**Recovery Planning for Return to Pioneer Federation Schools from Term 6**

responding to the Government’s phased return plans and drawing on current planning in East Sussex primary schools

this document matches and exceeds the Government’s [Initial planning Framework for Schools](https://www.gov.uk/government/publications/actions-for-educational-and-childcare-settings-to-prepare-for-wider-opening-from-1-june-2020/opening-schools-for-more-children-and-young-people-initial-planning-framework-for-schools-in-england) guidance published 14 May 2020.

**Federation/School Name:**  Pioneer Federation (St Mary the Virgin Primary (SMV), East Hoathly Primary (EH), Chiddingly Primary (CP))

**Executive Headteacher:** James Procter

**Chiddingly and East Hoathly Head of School:** Vicky Lewis

**St Mary’s Head of School:** Becca Hare

**Chair of Governors:** Alan Brundle

**Date:** 20.5.20

**Key Government Documents:**

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DfE latest documents page: <https://www.gov.uk/government/latest?departments%5B%5D=department-for-education>

**Key to ‘Leads’ column:** Site Manger (SM), James Procter (JP), Vicky Lewis (VL), Becca Hare (BH),Classteachers (CT), Inclusion Managers (IM)

**Action planning for a phased extension to the opening**

**Organisation and Staffing**

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| **Action: Organisation-** Consider the school organisation in light of Government advice. | | | | |
| **Comments for consideration from guidance** | **What will be happening in Pioneer schools** | **Leads** | **Date**  **Deadline** | **Guidance** |
| Bearing in mind the updated advice, consider how the school day could run:   * Consider start and end of the day – staggered timings, different entrances, plan parents’ drop-off and pick-up protocols that minimise adult to adult contact. * Decide which lessons could be delivered, and which could take place outdoors. **For outdoor education can limit transmission and more easily allow for distance between children and staff.**   Plan the timetable and selection of classroom or other learning environment to reduce movement around the school or building.From Government documents: We know that, unlike older children and adults, early years and primary age children cannot be expected to remain 2m apart from each other and staff. Where settings can keep children and young people in those small groups 2m away from each other, they should do so.  **What care should be taken in early years settings?**  Because it is challenging to reduce contact between young children in early years settings, regular cleaning and disinfection of surfaces, objects and toys, as well as handwashing, are particularly important. The use of soft toys and toys with intricate parts or that are otherwise hard to clean should be avoided. Read [guidance on cleaning for non-healthcare settings](https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings).  Settings should manage risks by keeping children in small groups and trying, as far as possible, to keep the same children and staff members together from day to day. Settings should consider staggering mealtimes and should discourage parents and carers from gathering at setting entrances. As far as possible, parents and carers should not enter early years premises.   * Stagger assembly groups, stagger break times (including lunch), so that all children are not moving around the school at the same time. * Encourage parents and children to walk or cycle to their education setting where possible. If required contact the transport hub to confirm transport requirements. They will liaise directly with the transport companies on social distancing requirements and check that they are fully aware of the health and safety procedures. [mainstream-transport.cts@eastsussex.gov.uk](mailto:mainstream-transport.cts@eastsussex.gov.uk)   **Ensure that social distancing and good hygiene practices continues:**  From Government documents: We know that, unlike older children and adults, early years and primary age children cannot be expected to remain 2m apart from each other and staff. Where settings can keep children and young people in those small groups 2m away from each other, they should do so.   * In classrooms * In corridors * Classroom organisation * Ensure that toilets do not become crowded by limiting the number of children or young people who use the toilet facilities at one time. * Use halls, dining areas and internal and external sports facilities for lunch and exercise at half capacity. If class groups take staggered breaks between lessons, these areas can be shared as long as different groups do not mix (and especially do not play sports or games together) and adequate cleaning between groups between groups is in place.   **How should I care for young children or children with special educational needs who do not understand why they must stay apart or who ignore distancing guidelines?** Young children and children with special educational needs may not be able to understand the need for social distancing and may also seek close interaction with their peers or adults to provide reassurance at a period of disruption to their routines. It is imperative that education, childcare and children’s social care settings conduct risk assessments around managing groups of children within the setting. This should include limiting the number of children in each group and reducing this to provide more space in each classroom or learning area. As far as possible, small groups of children should be supported by consistent staffing, and groups should remain as consistent as possible throughout the outbreak.  Schools should use best endeavours to support pupils attending school as well as those that are in year groups remaining at home, making use of the available [remote education support](https://www.gov.uk/guidance/remote-education-during-coronavirus-covid-19). | Reception, Year 1 and Year 6 will have different entrances and staggered pick up times. One adult to accompany children to school where necessary.  **CP:** Reception bottom gate, Y1/2 car park gate, Y5/6 rainbow room  **EH:** nursery and Y6 through main gate, Y1 through church gate, R through normal gate. Nursery parents can drop at nursery gate.  **SMV:** Y6 prayer space gate, Y1 through church, Y6 through car park.  Parents say goodbye at gate and parents not on site. Adult on all gates. Drop of 8.40-8.50am.  Pick up times (from same gate/door):  **EH:** 2.45 – 3 is EYFS and nursery  3-3.15 is Y1 and Y6 and KW children. With siblings – older ones go home with youngers.  **CP and SMV:** 2.45-3 EYFS and Y1  3-3.15 – Y6 and KW children. With siblings – olders go home with youngers  Lesson planning will take into account for as much outdoor provision as possible. Documented in newsletters and planning documents.   * We will ensure that children and young people are in the same small groups at all times each day, and different groups are not mixed during the day, or on subsequent days * We will ensure that the same teacher(s) and other staff are assigned to each group and, as far as possible, these stay the same during the day and on subsequent days * We will ensure that wherever possible children and young people use the same classroom or area of a setting throughout the day, with a thorough cleaning of the rooms at the end of the day. * We will be seating pupils at the same desk each day if they attend on consecutive days   ‘Group’ defined as no more than 15.  15 tables in each classroom (apart from EYFS) with as much of a gap as possible between them.  EYFS: allocated resources for the day and then cleaned.  Remove soft furnishings as much as possible.  Assemblies within individual classrooms. Breaks and lunch staggered. Rotate the play spaces at break time and lunch time. Allocated tables for each year group. Corridors- as much as possible staff and pupils use the outside to move around site.  **SMV:**  Break times:  *EYFS/Year 1:* 10:15 – 10:30am. Half playground each; bucket of own equipment (cleaned daily); EYFS to utilize outside space where appropriate.  *Year 6/Key Worker + Vulnerable chn:* 10:30 – 10:45. Half playground each; bucket of own equipment (cleaned daily); Year 6 to utilize The Croft where possible.  Lunchtimes  *EYFS/Year 1:* 11:45 – 12:15pm. Half the hall each; tables spread out as much as possible to allow space between children (4 to a table where possible). After they have eaten, chn to be on playground (in the same space as break times) with own equipment (cleaned daily) from 12:15 – 12:45pm.  *Year 6/Key Worker + Vulnerable chn:* 12:15 – 12:45pm in hall. Half hall each, spread out as much as possible to allow space between children (4 to a table where possible). After they have eaten, chn to be on playground (in the same space as break times) with own equipment (cleaned daily) from 12:45 – 1:15pm. Year 6 to utilize The Croft where possible.  **CP:**  Break times:  *EYFS/Year 1:* 10:15 – 10:30am. EYFS lower playground, Y1 upper playground. bucket of own equipment (cleaned daily); EYFS to utilize outside space where appropriate.  *Year 6/Key Worker + Vulnerable chn:* 10:30 – 10:45. Y6 upper playground, KW lower playground; bucket of own equipment (cleaned daily); Field can be used on rotation if weather allows.  Lunchtimes  *EYFS/Year 1:* 11:45 – 12:15pm. Half the hall each; tables spread out as much as possible to allow space between children (4 to a table where possible). After they have eaten, chn to be on playground (in the same space as break times) with own equipment (cleaned daily) from 12:15 – 12:45pm.  *Year 6/Key Worker + Vulnerable chn:* 12:15 – 12:45pm in hall. Half hall each, spread out as much as possible to allow space between children (4 to a table where possible). After they have eaten, chn to be on playground (in the same space as break times) with own equipment (cleaned daily) from 12:45 – 1:15pm. Field can be used on rotation system if weather permits.  **EH:**  Break times:  *EYFS/Year 1:* 10:15 – 10:30am. Half the playground each. bucket of own equipment (cleaned daily); EYFS to utilize outside space where appropriate.  *Year 6/Key Worker + Vulnerable chn:* 10:30 – 10:45. Half the playground each; bucket of own equipment (cleaned daily); Field can be used on rotation if weather allows.  Lunchtimes  *Nursery/EYFS/Year 1:* 11:45 – 12:15pm; tables spread out as much as possible to allow space between children (4 to a table where possible). After they have eaten, chn to be on playground (in the same space as break times) with own equipment (cleaned daily) from 12:15 – 12:45pm.  *Year 6/Key Worker + Vulnerable chn:* 12:15 – 12:45pm in hall. spread out as much as possible to allow space between children (4 to a table where possible). After they have eaten, chn to be on playground (in the same space as break times) with own equipment (cleaned daily) from 12:45 – 1:15pm. Field can be used on rotation system if weather permits.  Depending on numbers of children, learning zone to also be used for eating spaces for one group of children.  Parent letters.    Daily contract cleaning and then additional daily regular cleaning of surfaces that children and young people are touching, such as toys, books, desks, chairs, doors, sinks, toilets, light switches, bannisters, more regularly than normal.  Spray bottles and cloths for each class. Staff will spray and wipe any surfaces handles as much as they can but will always happen after break and lunch.  **We will ensure that all adults and children:**   * + frequently wash their hands with soap and water for 20 seconds and dry thoroughly. Review the [guidance on hand cleaning](https://www.gov.uk/guidance/coronavirus-covid-19-information-for-the-public)   + clean their hands on arrival at the setting, before and after eating, and after sneezing or coughing   + are encouraged not to touch their mouth, eyes and nose   + use a tissue or elbow to cough or sneeze and use bins for tissue waste **(‘catch it, bin it, kill it’ poster)**   Reduce the use of shared resources:   * by limiting the amount of shared resources that are taken home and limit exchange of take-home resources between children, young people and staff * by seeking to **prevent the sharing of stationery and other equipment where possible.** Shared materials and surfaces should be cleaned and disinfected more frequently * although practical lessons can go **ahead if equipment can be cleaned thoroughly and the classroom** or other learning environment is occupied by the same children or young people in one day, or properly cleaned between cohorts   EYFS: Oxford Owls reading.  Exercise books: kept in trays  EYFS equipment allocated on a rotation basis allowing for regular cleaning.  Key resources (stationary) allocated for individuals. Individual zip wallets with resources in.  No pencil cases brought in.  Toilets: EH – toilets for individual classes.  CP- 5/6 in annex building, R and Y1 and KW children in main building.  SMV: EYFS – in classroom toilets; Year 1 – staff toilet to allow for changing needs where needed; Year 6/KW children in usual chn toilets.  Children to go in one at a time. Hand washing reinforced regularly and posters all around school.  PE kits not required but children can bring trainers that stay in school for outdoor activities.  See school parent letter, class letters and websites. | JP  BH  VL  CT  JP  BH  VL  JP  BH  VL  JP  BH  VL  CT  JP  BH  VL  CT  JP  BH  VL  CT | Parent letter & staff CPD & school dev –wk 18/5,25/5  (EH)  Implement 1/6  Parent letter & staff CPD & school dev –wk 18/5,25/5  (EH)  Implement 1/6  Parent letter & staff CPD & school dev –wk 18/5,25/5  (EH)  Implement 1/6  Parent letter & staff CPD & school dev –wk 18/5,25/5  (EH)  Implement 1/6  Parent letter & staff CPD 18/5,25/5  (EH)  Implement 1/6  Parent letter & staff CPD 18/5,25/5  (EH)  Implement 1/6  Parent letter & staff CPD 18/5,25/5  (EH)  Implement 1/6 | The DfE latest documents and guidance webpage is updated regularly:  <https://www.gov.uk/government/latest?departments%5B%5D=department-for-education>  Currently leaders will find the following guidance particularly useful:  Preparing for the wider opening of schools from 1 June: A planning guide for primary school leaders to help them open their schools to more pupils…  <https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june>  DfE guidance for schools and education settings –  <https://www.gov.uk/government/collections/coronavirus-covid-19-guidance-for-schools-and-other-educational-settings>  Coronavirus (COVID-19): guidance for schools and other educational settings-  https://www.gov.uk/government/collections/coronavirus-covid-19-guidance-for-schools-and-other-educational-settings  What parents and carers need to know about schools, colleges and other education settings during the coronavirus outbreak  <https://www.gov.uk/government/publications/closure-of-educational-settings-information-for-parents-and-carers/closure-of-educational-settings-information-for-parents-and-carers> |
| **Action: Opening**  Communicate as early as possible with pupils and parents that the school will be undertaking a phased approach to extending their opening from the 1 June for pupils in Nursery/Reception/Year 1 and Year 6. | | | | |
| **Comments for consideration from guidance** | **What will be happening in Pioneer schools** | **Lead** | **Date**  **Deadline** | **Guidance** |
| * Plan how children of critical workers and vulnerable children will be accommodated alongside returning year groups * Letter, text and/or email with information about where/when parents can drop off/collect their child/ren and what they need to bring to school, as detailed in section 2, Organisation. Limit the use of shared resources. * Update school website if applicable and share information about which learning/welcome spaces will be open. * Consider the accessibility of communications e.g. parents with EAL or are there parent of pupils with SEND that need a personal phone call? * Acknowledge anxiety and reassure parents and pupils about social distancing measures, health and safety arrangements and how the school will offer support for all pupils as part of a recovery curriculum and for some pupils more targeted emotional support and intervention. * As year groups are returning to school, we would expect school leaders and teachers to consider their pupils’ mental health and wellbeing and identify any pupil who may need additional support so they are ready to learn, assess where pupils are in their learning, and agree what adjustments may be needed to the school curriculum over the coming weeks. | * Parent letter with Action Plan wk 18/5 * Parents & staff will be encouraged to wash clothes after school daily. * Signage all around school and on gates of key messages - At gates: key bullet pointed information. In dinner hall: key points bullet pointed as reminders for all staff * Paper copies for offices and staffrooms and to be sent out to parents, staff and governors. * Secretaries and SLT to refer to the key Government documents when liaising to parents * Parent letter with Action Plan wk 18/5 – added to website wk 18/5. In letter: Only one parent to attend drop off. Make clear to parents that they cannot gather at entrance gates or doors, or enter the site (unless they have a pre-arranged appointment, which should be conducted safely) * Parents of EYFS, Year 1 and Year 6 have received a phone call from staff. Vulnerable group pupil have also been contacted weekly- see log in closure folder. * A summary of the Recovery Action Plan will be within the parent letter and the Action Plan will be made accessible to all stakeholders on the website. * Social distancing measures to be shared with pupils and parents via the new pupil code of conduct * Small group and class-based Thrive sessions to be planned with the Thrive lead to promote positive mental health and wellbeing. * Where additional wellbeing or mental health support is needed, records will be kept on myconcern, liaison with parents, support from Thrive lead and practitioners and referrals to external support will be made as required. * Parent letter acknowledges apprehension and anxiety about returning to school. * Vulnerable Groups to be regular standing item for discussion during staff meetings and SLT meetings to ensure that any children who are identified as needing extra support are ‘flagged’ and IM to be involved in resourcing and supporting those children. * Staff and parents to keep an open dialogue about any children who they are concerned about and comments chn are making at home. | JP  BH  VL  JP  BH  VL  JP  BH  VL  JP  BH  VL  IM | Parent letter & staff CPD 18/5  Parent letter & staff CPD 18/5  Wk 18/5  Implement 1/6 | Preparing for the wider opening of schools from 1 June: Annexes A-C give useful guidance for changes to behaviour policy, Principles for staff and useful posters.  <https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june/planning-guide-for-primary-schools#annex-a-behaviour-principles>  Prof Barry Carpenter Think Piece:  <https://www.evidenceforlearning.net/recoverycurriculum/>  Coronavirus (COVID-19): implementing protective measures in education and childcare settings-  <https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings>  Actions for education and childcare settings to prepare for wider opening from 1 June 2020  <https://www.gov.uk/government/publications/actions-for-educational-and-childcare-settings-to-prepare-for-wider-opening-from-1-june-2020/actions-for-education-and-childcare-settings-to-prepare-for-wider-opening-from-1-june-2020>  Continue to follow guidance in Coronavirus (COVID19): guidance for educational settings:  <https://www.gov.uk/government/collections/coronavirus-covid-19-guidance-for-schools-and-other-educational-settings> |
| **Action: Staffing**  Review staffing plans for both phased and full opening.  Restarting of dormant contracts and planning for furloughed staff to come back to school.  Restarting any restructuring processes or HR procedures that may have been paused during the lock down including recruiting to vacancies. | | | | |
| **Comments for consideration from guidance** | **What will be happening in Pioneer schools** | **Lead** | **Date**  **Deadline** | **Guidance** |
| * Contact staff and check availability – ensure decision making is transparent and fair. * Consider different staffing scenarios. * Update staff/governors accordingly. * HR provider advice on restarting any restructuring or support plans for staff. * Have plans in place for covering staff who are on a 12-week ‘shielding’ and contingency plans for if this time is increased further by the government. * Plan for staff that are self-isolating with plans should further staff need to self-isolate | * Staff contact made and timetable based on availability and HR document and advice. * COG updated daily. * Stagger the use of staff rooms and offices to limit occupancy * **Staffing Plan:** See Parent letter. The guidance from the government is clear that, where possible, staff shouldn't mix with other groups of children (a max of 15 children per small group - i.e. 1 year group). This is in place at pioneer Schools. | JP  BH  VL | Wk 18/5  Implement 1/6 | Check advice from your HR provider.    ESCC HR advice for subscribing schools on Webshop.  Government guidance on how schools can access the job retention scheme: <https://www.gov.uk/government/publications/coronavirus-covid-19-financial-support-for-education-early-years-and-childrens-social-care/coronavirus-covid-19-financial-support-for-education-early-years-and-childrens-social-care>  DfE guidance re induction of NQTs during the pandemic –  <https://www.gov.uk/government/publications/coronavirus-covid-19-induction-for-newly-qualified-teachers>  Coronavirus (COVID-19): implementing protective measures in education and childcare settings-  <https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings>  Actions for education and childcare settings to prepare for wider opening from 1 June 2020  <https://www.gov.uk/government/publications/actions-for-educational-and-childcare-settings-to-prepare-for-wider-opening-from-1-june-2020/actions-for-education-and-childcare-settings-to-prepare-for-wider-opening-from-1-june-2020>  Planning guide for primary schools  <https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june/planning-guide-for-primary-schools> |
| **Action: External Contractors**  Contact the external companies and inform them that the school will be opening and ask about staff availability and provision going forward. | | | | |
| **Comments for consideration from guidance** | **What will be happening in Pioneer schools** | **Lead** | **Date**  **Deadline** | **Guidance** |
| * Contact the school meal service provider (if appropriate). * Contact fruit provider (if appropriate). * Contact milk provider (if appropriate). * Contact transport providers (if appropriate). * Update governors accordingly. | * Contractors have been contacted.   Contact has been made with fruit and veg provider - they will not start delivering until September earliest.  Chartwells are meeting next week to decide what they will offer. Request made that only baguettes are available to reduce touch points, use of cutlery etc.   * Secretaries to inform them of our policy on delivery and signage on the gates. Parcels to be left by the gate and not to enter the school. * COG updated daily. | JP  BH  VL | Wk 18/5- contact made,  Implement 1/6 | Coronavirus (COVID-19): implementing protective measures in education and childcare settings-  <https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings>  Actions for education and childcare settings to prepare for wider opening from 1 June 2020  <https://www.gov.uk/government/publications/actions-for-educational-and-childcare-settings-to-prepare-for-wider-opening-from-1-june-2020/actions-for-education-and-childcare-settings-to-prepare-for-wider-opening-from-1-june-2020> |
| **Action: Policies and Procedures**  Ensure policies and procedures are agreed and updated as required. Communicate policy and procedures to staff. | | | | |
| Governors to review and agree, where needed, relevant polices: (but not limited to):   * Covid-19 Policy and procedures and any risk assessments that have been written. * Confidentiality Policy. * Safeguarding and Child Protection. * Data Protection Policy.   All staff to be made aware of:   * Updates from the DFE and guidance from the Public Health England 2020. * Arrangements for the return of pupils and parents.   Update the school’s website with new/updated policies and information if applicable. | **Policies:**   * **Safeguarding policy**: ESCC updates added as Appendix D – including arrangements for named DSLs on/off site; reporting concerns and safer recruitment. * **Staff Code of Conduct:** ESCC update added to include: contacting children through phone and video call; conducting home visits protocol; following up missing children and ensuring children are spoken with on phonecalls. * **Data Protection policy:** No update on policy. GDPR reminders at weekly teacher and TA meeting; training videos sent round; advice from DPO sought regularly. * All updated policies on the website and agreed at governor meeting on Tuesday 5th May – see minutes.   **Updates:**   * Updates from DFE emailed to all staff daily by secretaries. Updates from LA also emailed. * Arrangements for return of pupils to be detailed in risk assessment, email to all staff and sharing of parent letter. | JP  BH  VL | Wk 18/5 and staff CPD | NHS guidance re symptoms and shielding  <https://www.nhs.uk/conditions/coronavirus-covid-19/>  Opening schools and educational settings to more pupils from 1 June: guidance for parents and carers:  <https://www.gov.uk/government/publications/closure-of-educational-settings-information-for-parents-and-carers/reopening-schools-and-other-educational-settings-from-1-june>  Coronavirus (COVID-19): implementing protective measures in education and childcare settings-  <https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings>  What parents and carers need to know about schools, colleges and other education settings during the coronavirus outbreak  <https://www.gov.uk/government/publications/closure-of-educational-settings-information-for-parents-and-carers/closure-of-educational-settings-information-for-parents-and-carers>  Actions for education and childcare settings to prepare for wider opening from 1 June 2020  <https://www.gov.uk/government/publications/actions-for-educational-and-childcare-settings-to-prepare-for-wider-opening-from-1-june-2020/actions-for-education-and-childcare-settings-to-prepare-for-wider-opening-from-1-june-2020> |
| **Action: Finances**  Revised budget setting and role of governors in this.  Submit costs of lockdown in line with government guidance. | | | | |
| * Governors to review and agree revised budget. * Ensuring sourcing of essential supplies and continue to plan for supplies for full reopening. * Check current guidance for PPE requirements. * There may be a need for PPE in some circumstances although current guidance does not suggest this is necessary for most schools. | We will be claiming for all FSM expenditure as per guidelines received from the Government.   * **Increased premises related costs** (including utilities and resources needed to keep the school open, such as hygiene services) associated with keeping schools open during the Easter and/or summer half term holidays, for vulnerable children and the children of critical workers, over and above the costs that schools would have faced in other circumstances * **Support for free school meals (FSM) for eligible children who are not attending school**, where those costs are not covered by the FSM [national voucher scheme](https://www.gov.uk/government/publications/covid-19-free-school-meals-guidance/covid-19-free-school-meals-guidance-for-schools) - this covers:   + costs to schools arising before the introduction of the national voucher scheme   + costs where schools are providing free meals to children for whom the national voucher scheme is inappropriate (for example, because there are no participating supermarkets locally or schools are providing meals directly) * **additional cleaning** – required due to confirmed or suspected coronavirus (COVID-19) cases, in line with [COVID-19: cleaning of non-healthcare settings](https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings), over and above the cost of existing cleaning arrangements   See page 20 for PPE requirements.  PPE is in place for staff caring for the child with symptoms or for toileting needs – see page 20 for the procedure. | JP  BH  VL | Wk 18/5 and staff CPD | Government guidance on financial support for schools: <https://www.gov.uk/government/publications/coronavirus-covid-19-financial-support-for-schools/school-funding-exceptional-costs-associated-with-coronavirus-covid-19-for-the-period-march-to-july-2020> |
| **Action: Vulnerable families**  Ongoing financial support for families | | | | |
| Support for families in financial difficulties:   * Free school meals/uniform. * Links with LA, social services and other agencies and services. * Agree whether breakfast clubs, lunch clubs and after-school clubs can operate and under what terms. | * **FSM:** Chn in school to receive their FSM – including EYFS/Year 1. Chn still working at home to continue either with vouchers or collecting lunches from school sites. * **Uniform:** Uniform optional for Phase 1 of reopening (June). Guidance for parents to ensure chn’s clothes are washed everyday and suitable for school – i.e. smart and no inappropriate clothing/slogans. Parents aware that second hand uniform is available * Food bank information shared regularly * Free school meals information shared regularly and easily accessible. * No clubs during phase 1 – parent letter and website notification | IM  JP  BH  VL | Wk 18/5 and staff CPD | DfE advice for parents:  <https://www.gov.uk/government/publications/closure-of-educational-settings-information-for-parents-and-carers/closure-of-educational-settings-information-for-parents-and-carers> |
| **Action: Events**  Consider planned school events and decide what can or cannot go ahead and how government guidance can be adhered to e.g. leavers assembly and residential trips. | | | | |
| * Consider different ways of doing things e.g. filming performances to be watched online by parents etc. * Manage events in line with social distancing guidance. | * **End of year services:** Diocesan Leavers’ service cancelled – waiting for confirmation on how aspects of this will be done in schools. End of Year 6 Leavers’ service to be part of weekly teacher meetings nearer the time to discuss how this can be managed. * **Assemblies:** Assemblies/Collective Worship to take place in classrooms with small groups. Review in July. * **Sports day:** P.E. teachers planning for a potential virtual sports day. Continue to review guidance and organise in line with health and safety advice at the time. * **End of term reports:** To be sent electronically and organise phone calls with parents who have any questions or queries about the content. * **Residential trips:** Cancelled with potential to be postponed for next year. * **School trips:** No school trips to happen for the remainder of the year. * **Forest School:** Not to happen due to the need for extra adults for child:adult ratios and this going against guidance from government about sticking with small groups. * **Transition for new classes (including new reception):** To be planned nearer the time, when guidance is updated. EYFS teachers to contact new starters via phonecall once welcome packs sent and chat prior to any transition events taking place. | JP  BH  VL | Wk 18/5 and staff CPD | Continue to follow guidance in Coronavirus (COVID19): implementing social distancing in education and childcare settings:  <https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-social-distancing-in-education-and-childcare-settings>  Coronavirus (COVID-19): implementing protective measures in education and childcare settings-  <https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings>  Actions for education and childcare settings to prepare for wider opening from 1 June 2020  <https://www.gov.uk/government/publications/actions-for-educational-and-childcare-settings-to-prepare-for-wider-opening-from-1-june-2020/actions-for-education-and-childcare-settings-to-prepare-for-wider-opening-from-1-june-2020> |

**Health and Safety**

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| **Action** | **Comments for consideration** | **What will be happening in Pioneer schools** | **Leads** | **Date**  **Deadline** | **Guidance** |
| **Cleaning**  Ensure thorough cleaning to include cleaning of school prior to opening and ongoing cleaning arrangements as schools start to implement a phased opening. | * Comply with Government Health and Safety Guidance – check website for most up to date guidance. * Processes in place for cleaning during the day with a particular focus on touch points, furniture, door handles, toilets etc. * Cleaning products supplies and availability. * Discuss with cleaning contractors or staff the additional cleaning requirements and agree additional hours to allow for this. | **Thorough and extensive cleaned and disinfected before schools open and enhanced ongoing cleaning when open.**  Normal daily contract cleaning and then additional daily regular cleaning of surfaces that children and young people are touching, such as toys, books, desks, chairs, doors, sinks, toilets, light switches, bannisters, more regularly than normal.  Spray bottles and cloths for each class. Staff will spray and wipe any surfaces handles as much as they can but will always happen after break and lunch.  **We will ensure that all adults and children:**   * + frequently wash their hands with soap and water for 20 seconds and dry thoroughly. Review the [guidance on hand cleaning](https://www.gov.uk/guidance/coronavirus-covid-19-information-for-the-public)   + clean their hands on arrival at the setting, before and after eating, and after sneezing or coughing   + are encouraged not to touch their mouth, eyes and nose   + use a tissue or elbow to cough or sneeze and use bins for tissue waste **(‘catch it, bin it, kill it’ poster)** * We have encourage all staff and pupils wash clothes following a day in school. **See Parent letter.** | SM  BH  VL | Wk 18/5,  May hols  & ongoing 1/6 | COVID19 cleaning in non-healthcare settings:  <https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings>  Coronavirus (COVID-19): implementing protective measures in education and childcare settings-  <https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings>  Actions for education and childcare settings to prepare for wider opening from 1 June 2020  <https://www.gov.uk/government/publications/actions-for-educational-and-childcare-settings-to-prepare-for-wider-opening-from-1-june-2020/actions-for-education-and-childcare-settings-to-prepare-for-wider-opening-from-1-june-2020> |
| **Health and Safety checks**  Carry out a Health and Safety check of all areas of the school, including the outdoor spaces. | * As per policy. * Check access to hand washing facilities and other hygiene measures. * Remove unnecessary items from classrooms and other learning environments where there is space to store it elsewhere. * Remove soft furnishings, soft toys and toys that are hard to clean (such as those with intricate parts). | **SMV:**   * Chn & staff to wash hands when entering and before leaving the school. Also before and after eating and whenever else appropriate. * All classrooms have sinks and soap/paper towels in them and corridors have hand gel to be utilized regularly. * Soft furnishings & hard to clean toys to be removed from all classrooms and stored in Larch Class. * All classes to be designed specifically for 15 chn with surplus equipment moved into Larch Class – e.g. * No shared outdoor equipment to be used – e.g. pirate ship, trim trails, musical instruments, outdoor games (chess/O and Xs) etc.   **EH and CP:**   * Chn & staff to wash hands when entering and before leaving the school. Also before and after eating and whenever else appropriate. * classrooms have sinks and soap/paper towels in them and hand gel. Corridors have hand gel to be utilized regularly. * Soft furnishings & hard to clean toys to be removed from all classrooms and stored in library (EH) and mezzanine (CP) * All classes to be designed specifically for 15 chn with surplus equipment moved into library (EH), mezzanine (EH) * No shared outdoor equipment to be used – e.g, trim trails, musical instruments, outdoor games) etc. (including play equipment CP EYFS area) | SM  BH  VL  JP | Wk 18/5,  May hols  & ongoing 1/6 | Coronavirus (COVID-19): implementing protective measures in education and childcare settings-  <https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings>  Actions for education and childcare settings to prepare for wider opening from 1 June 2020  <https://www.gov.uk/government/publications/actions-for-educational-and-childcare-settings-to-prepare-for-wider-opening-from-1-june-2020/actions-for-education-and-childcare-settings-to-prepare-for-wider-opening-from-1-june-2020> |
| **Systems**  Check all systems are fully working and operating as normal, especially buildings which have been unoccupied. | * Recommission all systems before re-opening, as would normally be done after a long holiday period. This includes gas, heating, water supply, mechanical and electrical systems, and catering equipment. * Check your fire safety systems including making sure: your fire alarm system and emergency lights are operational, and all fire doors are operational. | **SMV**   * All systems have continued to run during closure as staff have been in. Heating, lighting, water, fire alarms, emergency lighting, fire extinguishers and ladders have all been completed. * PAT completed in December 2019. * Fire doors all operational – checked weekly. * All checks signed off by HoS weekly.   **EH and CP:**  ● Checks on heating, lighting, water, fire alarms, emergency lighting, fire extinguishers, ladders have all been completed or will be completed during may half term  ● Neither school has been completely unoccupied meaning all systems have been up and running as normal  ● PAT testing completed at EH.  ● All checks completed and documentation held on site. | SM  BH  VL  JP | Wk 18/5,  May hols  & ongoing 1/6 | Covid19 managing school 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> |
| **Site**  Prepare the site for increased pupil access | * Plan and display suitably accessible information and posters for parents/carers/visitors in welcome areas. E.g. Government guidelines for hand washing and social distancing etc. * Ensure that there is access to drinking water, facilities for hand washing, and access to hand sanitiser if appropriate. * Contact contractors and check arrangements for returning to work. Schedule rearranged works. * Ensure appropriate arrangements for any contractors on site including social distancing. * Confirm that alternative providers have the appropriate safety arrangements in place in relation to Covid-19 for any pupils attending. * *If you are expecting any site works involving the LA, the East Sussex property team will be contacting you in due course.* | On page 5 of the 'Planning guide for Primary schools' there is suggestion that all the posters in Annex C are up around the school in the places listed. This will be actioned.  -Fences, front door, all gates, corridors, toilets, staffrooms   ● Posters and information on display around the school and on all entry gates. Including those in Annex B  ● Entry and exit through designated gates for each group of children.  ● Visitors: entry call system in place to allow for checking on necessity of visitors. None-essential visitors to remain off site.  ● Water fountains not in use. Drinking water can be accessed from the classroom sinks.  ● Hand sanitizer available throughout the site and in all rooms.  ● Contractors on site will work only when essential and supervised by PH where possible. Section 106 at EH work to be confined to the field and they will provide their own toilet facilities so no access to main site is required.  ● PPE available on site, or brought by contracters. | SM  BH  VL  JP | Wk 18/5,  May hols  & ongoing 1/6 | DfE guidance for reviewing systems: Water, gas, fire, safety, kitchen, ventilation & security:  <https://www.gov.uk/government/publications/managing-school-premises-during-the-coronavirus-outbreak/managing-school-premises-which-are-partially-open-during-the-coronavirus-outbreak>  Coronavirus (COVID-19): implementing protective measures in education and childcare settings-  <https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings>  Actions for education and childcare settings to prepare for wider opening from 1 June 2020  <https://www.gov.uk/government/publications/actions-for-educational-and-childcare-settings-to-prepare-for-wider-opening-from-1-june-2020/actions-for-education-and-childcare-settings-to-prepare-for-wider-opening-from-1-june-2020> |
| **Infection control**  Communicate infection control measures to staff, visitors and Governors.  Consider the accessibility of this information | * Identify training and CPD needs * Display information posters * Include guidance on handwashing and hand sanitiser facilities * Update the school’s website if applicable * Ensure policy and procedures are in place as necessary. * Update the school’s risk assessment as further year groups are phased in. * Ensure policy and procedures are in place as necessary. (Limiting movement around the building, use of shared equipment such as toys and books etc. Also plans should someone fall ill with symptoms of Covid-19 whilst onsite) * Update the school’s risk assessment as further year groups are phased in. * Make arrangements for the very small number of cases where PPE supplies will be needed (For example providing intimate care for any children or for cases where a child becomes unwell with symptoms of coronavirus and needs direct personal care until they can return home). | * **Display guidance about hand washing on gates, front door, around school and on website. Also add to office email.** * Cleaning hands more often than usual - wash hands thoroughly for 20 seconds with running water and soap and dry them thoroughly or use alcohol hand rub or sanitiser ensuring that all parts of the hands are covered. * **Minimising contact with individuals who are unwell** by ensuring that those who have coronavirus symptoms, or who have someone in their household who does, do not attend childcare settings, schools or colleges * **Ensuring good respiratory hygiene** - promote the ‘catch it, bin it, kill it’ approach. * cleaning frequently touched surfaces often using standard products, such as detergents and bleach   **Minimising contact and mixing** by altering, as much as possible, the environment (such as classroom layout) and timetables (such as staggered break times)  **See PPE section** pages 20 | SM  BH  VL  JP | Wk 18/5,  May hols  & ongoing 1/6 | Identifying signs that someone has the virus, cleaning etc:  <https://www.gov.uk/government/publications/guidance-to-educational-settings-about-covid-19/guidance-to-educational-settings-about-covid-19>  Coronavirus (COVID-19): implementing protective measures in education and childcare settings-  <https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings>  Actions for education and childcare settings to prepare for wider opening from 1 June 2020  <https://www.gov.uk/government/publications/actions-for-educational-and-childcare-settings-to-prepare-for-wider-opening-from-1-june-2020/actions-for-education-and-childcare-settings-to-prepare-for-wider-opening-from-1-june-2020> |
| **What happens if someone becomes unwell at an educational or childcare setting?**  If anyone becomes unwell with a new, continuous cough or a high temperature in an education or childcare setting, they must be sent home and advised to follow the [COVID-19: guidance for households with possible coronavirus infection guidance](https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance).  If a child is awaiting collection, they should be moved, if possible, to a room where they can be isolated behind a closed door, depending on the age of the child and with appropriate adult supervision if required. Ideally, a window should be opened for ventilation. If it is not possible to isolate them, move them to an area which is at least 2 metres away from other people.  **If someone gets symptoms: PPE to be worn. Zone identified. PPE available.**  **SMV: Library**  **EH: First Aid Room**  **CP: Rainbow Room**  If they need to go to the bathroom while waiting to be collected, they should use a separate bathroom if possible. The bathroom should be cleaned and disinfected using standard cleaning products before being used by anyone else.  PPE should be worn by staff caring for the child while they await collection if a distance of 2 metres cannot be maintained (such as for a very young child or a child with complex needs).  In an emergency, call 999 if they are seriously ill or injured or their life is at risk. Do not visit the GP, pharmacy, urgent care centre or a hospital.  If a member of staff has helped someone who was unwell with a new, continuous cough or a high temperature, they do not need to go home unless they develop symptoms themselves (and in which case, a test is available) or the child subsequently tests positive (see ‘What happens if there is a confirmed case of coronavirus in a setting?’ below). They should wash their hands thoroughly for 20 seconds after any contact with someone who is unwell. Cleaning the affected area with normal household disinfectant after someone with symptoms has left will reduce the risk of passing the infection on to other people. See the [COVID-19: cleaning of non-healthcare settings guidance](https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings).  **Personal protective equipment (PPE)**  The majority of staff in education, childcare and children’s social care settings will not require PPE beyond what they would normally need for their work, even if they are not always able to maintain distance of 2 metres from others.  PPE is only needed in a very small number of cases:   * children, young people and learners whose care routinely already involves the use of PPE due to their intimate care needs should continue to receive their care in the same way * PPE should be worn if a distance of 2 metres cannot be maintained from any child, young person or other learner displaying coronavirus symptoms   Education, childcare and children’s social care settings and providers should use their local supply chains to obtain PPE. Where this is not possible, and there is unmet urgent need for PPE in order to operate safely, they may approach their nearest local resilience forum.  **How to work safely in specific situations, including where PPE may be required**  Reference to PPE in the following situations means: **(all will be available at Pioneer Schools)**   * fluid-resistant surgical face masks * disposable gloves * disposable plastic aprons * eye protection (for example a face visor or goggles)   Where PPE is recommended, this means that:   * a facemask should be worn if a distance of 2 metres cannot be maintained from someone with symptoms of coronavirus * if contact is necessary, then gloves, an apron and a facemask should be worn * if a risk assessment determines that there is a risk of fluids entering the eye from, for example, coughing, spitting or vomiting, then eye protection should also be worn   When PPE is used, it is essential that it is used properly. This includes scrupulous hand hygiene and following guidance on [how to put PPE on and take it off safely](https://www.gov.uk/government/publications/covid-19-personal-protective-equipment-use-for-non-aerosol-generating-procedures) in order to reduce self-contamination.  Face masks must:   * cover both nose and mouth * not be allowed to dangle around the neck * not be touched once put on, except when carefully removed before disposal * be changed when they become moist or damaged * be worn once and then discarded - hands must be cleaned after disposal  Coronavirus testing eligibility and how test and testing kits workAnyone in England showing symptoms of coronavirus who has to leave the home to go to work, or is aged 65 and over, is eligible for testing along with members of their households with symptoms. This is in addition to all essential workers with symptoms. Guidance on coronavirus testing, including who is eligible for a test, how to get tested and the different types of test available can be found here:  <https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested>  The Medicines and Healthcare Products Regulatory Agency has published guidance for members of the public and patients about coronavirus tests and testing kits, including information on the different types of tests available and how they work.  The guidance can be found here:  <https://www.gov.uk/government/publications/how-tests-and-testing-kits-for-coronavirus-covid-19-work>  **What happens if there is a confirmed case of coronavirus in a setting?**  When a child, young person or staff member develops symptoms compatible with coronavirus, they should be sent home and advised to self-isolate for 7 days. Their fellow household members should self-isolate for 14 days. All staff and students who are attending an education or childcare setting will have access to a test if they display symptoms of coronavirus, and are encouraged to get tested in this scenario.  Where the child, young person or staff member tests negative, they can return to their setting and the fellow household members can end their self-isolation.  Where the child, young person or staff member tests positive, the rest of their class or group within their childcare or education setting should be sent home and advised to self-isolate for 14 days. The other household members of that wider class or group do not need to self-isolate unless the child, young person or staff member they live with in that group subsequently develops symptoms.  As part of the national test and trace programme, if other cases are detected within the cohort or in the wider setting, Public Health England’s local health protection teams will conduct a rapid investigation and will advise schools and other settings on the most appropriate action to take. In some cases a larger number of other children, young people may be asked to self-isolate at home as a precautionary measure – perhaps the whole class, site or year group. Where settings are observing guidance on infection prevention and control, which will reduce risk of transmission, closure of the whole setting will not generally be necessary. | | | | | |
| **Kitchens**  Contractor to undertake a thorough clean of the kitchen prior to reopening before food preparation resumes. | * Check with the school’s contractor arrangements for catering for the increased number of pupils. * Ensure arrangements are in place for cleaning and preparation of all areas and surfaces prior to extending the opening. * Ensure ongoing cleaning and hygiene arrangements as the school extends the opening. * Check with contractor arrangements for cleaning and disinfecting all areas and surfaces prior to reopening. | **EH and CP**   * April meeting with Chartwells to define cleaning arrangements for the school. * request made for school lunches to only be baguettes to prevent the need for queueing up, using cutlery and trays, moving around the hall. * staff to clean tables and chairs in between sittings   **SMV**   * Chartwells are currently offering: Packed Lunch bags or   Hot meals - which will be served by teacher to individual children once sat in the hall avoiding excessive movement and adhering to social distancing.  Clearing will take place once the children have left the hall   * Full cleaning, disinfection and preparation of kitchen areas and surfaces has been undertaken by Chartwells staff. * All cooks are participating in refresher training for cleaning this week with specific attention to having longer ‘sterilisation’ times * New posters are to be displayed to encourage reminders. * Chartwells staff will ensure full cleaning and hygiene of all surfaces and equipment used before, during and after the preparation and serving of food each day. - in line with the updated training as above. | BH  VL  JP | Wk 18/5,  May hols  & ongoing 1/6 | Covid19 managing school 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> |

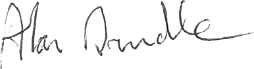
**Safeguarding**

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| **Action** | **Comments for consideration** | **What will be happening in Pioneer schools** | **Lead** | **Date**  **Deadline** | **Guidance** |
| **Safeguarding (including online safety) during the pandemic** | * Ensure adherence to statutory duties as outlined in KCSIE * Update current Child Protection Policy (which only reflects business as usual) to reflect new arrangements for Covid-19 * Update Code of Conduct for staff to include COVID-19 issues * Ensure suitably trained people are onsite and appropriate staff training is arranged * Review online safety considerations in and out of school * Consider safer recruitment / issues relating to movement of staff * School to continue remote safeguarding arrangements for pupils that remain at home * Ensure that record keeping is up to date particularly where children have not been in school, or where they have attended other settings. | * Staff Code of Conduct updated with LA appendices. Governors approved. * Child Protection and Safeguarding Policy updated with LA amendments. Governors approved. * Continue with Vulnerable Groups contact log for those chn who aren’t in school, liaising with SPOA/Social Workers where needed. * All staff to continue to add to MyConcern and liase with DSLs regarding families who aren’t attending. | VL  BH | Wk 18/5,  May hols  & ongoing 1/6 | DfE safeguarding in schools, colleges and other providers guidance:  <https://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers>  East Sussex SLES Safeguarding team:  <https://czone.eastsussex.gov.uk/safeguarding/support-for-safeguarding-in-colleges-schools-and-early-years-settings/corona-virus-additional-guidance-for-schools/> |
| **Support for vulnerable families**  Plan a support package for families who are vulnerable in order to help them transition back to school.  Use risk assessments from during the lockdown period to make judgments about what adjustments need to happen in school | * Telephone calls to families * Individual support plans around the family, working alongside other agencies as appropriate. * Plan and prepare a collection of signposting opportunities to share with families if needed e.g. bereavement advice, financial advice etc. * Decide which member(s) of staff will be the single point of contact for parents and communicate this to parents. * Update the website if applicable. * Ensure policies and procedures are in place where necessary. * Brief staff to be alert to signs of poor welfare, poor mental health or neglect that may have escalated during school closures and agree referral route to DSL team. * School to continue remote safeguarding arrangements for pupils that remain at home. | * Reminder to staff for the signs to look out for regarding welfare, poor mental health or neglect that may have escalated during school closure. * Staff to read the updated safeguarding and code of conduct policies. * Keeping safe at home incorporated as part of PSHE lessons and in-class assemblies. * HoS to be single point of contact for parents as lead DSLs. * Contact with vulnerable families to continue as has been during closure with those families who are not attending school. * Review all health care plans for individual children * ensure changing and self care policies are updated with relevant information regarding PPE | IM  BH  VL | Wk 18/5,  May hols  & ongoing 1/6 | TES article on how to support disadvantaged families:  <https://www.tes.com/news/coronavirus-6-ways-support-disadvantaged-families>  ISEND guidance:  <https://czone-backoffice.azurewebsites.net/media/6329/supporting-pupils-with-send-to-return-to-school.pdf> |
| **Pupil Absence**  Understand what is happening with regards to the recording of absences e.g. with parents who decide not to send children back to school yet / families isolating | * Ensure strategies are in place to help pupils to engage positively with school and learning. * Continue ‘first day calling’ procedures for learners on the vulnerable list who are expected in school. * Seek advice from ESBAS team regarding adapting your whole school policy, practice and approach as government guidance changes. * Seek advice and support from ESBAS regarding individual learners/families where attendance is a concern. * Consider parent/carer anxiety as a barrier to reintegration; liaise with key workers for the child (social workers, Family Key Workers, ISEND Practitioners etc.) to support conversations to reduce anxiety. * Avoid the use of reduced timetables. * Vulnerable children of all year groups continue to be expected and encouraged to attend educational provision where it is appropriate for them to do so. * If necessary, settings have the flexibility to focus first on continuing to provide places for priority groups and then, to support children’s early learning, settings should prioritise groups of children as follows:   + early years settings - 3 and 4 year olds followed by younger age groups.   + infant schools - nursery (where applicable) and reception.   + primary schools - nursery (where applicable), reception and year 1 * For those children and young people with a social worker, our expectation is that they should attend their educational setting unless a risk assessment concludes they will be safer at home. * Families should notify their nursery/school/ as normal if their child is unable to attend so that staff can explore the reason with them and address barriers together. Parents will not be fined for non-attendance at this time, and schools will not be held to account for attendance levels. Schools should continue to inform social workers where children with a social worker do not attend. Schools should resume taking their attendance register and continue to complete the online Educational Setting Status form which gives the Department for Education daily updates on how many children and staff are attending. | * Contact all families of EYFS, Year 1, Year 6 and Vulnerable/Key Worker children once details of reopening are shared to get confirmation of whether they will attend. * Discuss possible reasons for not attending and keep open lines of communication to encourage attendance. * Where parents choose not to send their child to school, HoS to ring and discuss reasons and see if arrangements can be put in place to encourage attendance. * Advice from ESBAS, CLASS and ISEND where appropriate for specific families. * Secretaries to take registers and fill in DfE form daily. * Close liaison with the 3 families who have social workers involved to ensure, where in their best interest, they are accessing provision. * Contact PPG chn every 10 days where they are not in school.   3 Pioneer Families with social workers (all 3 are LAC) to be contacted by HOS to discuss provision. Final decision on attendance at school to lie with Social Worker.  If in attendance, 1:1 provision to remain in place for the 2 children with INAs.  Correspondence with Social workers to be in writing.  Any children not attending to be contacted weekly to review with SLT. | BH  VL  JP | Wk 18/5,  May hols  & ongoing 1/6 | [ESBAS CZONE page](https://czone.eastsussex.gov.uk/inclusion-and-send/isend-services/education-support-behaviour-and-attendance-service-esbas/what-is-esbas/)  Actions for education and childcare settings to prepare for wider opening from 1 June 2020  <https://www.gov.uk/government/publications/actions-for-educational-and-childcare-settings-to-prepare-for-wider-opening-from-1-june-2020/actions-for-education-and-childcare-settings-to-prepare-for-wider-opening-from-1-june-2020>  ISEND guidance:  <https://czone-backoffice.azurewebsites.net/media/6329/supporting-pupils-with-send-to-return-to-school.pdf> |

**Well-being**

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| **Action** | **Comments for consideration** |  | **Lead** | **Date**  **Deadline** | **Guidance** |
| **Support systems**  Ensure that there are support systems in place for staff and pupils to support their mental health and well-being | * Set up systems so that staff and pupils can talk to key members of staff if they need to. * Be aware of the level of anxiety and trauma that some may feel * Be mindful that some children may have experienced and/or witnessed abuse during lockdown and need to feel comfortable to make disclosures to trusted adults. * Consider wellbeing support for senior leadership teams and governors as required. * Prepare availability of emotional wellbeing interventions for pupils who need it and a referral system. | * PSHE part of daily timetable- focusing on dealing with emotions and feelings. * Liaise with IM and external agencies for resources for chn who may have experienced abuse or trauma through the closure. * Weekly staff meetings to continue and ‘open door’ approach for all staff to speak with a member of SLT when needed. * Weekly staff meetings to continue to include an agenda item on children of concern. * SLT to meet weekly and staff wellbeing part of weekly agenda. * If staff have concerns about a child’s wellbeing, they will report in usual way (speak with DSL/MyConcern) and involve IM to ensure the most appropriate support is provided. * Thrive lead to provide ideas for Group Thrive sessions in the classroom * Sharing of concerns with parents to continue where this does not pose a threat to the child. * EPS activities in place | BH  VL  JP | Wk 18/5,  May hols  & ongoing 1/6 | DfE case studies supporting pupils’ wellbeing:  <https://www.gov.uk/guidance/supporting-pupils-wellbeing>  ISEND Support Services (e.g. Educational Psychology Service: contact your link EP or email [eps@eastsussex.gov.uk](mailto:eps@eastsussex.gov.uk) or visit: [https://czone.eastsussex.gov.uk/inclusion-and-SENDd/ISEND-services/educational-psychology-service-eps/how-to-access-support/](https://czone.eastsussex.gov.uk/inclusion-and-send/isend-services/educational-psychology-service-eps/how-to-access-support/))  ISEND guidance:  <https://czone-backoffice.azurewebsites.net/media/6329/supporting-pupils-with-send-to-return-to-school.pdf>  Schools who subscribe to the ESCC HR service can access wellbeing support materials at  <https://www.services2schools.co.uk/resources/personnel/wellbeing-benefits/mental-health>,  which includes guidance for line managers on writing a wellness plan with staff members, use of gratitude/reflective diary, and wellness checklist. |
| **Dealing with concerns**  Provide an opportunity for parents and carers to raise issues and concerns | * Dedicate a member(s) of staff to be the single of contact for parents via email and/or phone. * Update website if necessary. * Inform parents. * Update Staff/Governors accordingly. * Plan and prepare a collection of signposting opportunities e.g. Bereavement advice, EPS and CLASS+ telephone lines for parents and carers. | * All DSL email addresses to be widely publicised on website, newsletters and letters to parents. * Single point of contact for concerns to be advertised as HOS for each school. * HOS/ExH to be available on school gates daily * Continue to collate support information and send out via weekly newsletter * Weekly update emails to be sent to staff and governors * All relevant update information to go onto individual school’s website. | BH  VL  JP | Wk 18/5,  May hols  & ongoing 1/6 | Link to the PCF:  <https://www.espcf.org.uk/>  For Coronavirus related support: <https://www.eastsussex.gov.uk/childrenandfamilies/specialneeds/staying-at-home-tips-and-activities/>  For other support and Business as Usual needs:  <https://www.eastsussex.gov.uk/childrenandfamilies/specialneeds/>  DfE advice for parents -  <https://www.gov.uk/government/publications/closure-of-educational-settings-information-for-parents-and-carers/closure-of-educational-settings-information-for-parents-and-carers>  Charities and sources of support and funding e.g. [Cruse Bereavement Care](https://www.cruse.org.uk/get-help/local-services/south-east/east-sussex), [Gingerbread](https://www.gingerbread.org.uk/information/managing-money-and-debt/turn2us-grants-search/) , [Working Families](https://workingfamilies.org.uk/articles/coronavirus-support/)  ISEND guidance:  <https://czone-backoffice.azurewebsites.net/media/6329/supporting-pupils-with-send-to-return-to-school.pdf>  What parents and carers need to know about schools, colleges and other education settings during the coronavirus outbreak  <https://www.gov.uk/government/publications/closure-of-educational-settings-information-for-parents-and-carers/closure-of-educational-settings-information-for-parents-and-carers>  Opening schools and educational settings to more pupils from 1 June: guidance for parents and carers:  <https://www.gov.uk/government/publications/closure-of-educational-settings-information-for-parents-and-carers/reopening-schools-and-other-educational-settings-from-1-june> |
| **Mental health and well-being**  Plan positive mental health and wellbeing learning opportunities to support pupils’ transition back to school | * SLT to identify the groups/individuals within the school who may have been particularly impacted upon by Covid and lockdown and create action plans to support these Term 6, summer holiday and beyond.   (e.g. Young Carers, child protection, lack of engagement with learning)   * Plan learning opportunities to support pupil’s transition back to school, e.g. support for mental health and well-being, bereavement advice if appropriate, learning expectations, information about routines/timetables etc. * Identify key families who may need extra support if possible. * Assembly plans (following social distancing guidance). * Update school’s website if applicable. * Share this information with staff/parents/carers. * Think about best use of ELSAs and mental health workers. * Consider learner anxiety about becoming ill or bringing the virus home to their family members. | * DSL identify individuals needing action plans. Action plans for support to be created alongside class teacher and inclusion manager. Include considerations for access to external support as required. * DSL identify families who may need further support and liaise with inclusion managers to implement this. * Initial activities on the return to be around learning expectations, rules of the school, how to support each other, mindfulness activities and what the new school day will look like. * As much information as possible to be shared with pupils before returning to reduce anxiety. * HOS to prepare in-class assembly plans on themes of wellbeing, celebrating successes, looking after ourselves and each other. * Ensure website is updated with all relevant information and parents/carers are fully informed | BH  VL  JP  IM  CT | Wk 18/5,  May hols  & ongoing 1/6 | Wellbeing resources/templates and other resources are available at <https://czone.eastsussex.gov.uk/health-safety-wellbeing/mental-health-emotional/>  DfE case studies supporting pupils’ wellbeing:  <https://www.gov.uk/guidance/supporting-pupils-wellbeing>  ISEND Support Services (e.g. Educational Psychology Service: contact your link EP or email [eps@eastsussex.gov.uk](mailto:eps@eastsussex.gov.uk) or visit: [https://czone.eastsussex.gov.uk/inclusion-and-SENDd/ISEND-services/educational-psychology-service-eps/how-to-access-support/](https://czone.eastsussex.gov.uk/inclusion-and-send/isend-services/educational-psychology-service-eps/how-to-access-support/))  Prof Barry Carpenter Think Piece:  <https://www.evidenceforlearning.net/recoverycurriculum/>  ISEND guidance:  <https://czone-backoffice.azurewebsites.net/media/6329/supporting-pupils-with-send-to-return-to-school.pdf>  [www.elsanetwork.org](http://www.elsanetwork.org)  <https://www.elsa-support.co.uk/>  <https://www.camhs-resources.co.uk/coronavirus> |
| **Nurture and team building**  Plan opportunities for pupils to share their thoughts and feelings with members of the school community. | * Nurture opportunities to build a sense of belonging. * Playtime support. * Pastoral care and support in place. * Lunchtime support. * Assembly plan. * Nurture groups. * Awareness when planning group activities that for some children lockdown was not a safe or happy place *(see wellbeing sections above)* | * Thrive lead to provide Group Thrive activity ideas to support all children on return. * Worry boxes in front entrances to be widely publicised and children encouraged to use these. * Activities throughout the day designed to promote self-esteem and wellbeing * Thrive practitioners in each school to support teachers in providing 1:1 support were required with social distancing measures being followed. * Staff on duty at break and lunch to lead small group games to structure the play * In-class assembly plans developed by HOS to deliver key messages and promote nurture. * Resources to include: Thrive activities, 101 games for self-esteems, wellbeing club on the playground for chatting with adults | IM  JP  BH  VL | Wk 18/5,  May hols  & ongoing 1/6 | ISEND’s ESBAS is offering support from their Nurture Practitioners for Nurture Groups transitioning back to school:  [https://czone.eastsussex.gov.uk/inclusion-and-SENDd/ISEND-services/education-support-behaviour-and-attendance-service-esbas/what-we-offer/](https://czone.eastsussex.gov.uk/inclusion-and-send/isend-services/education-support-behaviour-and-attendance-service-esbas/what-we-offer/)  **Contact:** Either contact via the Front Door or email [esbas@eastsussex.gov.uk](mailto:esbas@eastsussex.gov.uk)  ISEND guidance:  <https://czone-backoffice.azurewebsites.net/media/6329/supporting-pupils-with-send-to-return-to-school.pdf>  [www.nurtureuk.org](http://www.nurtureuk.org) |

**Signatures:**

**Alan Brundle**  **James Procter**  **Vicky Lewis  Becca Hare** 