	No	As per phase I	

	Additional considerations:		
	DfE guidance: **Advice: https://www.gov.uk/government/collections/coronavirus-covid-19-list-of-guidance** **Data protection: https://www.gov.uk/government/publications/data-protection-toolkit-for-schools**		

	Phase I/II/III Consider: Checklist 5: Governance	Phase I: Actions needed (if any): Risk/support required/additional considerations	Phase II	Phase III
1	How are governors involved in the discussion and planning for the school re-opening?	Updated and communication through headteachers, CEO updates trust	Meetings and updates, regular email contact re questions	
2	What are governors able to do to support leaders during the various phases of re-opening? How will they assure themselves of the safety of pupils and staff? What will be their determining factors for making the decisions they need to make?	Online meetings	Use of reliable sources (eg LA updates and The Key) Input from Headteachers, risk assessment reviewed with Chairs of LGBs Ability to ask questions at any time Familiarity with schools Safety of staff and students is priority (trust board minutes)	
3	How will leaders evaluate what is feasible to do and how will they effectively communicate to reassure parents/other stakeholders and communicate	Emails/letters	Emails/letters sent home to parents regularly, parental views sort through survey and regular contact with LA through SIP and weekly headteacher meetings	

	with LA/trust authorities?			
4	What are leaders doing to ensure governors are aware of what is happening and what input are governors having in the decision-making process?	Updates emailed regularly and meetings taking place remotely	As per phase 1	
5	How do leaders decide what governors need to know and how frequently they receive information? How might this be being determined?	Headteachers write and send updates but regular contact with chair of LGB (on average twice a week)	Headteacher write and send updates but regular contact with chair of LGB (on average twice a week)	
6	How involved are governors in communicating with parents and the school's community?	Two staff members sit on LGB	As per phase 1	
7	Are governors able to work with leaders to review what is happening on a regular basis? What might this look like for the school?	Yes through planned and ad hoc meetings	Reviewing plans for re opening	
8	How will governors know that the plans they have participated in are being followed and adhered to?	Parent governors' feedback	Parent governors feedback	
9	How will governors evaluate the impact of their work to re-open the school? What ways can this be achieved that would not cause additional work?	Regular reports through email	Regular reports through email	
10	What agencies are governors working with to ensure they are aware of the staffing situation? What can be planned? And how are staff used effectively as the school moves through the phases of re-opening fully?	The Key for information and Octavo briefings	As per phase I	
11	What aspects of governance are being put to one side to deal with the immediate situation? When	Agenda's reviewed by Chair of trust or LGB and CEO and Headteachers to ensure	As per phase I	

	do leaders envisage these to be reviewed as being or not being required?	prioritisation (some items have been dropped back to later in the year, (eg name change)		
12	How are governors ensuring they are providing support to leaders in this current situation?	Regular contact	As per phase I	
	Additional considerations:			
	DfE guidance: • **Educational provision guidance: https://www.gov.uk/government/publications/coronavirus-covid-19-maintaining-educational-provision/guidance-for-schools-colleges-and-local-authorities-on-maintaining-educational-provision** • **Educational settings: https://www.gov.uk/government/publications/guidance-to-educational-settings-about-covid-19/guidance-to-educational-settings-about-covid-19** • **Guidance on school closures: https://www.gov.uk/government/publications/covid-19-school-closures/guidance-for-schools-about-temporarily-closing** • **Reporting: https://www.gov.uk/government/publications/coronavirus-covid-19-attendance-recording-for-educational-settings/educational-settings-self-reporting-online-form-frequently-asked-questions-faq**			

	Phase I/II/III **Checklist 6: Staffing/well-being**	**Consider:**	**Phase I: Actions needed (if any): Risk/support required/additional considerations**	**Phase II**		**Phase III**
1		How are leaders going to communicate and consult over the re-opening plan for their school?	Union reps and staffing updates, range of meetings with SLT, ELT Staff emailed proposals and give feedback	Emails sent regularly to update re situation , plans moving forward and reminders Staff input asked for plans to open and meetings held with both union reps re opening Plans sent out in advance for feedback Staff briefing to allow questions remotely and at school but socially distanced		
2		How will staff keep themselves safe and be kept safe? What proportion of your staff are BAME and/ or shielding?	48% staff are vulnerable, shielding or BAME	Self assessment risk assessment but no-one being asked to come in if they can work from home and they are in any sort of category All staff completing personal risk assessment, BAME cleaners will not be in contact with any students BAME staff will not be first aiders BAME staff with any other risk factors will not be coming in to school		
3		How will leaders evaluate the well-being and personal and emotional needs of staff who are dealing with anxiety, loss, fear and upset?	Well being survey undertaken regularly during closure via email and follow up if any concerns	Contact through teams and as per phase I		
4		What minimum staffing will you require on a daily basis with the model of phases of pupil entry leaders choose?	3 teachers, 2 caretakers and 2 cleaners	Max 7 staff for year 10 and 1 teacher for year 12. 2 staff for key worker an vulnerable students		

29

5	What models of staffing are required for the school to be able to operate feasibly?		School needs around 7 staff max for year 10 and 1 for year 12 but schedule varies Learning support staff in well being room 2 SLT on duty each day, reception and admin staff for attendance Cover available for all above	
6	What are the variables that will need to be considered to staff the school and what are the options if this changes from day-to-day?	Cover supervisors, agency supply or close to a year group	Monitor and review of staffing levels but cover available for all staffing required	
7	What support will staff require to effectively manage the return of pupils to school?	Guidance on well being	Protocol for when in school (written) support from SLT Full advice in advance on implementing systems Briefing	
8	How will the return be managed with staff changing regularly? How will staff be informed of this information?	n/a	Currently staff not changing	
9	How will staff working arrangements be different and how will you involve them in this process?	Home working where ever possible	Risk assessments for all vulnerable and shielding staff and BAME staff, shielding staff will continue to work at home and staff with risk assessments to be reviewed before they return	
10	What cover plans have been thought of should leaders/teachers have significant absence? (all staff)	n/a	Limited opening would be reviewed	
11	How could leaders redeploy staff whose roles are outside the reduced provision (e.g. catering staff or after school play leaders?)		N/A admins staff being redeployed, catering company not being used	
12	What is the staffing capacity to support while increasing numbers of pupils	Currently running on a volunteer basis to cover vulnerable and key	Year 10 and 12 should be manageable but will need	

	attend school – consider how this will led/overseen?	worker children	further review ahead of September	
	Additional considerations:			

	Phase I/II/III	Phase I: Actions needed (if any): Risk/support required/additional considerations	Phase II	Phase III
	NQT advice: https://www.gov.uk/government/publications/coronavirus-covid-19-induction-for-newly-qualified-teachers			
	Checklist 7: Phased return of pupils			
1	What is leaders' rationale as to which year groups/pupils are considering as a priority to have in school first?	Year 10 and 12	Directed to take 25% year 10 and 12	
2	What are leaders' thoughts and rationale about the phased return for all pupils? Could this phased return itself be phased?		There may well be SEN/students for whom a sudden return will be difficult Well being room provided for this to offer a transition for some students, with maybe a conversation with a trusted/known member of staff for reassurance, a phased return	
3	How could you adapt the timetable to allow for more socially distant activities (e.g. outdoor learning/use of hall?)		No timetables just one tutorial	
4	How will leaders manage siblings/what will be the offer to families with siblings?		Unless keyworkers or vulnerable then only year 10 and 12	
5	Do you have a full up-to-date list of all eligible key workers, including those who have not taken up the offer yet, but do qualify?	Working on it, every parental letter has asked about this information	As per phase I	
6	What has worked well from being currently open to key workers that you would wish to continue?		Very small numbers overall which have been managed but has identified need for further signage to remind staff and students about distancing	
7	What will need changing to accommodate more pupils than the key worker groups?		signage re COVID 19 and remove all other clutter from walls	
8	Who are the children that will need continued shielding and what will be the provision for them?	Online	Online work, computers for year 10 disadvantaged students ordered and move to goggle classroom underway as part of DfE programme with industry	

		Phase I/II/III	Phase I: Actions needed (if any) Risk/support required/addition considerations	Phase II	Phase III
				support Develop use of power point with voice over for students. Work sent home for any students with out internet access and re deployment of some older laptops	
9		What [...] ore difficult or not possible to do in school due to social distancing rules? What is the rational[e] altern[...] now a[...]	Checklist 8: Vulnerable (FSM/SEND/Specific identified pupils/groups) [...] registration time, breaks and [...]	In class support from LSAs because of distancing rules will be difficult and possibly not effective, well being area being established in Learning support and students can be taken out of class to work here	
	1	What is the current level of knowledge leaders have about the vulnerable groups of pupils? How could this work?		SEN – good but needs updating and is still being reviewed. SENCo liaise with HoY to ensure joined up working Student passports being updated for SEN K students and information available on the shared goggle drive Should start with what we know	
10		Have leaders looked at the weekly model of attendance based upon smaller class sizes? How will this inform future planning for their provision?	So far attendance has ranged from about 5 to 14	SEN – limited attendance planned	
		Additional considerations:			
		DfE guidance: • **Cluster and hubs: https://www.gov.uk/government/publications/using-clusters-and-hubs-to-maintain-educational-provision/cluster-and-hub-provision-coronavirus-covid-19**		Students should be given the opportunity to say what has gone well, what are they worried about & anything significant that happened and how they were able to learn/or not	
	2	While schools have been closed, how have leaders ensured vulnerable pupils are safe, attend school and/or are accessing learning? Is this effective for all? Where it is, how can this be continued while re-opening? If it is not, what can be done to improve this aspect?		Regular emails, phone calls and SMH contact with EHCP students.	

3	While schools are closed, have families accessed support for pupils – free meals; food banks; support from social workers etc? How will these services be continued and maintained?	EP/SALT/ CAMHS/Art therapist have continued to liaise with families referred by the school	Vouchers will continue Social care connections Link with outside agencies to continue and as per phase I	
4	How are pupils currently shielded being supported? What will this look like while working through the phases of re-opening?	Online learning and for those with no internet access printed materials sent home Laptops ordered for year 10 disadvantaged students and some old laptops are being rebuilt and may be available to loan out to other year groups	As per phase I	
5	What support will families require as the school re-opens? Can this be from within, or are external agencies needing to be planned for and planned in for different phases of re-opening?		Uniform (already requested) External agencies keen to offer support in regarding mental health & wellbeing, information on these held by pastoral teams and learning support for when needed Families also to be given the chance to give feedback on what has worked and not worked, and signposting for ongoing support	
6	How are leaders making sure vulnerable pupils are safe and accounted for? What systems are in place to the report this to the LA safeguarding and CSC teams?	Safeguarding survey through SMH Follow up by form tutors and then through pastoral team	As per phase I	
7	What additional support measures		Constant reminders	

	will require consideration for pupils with SEND to understand social distancing? (thinking about the younger pupils/varying independence levels)		Physical restrictions Clear and simple visuals Clear "clutter" from walls Support from LSAs Additional signage/ 1-1 support if they are still having difficulty following the directives	
8	How will leaders manage the reintegration of EHCP pupils especially those with allocated 1:1 support?		Updated risk assessment in collaboration with parent/carer and student Conversations (only 1 in year 10 and no student allocated 1-1 support)	
9	What arrangements have been made with the local authority to ensure the EHCPs are picked up and continue?		Continued liaison with SEN caseworkers and staff attending review meetings	
10	Have leaders considered what transition will be required for pupils to access the EHCP arrangements?		Yes. SENDCo working with SEN caseworkers. External agencies, families, students and staff in school	
11	Will leaders have a phased or separate return day for those pupils more likely to find transition back to school more difficult?		Yes. This should be offered with support from trusted key working in liaison with families and students	
12	How are resources being adapted for vulnerable pupils?		Printed off rather than emailed, sent home, continued reminder for HQT and differentiation to staff, discussed with students in phone calls, Student passports updated with their voice as to what works for them	

Additional considerations:

DfE guidance:
- **Vulnerable: https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people**
- **Extremely vulnerable: https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19**

- **SEND - https://www.gov.uk/government/publications/coronavirus-covid-19-send-risk-assessment-guidance/coronavirus-covid-19-send-risk-assessment-guidance**

	Consider: Check list 9 curriculum	Phase I: Actions needed (if any): Risk/support required/additional considerations	Phase II	Phase III
1	What has the curriculum for pupils at home looked like since the school closed? How are leaders ensuring this is working effectively?	Work set on SMH by class teachers, for years 7-9 this has been focused on more project style tasks but supplemented with work sheets etc. For year 10 this is more focused on GCSE syllabus content	Tutorials will allow face to face opportunity to review work done so far and plan and prep work coming up Year 9 students have been chase dup for option choices and these will be circulated from 8th June and students directed towards bridging units for option choices not continuing with subjects they are dropping Year 11 provided with bridging units for A level subjects to start preparing	
2	What school routines could be transferred remotely – assemblies in small groups; group discussions etc?		There will not be assemblies or tutor time but SMH well being checks are being undertaken through the form tutors and the pastoral teams Induction for year 7 to include virtual tour and video to introduce key staff members	
3	What changes are being made/is		Home school learning for	

	being kept the same to secure a consistent approach to home-school learning?		KS3 will still be mainly project based Bridging units for year 9 and 11	
4	What does learning currently look like for those pupils at home and at school?	Home learning is on SMH, project based for years 7-9, specifically to cover exam specifications for year 10 and12	As per phase 1 but with additional tutorial support for year 10 and 12 students	
5	How will the school displays be adapted for the phased approaches to the curriculum?		Display boards being installed to support	
6	How will learning be developed so it improves virtually for all?		Development of goggle classrooms, availability of laptops, review by ELT Training on recovery curriculum for 3 SLT to be undertaken	
7	What might learning look like for pupils at the different levels of phased return? Consider rationale for decision about who returns first/last based upon leaders' priorities for the gradual implementation of the curriculum.		Online learning will continue and the school is moving towards goggle classrooms to ensure that a wider range of resources can be used (unlimited storage) Year 10 and 12 will have tutorial sessions Rather than fully taught lessons so that staff can respond to students home learning so far and set up remaining work to be set	
8	How will pupils' behaviour be managed – break with school routines and expectations – how is this being re-addressed while home schooling so impact upon return is minimised?		Limited access to site and arrival and leaving will be supervised by SLT	
9	Have pupils been disadvantaged by accessing learning from home?		Most students have internet access and those without	

	Evaluate to what extent for your school (from this plans/actions to look at what actions to be taken from this)		are being supported through work being sent home, laptops ordered for disadvantaged year 10s still awaiting delivery	
10	How will the curriculum address the impact upon learning for pupils linked to well-being – loss/stress/concern?		Area of training for staff that is being discussed by pastoral team – Trauma informed training to take place at the start of new term for all staff The EP has offered & provided some resources already Well being room	
11	How will pupils' learning be balanced appropriately with their personal experiences and well-being? How will this inform their curriculum?		n/a	Recovery curriculum being discussed with ELT for September planning
12	What adaptations are being made to the curriculum to take account of the home/school learning and the full time/part time schooling pupils have received?			See above and awaiting future guidance form exam boards on summer 2021 exam series
13	What are reasonable expectations for the curriculum in the current circumstances and how will these be developed as the school moves through the phases of re-opening?		Sufficient relevant work that recognises personal circumstances, first priority is well being then education.	
14	Have leaders reviewed the school's typical annual calendar of events to decide when decisions will be taken about cancelling or going ahead with them; summer initially; autumn as planning ahead, 'leaving' events,	Yes	Yes and significant revisions made, deep learning days cancelled, additional lesson 4 days a week for year 11, stream lined arrangements for the end of terms and	

	residential visits, parent evenings, sporting events. How can these aspects be achieved differently?		reviewed assessment and reporting windows	
15	How are leaders looking at the development of the curriculum for 2020/2021? Will it need to be rethought as a transition to ensure the re-opening phases can be accommodated safely and so pupils are able to cope academically, personally, socially and emotionally?		ELT meeting to review this in light of the recovery curriculum, ongoing planning responding to likely position in September	
16	How will the curriculum change and what is the rationale for this as you move through the phases of re-opening?		Review being undertaken	
17	What will the whole school approach to teaching be during the phases? How will this be developed and how will leaders and staff ensure there are opportunities for pupils to share their home and school experiences as a key part of their current education?		This should also include their "success and achievements" however small, this has started through "strange Times" school newsletter published during closure	
18	How will leaders consider what the expectations for the quality of education will be during all phases, considering realistically what the phases of admitting pupils will be?		Students are coming in for a tutorial not a lesson, they will review work done so far and consider the forth coming work, work for all year groups will continue to be provided via SMH	
19	How will leaders work towards meeting pupils' entitlement to a curriculum through the phases so pupils are prepared and emotionally 'ready' to learn again?		Student passports give strategies to support alternative ways for pupils to express their views for those SEND students Mentoring/ art therapy/ MHST support – time to be made available for this: in	

				addition to/instead of curriculum time PSHE programme reviewed School investigating trauma informed training for all staff	
20	How will the curriculum be adapted and communicated to parents to meet the needs of pupils – emotionally and personally following long periods of time not in school, gaps in being able to access home schooling and differing attitudes between being at home and at school?			Regular newsletters sent home throughout closure and staff available on the phone. Parents evenings planned for September return to re cap on closure learning, discuss well being and support and set out plans for next academic year, this will be offered remotely as well as socially distanced in school	
	Additional considerations:				

	DfE guidance: • **Home learning support: https://www.gov.uk/government/publications/coronavirus-covid-19-online-education-resources** • **Remote support: https://www.gov.uk/guidance/get-help-with-technology-for-remote-education-during-coronavirus-covid-19** • **Accountability measures: https://www.gov.uk/government/publications/coronavirus-covid-19-school-and-college-performance-measures/coronavirus-covid-19-school-and-college-accountability**

	Consider: **Checklist 10: Communication - pupils** **Phase I/II/III**	**Phase I: Actions needed (if any): Risk/support required/additional considerations**	**Phase II**	**Phase III**
1	How are leaders/staff evaluating pupils' preparation and response to return to school – what will happen if that is not positive? What will be in place to support and give additional home support to alleviate this?		Direction to staff about use of tutorial time and notes on this uploaded on to SMH and sent home	
2	What contact will staff have with pupils to share expectations for return to school?		Tutors and teachers communicating through SMH Letters and emails to parents	
3	Are there additional ways to communicate with pupils to prepare them, perhaps integrating this into their learning as groups of pupils have school-based learning extended?		With year 10 and 12 data suggests that around 50% of students will attend, the tutorial will be responsive to those there, however review underway to plan for September with this in mind	
4	How are staff going to gauge how pupils are feeling about returning to school and link this to their learning throughout the transition through the phases of the re-opening of the school?		Well being surveys informing this Part of tutorial session will be well being questions	
5	How will leaders communicate with pupils returning to school?		Fact sheet sent out in advance and then again on entry, additional staff on duty when we start having students in again (SLT)	
6	What opportunities will pupils have to be able to share the experiences they have had with COVID-19 sensitively and how will this shape how staff support pupils to communicate and provide alternative ways for pupils to share and express their thoughts?		"Strange Times" newsletter circulated with info and articles from students and staff sharing experiences Well being survey	

7	How will pupils be included in the consultation process at their level so they understand the expectations and the reasons for the differences in their daily school life?		Student voice when we return and during closure we have used students in to discuss plans etc	
	Additional considerations:			
	DfE guidance: • Pupils' mental health support/pastoral care at home: 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#helping-children-and-young-people-cope-with-stress			

	Consider: Checklist 11: Communication - parents	Phase I: Actions needed (if any): Risk/support required/additional considerations	Phase II	Phase III
1	How will leaders communicate with parents during the various phases of re-opening? Could this be through video link/email/school social media/newsletter?	Letters, emails and telephone calls (Headteachers mobile on all parental letters) Calls from pastoral team	As per phase 1	
2	How will leaders manage the different perspectives of parents feeling fearful of sending their child to school and those who are worried about their child falling behind?		For partial re opening it is parental choice with no follow-up sanction if they don't attend however headteacher responding directly to emails about this to try and cover any concerns parents have EWO and pastoral staff will check non attenders to confirm parents reason	
3	What will leaders do to effectively communicate the balance of thought between pupils' learning and their well-being and safety with parents so parents' views are considered and a phased approach with an emphasis on safety and well-being is established based on trusting leaders to keep their children safe?		Open and honest regular emails and letters	
4	What on-going weekly/regular communication could be used to ensure parents are kept well-informed?		Emails and "Strange times"	
5	How could a parent group support the school's work with communication?	43	We do not have a parents group currently but we do have parent governors and they have been updated regularly and been asked for feedback	

6	Have leaders considered their current means of communication and the strengths of these to use as the school plans and implements re-opening over phases?		Good response to emails so far	
7	Have leaders considered reasonable expectations of parents sending their children to school?		Yes especially given the BAME makeup of school population and distance some students travel, tutorials do not start before 10 to allow for travel outside rush hour	
8	How will leaders communicate the messages about safety for children and manage the anxiety parents will have?		Individual basis to respond	
9	Have leaders considered parental choice re sending their children into school – what might this guidance and advice look like and be for parents?		Have written, used DfE fact sheets etc to support school communications	
10	How will communication alleviate the anxiety parents have?		Overall there are going to be parents who will not send their child in but we will make sure that work covered is available to those who do not attend	
11	How will leaders manage attendance with parents considering the various phases of attendance as the re-opening extends further and more pupils are regularly attending school? How can the attendance of pupils be supported during the early stages to alleviate parental anxiety and still share expectations for the future?		Will followup on non attendance but gently to make sure child is okay and support not to request any evidence	
12	How will leaders share expectations of home learning which will not pressurise parents but equally reiterate set expectations that are realistic, doable and can be transferred seamlessly when pupils attend school more regularly?		Letters have made this clear and this is discussed weekly at SLT meeting	

	Additional considerations:			

	Phase I/II/III Consider: Checklist 12: Appropriate Body (e.g.LA/Trust/Diocese)	Phase I: Actions needed (if any): Risk/support required/additional considerations	Phase II	Phase III
1	Who are the key contacts in the Appropriate Bodies?		Trust board Des Ogg and Mary Turner Chair of LGB	
2	Have leaders accessed all the information relevant during this time from Appropriate Bodies?		yes	
3	What support will leaders require from LA/Trust/ Diocese throughout each phase?		Meetings to discuss	
4	What additional support can be brokered – working together – for example, clusters of school, within federations or trusts etc.?		Both schools working together , talking regularly and sharing ideas	
5	Where applicable, do you have consistency with neighbouring/cluster/local schools in terms of your offer/systems? Would it be helpful to do this within trust and/or cluster groups?		Yes and regular Croydon heads meetings and daily briefings	
6	How will leaders take account and implement the agreed guidance from Appropriate Bodies while sustaining a considered, do-able re-opening of the school to meet DfE statutory guidance?		Over riding concern is student and staff safety, Trust board undertook full review before vote to open was taken	
7	How will leaders share and communicate their planning for re-opening with the Appropriate Body? Is the rationale clear and demonstrates leaders secure oversight and planning for their school?		Updates and meetings	
8	Have leaders considered sharing of ideas about monitoring of their work to ensure realistic expectations shared and communicated for how the re-opening plan		Not appropriate as cross phase	

	will impact upon the quality of learning and outcomes?			
9	Are leaders ensuring they are communicating with the Appropriate Body about their planning so appropriate support is allocated?		yes	
10	Has the Appropriate Body's guidance and supportive directives been applied and discussed appropriately to ensure consistency and support is used effectively?		yes	
11	While considering the plans to re-open, are there any thoughts about what additional support will be required that is additional to the offer that is usually applied?		yes	
	Additional considerations:			
	DfE guidance: •			

	Phase I/II/III Consider: Checklist 13: Transition of pupils	Phase I: Actions needed (if any): Risk/support required/additional considerations	Phase II	Phase III
1	How will leaders contact and support transition of new early years children for September 2020 - will leaders consider changing induction arrangements or completing this process online?	n/a	As per phase 1	
2	Have leaders ensured that pupils' transition from primary and secondary provision is considered and how this will be communicated with the appropriate settings?	We already emailed the primary schools at the beginning of March and are recording the info on a centralised spreadsheet, this is now being supported by the common form that was agreed and all primary schools are using	As per phase 1	
3	Are there any thoughts about how secondary schools contact/communicate with primary schools to ensure effective transition?	Already ongoing	We are recording a virtual tour of the school and introducing key staff via a video Planning for events on transition day remotely	
4	How are leaders ensuring pupils' transition into sixth form and further education settings are considered? What are the transition arrangements and how are pupils/students informed?	Virtual tour includes the 6th form and we are looking to complete enrolment for them on the results release day in August. We have had an increase in the number of students wishing to remain with us now due to COVID but this is a fluid situation so subject to change.	As per phase 1 As per phase 1	
5	What arrangements have been thought of to ensure all important information is shared – verbally/documentary – between schools and between home and school?	Headteacher is sending fortnightly letters and information to parents so they are aware of what is going on regardless 48		

6	What might the transition from home learning to return-to-school look like at various stages of re-opening?	We are communicating with students using SMHW and the HOY, tutor team, subject leaders and SLT are working together to put a plan in place for a prolonged induction period. We have ensured KS3 have project based work which consolidates their learning and a revision of skills. Year 10 and 12 have been set work according to existing SOW consolidating what they already know.	From June we have scheduled tutorials for year 10 with each of their core subject teachers at least once. Year 12 will have a lesson with their teacher before the end of term and a UCAS tutorial Check in, review and set work.	
7	Have leaders considered what will happen following any guidance about how pupils will move on or transition to their next academic year? Do leaders have an 'ideal' that would meet the needs of their own pupils? What might this look like and what are the possible implications and considerations for the future? How are leaders thinking about the needs of pupils with SEND and their needs transferring to other settings and/or moving into different year groups with unfamiliar staff members?	Year 11 and 13 have been set bridging units to prepare them for their next steps moving forward. We have taken the decision where possible that staff will retain the classes they've taken this year rather than changing the class teacher. We were already in the process of reviewing the curriculum so we have already pushed back any formal assessment until the end of Autumn 2 at the earliest. The SENDCO has been in regular contact with our EHCP students and form tutors have been emailing their tutees and flagging concerns to our vulnerable staff support team .	As per phase 1 Plans in pale If social distancing required including one way system and rolling 2 week timetable	
8	What does the transition from home learning to school learning look like in your school, for your pupils? Have leaders considered consistency and expectations that are appropriate for the context of families' capacity (albeit because they are working; more than one child at home to home school etc) to support at home?	The reason why we went for project based work with no deadlines was to ensure that students who may be sharing laptops etc can do the work at a time convenient for them rather than have it dictated. Students with no internet access have had the work sent by post to their homes / address where they are staying. 1st face 2 face contact will be a tutorial	As per phase 1	

			Phase I: Actions needed (if any):	Phase II	Phase III
			session and once we have the students back we will have a extended period of PSHE focussed on emotional well being		
9	How will staff be supported to transition between home/school planning and teaching?	We are in regular communication with staff and we currently have ensure the fortnightly line management and weekly SLT meetings still happen to ensure the continuity of support is provided. The head teacher sends a weekly email conveying any information.	Rotas once organised will be conveyed to SLT, ELT and then staff before explained to parents. Rotas ensure that staff are not in consecutive days and that they have clear guidance as to what is expected Staff briefing to support this		
	Additional considerations:				

	Consider: Phase I/II/III Checklist 14: Finance	Phase I: Actions needed (if any): Risk/support required/additional considerations	Phase II	Phase III
1	Is there a business continuity plan that can be adapted to reflect the changes and the phases of re-opening?		Yes finance working on a rota and remotely when appropriate Audits taking place and 3 year financial planning underway	
2	What additional costs are leaders having to incur that were not planned into the original budget, and how will this impact upon the current budget plan and resources? Can		Details kept of additional expenditure linked to COVID for June claim, reflected in budgets produced	

	these be reclaimed from government for example, increased premises related costs; additional cleaning; support for FSM?			
3	How will leaders of finance ensure invoices etc continue to be paid and authorised when working remotely?		Rotation of staff to cover the office, new arrangements for paying and ordering remotely	
4	Are leaders aware of the delays and cancellations of some financial returns?		Yes see trust minutes	
5	Have the reintroduction of contracts been considered? Cleaning; IT support; catering; financial support services etc		Yes, additional cleaning implemented	
6	Have leaders evaluated the impact of lettings and the finance implications of possibly not restarting or a phased re-opening of lettings?		Yes and discussed with audit committee	
7	Are there financial implications for transport to ensure social distancing arrangements are upheld?		n/a	
8	Are there visits/trips booked previously, for example, residentials whereby monies can be claimed off insurance or refunds applied?		Yes repayments completed and claim through RPA made	
9	Is there a plan for a potential COVID-19 repeat that could be included in a crisis management financial plan?		no	
10	Have leaders risk reviewed all related safety concerns with financial implications including premises, cleaning, water hygiene, fire safety, gas safety, ventilation etc?		yes	
	Additional considerations:			

	Consider: Checklist 15: COVID-19 considerations/social distancing measures	Phase I: Actions needed (if any): Risk/support required/additional considerations	Phase II	Phase III
1	Have leaders considered and voiced their views with stakeholders for discussion the reality of social distancing in the context of their school based upon the size of the school and the care needs of pupils?	All relevant information has been included in letters home to parents of year 10 and 12 see phase II	The following practices have been put in place: • Staggered start/finish times • Staggered use of staff rooms / office space; • Limited numbers using toilet facilities at one time; • Rearrangement of classrooms with sitting positions 2 metres apart; • No use of shared resources and prevention of sharing stationery and other equipment Emergency evacuation procedures reviewed and adapted to ensure compliance with social distancing rules.	
2	How are transport arrangements being managed and maintained for pupils? How will this look as increased number of pupils attend school at different times/days?	n/a		
3	How will a school day be managed to ensure social distancing for example, breaks, lunchtime?		No breaks or lunch provided	
4	How will leaders manage the different perspectives of parents – sending pupils into school or deciding not to?		Advice and support but not mandatory	
5	What learning has there been about			

	COVID-19 at home to prepare pupils for return? How can this be supplemented by school information?		Need for signage which will be in place
6	Following risk assessment, what PPE is required to ensure staff safety for intimate care?		A supply of face masks, gloves, aprons and eye protection will be maintained for use as necessary in personal care situations where contact is required, e.g. intimate care needs, provision of first aid or if a child becomes unwell with symptoms of coronavirus at school and requires personal care until they return home. LA providing PPE kit for all schools
7	Have leaders considered the risk of a pupil/staff member contracting COVID-19? Is a plan considered for communication of this to alleviate fear, appropriate communication with external agencies (e.g. public health), how testing will be gained for staff/pupils in contact and thereafter dealing with the impact of this?		Instant review by the trust board, all those who have been in contact with student or staff concerned will be contacted, contact details are accessible remotely if notification took place out of school hours. Use of testing advised immediately
8	Has the emotional impact upon staff and pupils been evaluated considering what they may have endured through 'lockdown' and 'isolation' for example, loss, neglect, loneliness. What additional resources can be given to support all staff and pupils to manage and deal with personal circumstances while supporting them through to a form of normality following the trauma?		School has signposted suggested sources of support to all staff; Staff encouraged to come forward confidentially with any concerns they have about workload or wellbeing.
9	How will the curriculum offered change to meet the personal, social and emotional		Provision of well being space in learning support

	needs of pupils giving them a chance to talk, share and 'off load' their worries in a way that will support them to move on to a place of feeling more secure and emotionally stable?		Follow-up to well being surveys sign post additional support and pastoral team follow-up	
10	How will staff and pupils be supported to deal with the day-to-day living with COVID-19 still being a threat prior to a vaccine?		Supportively and keeping in touch to make sure any concerns are addressed	
11	What will leaders need to consider in order to establish a 'different' day-to-day routine and way of schooling while COVID-19 is a threat?		Single tutorial per day, rotation of staff and rooms used	
12	Can pupils contribute towards what school will need to look like for them to feel safe during the time of COVID-19? How might this be achieved?		Will review with year 12 after a few days for feedback	
13	Can parents be consulted about how to alleviate their fears about sending their children to school? Have leaders considered online forums to discuss their ideas?		Consultation on sending children in and Headteacher asked for feedback from parents	
14	Have leaders considered communicating to all that, at this time and for the future until a vaccine is found, schools could think about how they do it differently, rather than 'getting back to what it was'?		Part of discussion around flipped learning etc	
	Additional considerations:			
	DfE guidance: • **Social distancing: https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-social-distancing-in-education-and-childcare-settings/coronavirus-covid-19-implementing-social-distancing-in-education-and-childcare-settings** • **PPE: https://www.gov.uk/government/collections/coronavirus-covid-19-personal-protective-equipment-ppe**			

Review/evaluation stage:

Transition from phase III to phase IV:
It may be this will inform a future planning process which reflects what the school may/will be like post pandemic.

Considerations:	Actions needed:	Risk considered/support required:
Future thoughts: *How should school address the loss of learning especially if vulnerable children and those with SEND have been most affected? How can this be managed without affecting children's well-being?*		
Review the curriculum design – what are the gaps in coverage? Prioritise some areas for catch-up but accept that every gap can't be tackled.		
How have actions in the previous phases going to impact upon what this may look like in the future?		
Rather than think about how to 'get back' to what it was, does it have to be considered what will be different?		

Useful additional documents and links for reference:

- Public health England https://www.gov.uk/government/organisations/public-health-england
- NHS: https://www.nhs.uk/conditions/coronavirus-covid-19/what-to-do-if-you-or-someone-you-live-with-has-coronavirus-symptoms/
- Government advice: https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance
- DfE https://www.gov.uk/government/publications/guidance-to-educational-settings-about-covid-19/guidance-to-educational-settings-about-covid-19
- A detailed checklist and key guidance for action for health and safety is available at: www.gov.uk/government/publications/managing-school-premises-during-the-coronavirus-outbreak/managing-school-premises-which-are-partially-open-during-the-coronavirus-outbreak
- Information re testing: https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested

Croydon Contact Details

Please contact your appropriate Adviser/ Partner or Officer in the first instance

Name	Role	email
General Enquiries	Please use this in the first instance for anything not covered below.	educationenquiries@croydon.gov.uk
School Admissions		school.admissions@croydon.gov.uk
Family Support		familysupport@croydon.gov.uk
SEND		senenquiries@croydon.gov.uk
Mike McKeaveney	Interim Head of School Standards, Safeguarding & Inclusion	michael.mckeaveney@croydon.gov.uk
Alison Farmer	Head of Special Educational Needs 0-25	alison.farmer@croydon.gov.uk
Chris Roberts	Head of Learning Access	chris.roberts@croydon.gov.uk
Mark Malcolm	Attendance and Exclusion Officer	mark.malcolm@croydon.gov.uk
Val Burrell-Walker	Fair Access Manager	val.burrell-walker@croydon.gov.uk
Zoe Barkham	Improvement Officer – Health and Wellbeing	zoe.barkham@croydon.gov.uk
Laura Flanagan	Improvement Officer – Health and Wellbeing	laura.Flanagan@croydon.gov.uk
Marion Hampton	Inclusion Officer – School SEND Support	marion.hampton@croydon.gov.uk
Anne Moore	Chief Educational Psychologist	anne.moore@croydon.gov.uk
Vanessa Wheeler	Early Years Outcome Duty Officer	vanessa.wheeler@croydon.gov.uk
Rachel Fox	Improvement and Development Adviser	rachel.fox@croydon.gov.uk
Jason Hughes	School Effectiveness Partner (Secondary)	jason.hughes@croydon.gov.uk
Ann Longfield	Improvement and Development Adviser	ann.longfield@croydon.gov.uk
Judith Lunnon	Improvement and Development Adviser	judith.Lunnon@croydon.gov.uk
Joyce Lydford	Improvement and Development Adviser	joyce.Lydford@croydon.gov.uk
Mark Southworth	School Effectiveness Partner (Secondary(	mark.southworth@croydon.gov.uk
Joanne Wallin	Improvement and Development Adviser	joanne.wallin@croydon.gov.uk