

Return to School Guidance

First Phase

Kent, May 2020

v1.2

Foreword

Dear Colleagues

Since the 18th of March, school leaders and staff have risen to the challenges created by the COVID-19 crisis and have dealt with extraordinary circumstances with professionalism and resilience. Thank you all for that. We recognise this has been a stressful and anxious time and that these challenges are going to continue for some time.

You have managed, in these unprecedented times, to continue to provide places for your vulnerable and key worker children while providing remote education for other students. In doing this you have already put in place a lot of the measures that will help us to enable a greater number of children to attend in the future. Indeed, the numbers of children attending schools in Kent has doubled between the pre and post Easter periods.

Quite naturally, there are concerns being voiced nationally and locally here in Kent about whether it is safe, or operationally feasible, for schools to begin admitting more pupils from 1st June as the Government has requested. I would stress that the Government has stated that the date to plan for readmitting additional pupils is 1st June, at the earliest. This caveat indicates that the Government will assess nearer this date if it believes the conditions are right to proceed from then, and we do not expect this final confirmation until 28th May, in all probability.

In the meantime, the LA's function is to help you prepare and plan for additional pupils to be in school from whatever date is finally confirmed nationally. Currently 1st June at the earliest is what we are all being asked to plan for. Our aim is to help create the conditions and provide any support we can that will enable you to meet the Government's objectives as fully as possible. It is welcome that the Government's guidance says there is some flexibility in how this is achieved, including prioritising year groups should this be necessary. Planning for these first steps in the recovery phase from COVID-19 will no doubt pose further unexpected challenges and difficult decisions for us all as we move through it.

I recognise that the situation will continue to be subject to change, probably very quickly, which will make planning and leading difficult. The "ask" of leadership in these circumstances is undoubtedly a big one. During this time, we want to work with you and support you to tackle the challenges that you, your staff and your communities are facing.

Building on the Prime Minister's announcement on 10th May and the initial government guidance published on 11th May, this LA compendium of guidance and support aims to help you as you prepare for the wider opening of schools, and has been prepared with comment and input from Kent headteachers. It aims to be comprehensive and anticipate the full range of resources you might need. It is not intended to be read as one document, but rather navigated as a compendium to find solutions, resources or answers to specific questions, you might have.

This and the DfE's guidance need to be considered alongside your unique school circumstances and your own risk assessment of the situation as you make decisions and plan for the weeks ahead.

I hope you find this guidance useful and wish you well as you and your school community move into this next phase.

Best wishes,



Matt Dunkley
Corporate Director
Children, Young People and Education

Version History

The below table outlines those changes made since the last version of the document (v1.1, 22nd May y). Changes are coloured red in this version throughout the document.

Where? (Section and subheading)	Change Made
<u>Emotional Wellbeing</u>	Introduction of two additional sections with resources to support emotional wellbeing for <u>children with SEND, and managing Emotional Wellbeing with Highly Anxious Pupils.</u>

Contents

Overview of this Guidance	9
Key Contacts	12
Section 1 - Operational Issues	13
Health and Safety and Maintaining Social Distancing	13
Social Distancing in Schools	15
Pupil Arrival.....	15
Entry into School	16
Movement around the School	16
Staff and Administration	17
Teaching Room Configuration.....	17
External Play and Sports	19
Shared Rooms	20
Catering.....	20
Toileting and Hand Washing	20
Picking up from School.....	21
Risk Assessment	21
Reviews	21
Dynamic Risk Assessments.....	22
Existing Emergency and Evacuation Planning	22
First Aid	22
Cleaning and Hygiene	23
Daily cleaning during the Pandemic.....	23
Cleaning following a suspected case of Coronavirus	24
Additional cleaning, including deep cleans	24
Cleaning of toys, books and equipment.....	25
Teaching Room and Surface Cleaning.....	25
Safety and PPE	25
PPE in General School Use	26
Wearing of masks.....	26
Where PPE should be used	26
Sourcing PPE -Schools	27
PPE Specification for Schools	27
How to use PPE	28
If a person becomes unwell, especially with COVID-19 symptoms	28
Reporting Incidents	29
Section 2 - Human Resource Issues	31
Staffing during a return to work	31
Shift/rota working	31

Who should return to work	33
Business Critical roles	33
Home working	34
Working outside of normal hours	35
Phased return to work	35
First day back	35
Pay	36
Staff shortages	36
Recruitment	37
Furloughed staff	37
Meetings/	38
Hearings	38
Risk Assessments	38
Annual Leave	38
Performance Management	39
Health and absence	41
Clinically Extremely Vulnerable (shielding staff)	41
Clinically Vulnerable (inc pregnancy)	42
Staff with family member shielding (Clinically extremely vulnerable)	42
Staff with family members who are clinically vulnerable (inc pregnancy)	43
Staff refusing to return to work	44
Staff who develop COVID-19 symptoms	44
Staff who live with someone with COVID-19 symptoms	45
PPE/Minimising spread of infection	45
Coronavirus testing	46
Wellbeing	47
Mental/Physical Wellbeing	47
Bereavement of family member	48
Death of team member/pupil	48
Section 3 - Curriculum Delivery: Primary	50
EYFS Guidance	50
Reducing physical contact in EYFS (More details in Section 1)	50
Daily Routine example – Refer to section on social distancing	51
Environment	51
Remote Learning	51
Preparing for delivery to on site pupils	52
Communication (More details in Section 10)	52
Years 1 and 6 Guidance	52
Reducing physical contact	53
Preparing for delivery to on site pupils	53
Staff	54
Movement around school	54
Practical social distancing measures	54

Communication	55
Putting the model into practice	55
Vulnerable and Key Worker Children	55
Example Checklist for reintegration into onsite education.....	56
Communication example	57
Assessment: Guidance on reporting arrangements for EYFS, KS1 and KS2 in 2020.....	58
Reporting to parents of children in Years 2 and 6	59
EYFS	60
Closing Gaps: Gap analysis / assessment for learning	61
The Education People COVID-19 Return to School Support Packages.....	66
Section 4 - Curriculum Delivery: Secondary	67
Organisation and delivery.....	67
Reducing physical contact in school.....	67
Preparing for delivery to on site pupils.....	68
Communication.....	68
Key Worker Children	68
Gap Analysis – Assessment	68
Exam Cohort Advice – Year 11 and 13	69
Reporting to parents of children in Years 7 to 11	70
Section 5 - Transition Guidance.....	71
Year 6 to Year7.....	71
Pastoral and practical arrangements	71
Nursery into Year R	72
Year 11 into Post 16	73
Local Authority Support	73
Section 6 - Safeguarding	75
General policies and procedures	78
Designated Safeguarding Lead (DSL) responsibilities	79
Online Safety policies and procedures in place in line with KCSIE 2019	80
Meeting the needs of individual children	81
General safety	82
Section 7 - Emotional Wellbeing and Bereavement	84
Emotional Wellbeing in Education Settings	85
Staff wellbeing and Training.....	87
Practical Emotional Wellbeing for Young People.....	88
Practical Emotional Wellbeing of Primary Aged Children	88
Parents and Carers Resources.....	88
Bereavement including death of a child	89
Vulnerable Pupils	89
Special Educational Needs and Disability.....	90
Emotional Wellbeing Highly Anxious Pupil	90
Section 8 - Special Schools, SRPs and PRUs.....	91

Pupils/Students	92
Staff	94
Site & Buildings	96
Transport.....	99
Communication	99
Section 9 - Transport	101
Main Transport issues schools will need to consider	101
Identifying eligible children in special schools who need transport	102
Identifying eligible children in mainstream schools who need transport.....	103
Transport for Years R, 1 and 6 from 1 June.....	103
Transport for additional Secondary aged pupils from 1 June	103
Feedback from Transport providers	103
Further development of Transport plans.....	104
Links to guidance.....	104
Section 10 - School and Business Management	105
Attendance, Coding and Reporting.....	105
Operational Issues	108
Catering.....	108
Waste Management.....	109
Communications	110
Communicating with staff and governors.....	110
Communicating with parents/carers	111
Communicating with third party early years and out of school providers	112
Communicating with the press/media.....	112
Communicating with Kent County Council	114
Communicating via social media.....	115
Section 11- Finance Considerations.....	117
Funding	117
School Returns	118
Payment to Suppliers.....	118
Fraud and Scam Alerts	118
Section 12 - Property and Facilities	120
Compulsory inspections for compliance testing.....	120
Classcare Packages.....	120
Access to Site and Liaison with TFM	121
Compliance Checks	122
Compliance Tasks.....	123
Compliance tasks which are to be carried out by schools	124
Other site Considerations	125
ICT Considerations	126
Technical Concerns	126

Filtering and monitoring system changes may have taken place	128
Section 13 - Governance	129
Effective Governance	130
Strategic Leadership.....	131
Accountability	132
People	134
Structures.....	135
Compliance	135

Overview of this Guidance

Aims

This guidance aims to:

- Support school leaders as they make decisions and prepare for wider opening
- Clarify, supplement, exemplify and augment, where appropriate, the government guidance
- Signpost additional appropriate LA guidance
- Identify key areas for consideration and decision making
- Signpost to further support where available

Principles

All the information contained in this compendium is built on two core principles which are:

1. Supporting you to keep the safety and wellbeing of both your pupils and staff at the centre of your decision making during this next phase.
2. Supporting you to maintain best educational practice for all Kent children and young people during this period of change.

Key Messages

Decision making and risk assessment

Much of the guidance aims to support school leaders' decision making. The uniqueness of your school's situation, your staff, your students and your community will all need to play a part in your planning. Therefore, there isn't a one size fits all approach to some of the issues raised in this document. Your experience and knowledge will be invaluable as you plan. Risk assessment will be a necessary component part of all this and should always be part of your thinking.

The range of children's experiences

There will be a range of different COVID 19 experiences for returning children. Some may have thrived during the lockdown and enjoyed a rich range of extra-curricular experiences whilst at home with their parents. Meanwhile others will have found the experience difficult and may have even suffered bereavement. The variance of experience and range of issues created during lockdown will need to be considered for all aspects of return planning. There is a specific section devoted to this with links to further areas where support can be accessed.

Inclusion and SEND

Inclusive practice remains central to all planning but may be particularly challenging given possible staffing issues at this time. Evaluate all planning from the perspective of including all children and addressing the particular needs of your SEND children. This will also be pertinent to how you plan to evaluate and address gaps in learning, which for SEND children might be very specific.

Safeguarding

Good safeguarding sits at the heart of all good school practice and will be relevant across a range of the areas covered in this guidance.

Flexibility

The government guidance states that you are welcoming back all children in Nursery, Reception, Year 1 and Year 6, alongside priority groups, while offering some face-to-face support to supplement the remote education of Year 10 and Year 12 students. If this cannot be accommodated in Infant and Primary Schools, the guidance suggests discussing options with the LA, sending students to another school or prioritising groups. It does not mention rotation or part-time timetables as a way to achieve this. Updated guidance, published on 14th May, states that, 'Schools should not plan on

the basis of a rota system, either daily or weekly...' [Guidance for schools and other educational settings](#).

The exception to this is special schools, special post-16 institutions and hospital schools who should work towards welcoming back as many children and young people as can be safely catered for in their setting. They are able to consider creating part-time attendance rotas so that as many children as possible can benefit from attending their setting. Special settings should work with local authorities and families to ensure that decisions about attendance are informed by existing risk assessments for their children and young people, which should be kept up to date.

Education for all children including vulnerable and key worker children

The focus of this guidance is on the planning needed for the wider opening. This does not negate the need to still provide places for vulnerable and key worker children from other year groups. Understandably, your approach to this may change as the wider opening takes place but they must still be provided for. Vulnerable children remain a priority in this new phase. Re-engaging those who have not been attending school may be challenging and may require coordinated planning.

Alongside this, schools will need to continue to provide remote learning for all other children.

Contacting the LA

Throughout this guidance there are links to core LA guidance as well as names and contact details for further advice. If you are unclear about the LA guidance, particularly where the government guidance asks you to refer to the LA, please contact either your AEO or SIA. You will find contact details below.

Consultation

A wide range of schools have contributed to this document, either informal or through more formal consultations. The questions raised with the AEOs and forwarded by KAH have informed the content and construction of this document. Thank you to those who have worked with us to develop this by asking good questions, sharing ideas, creating models and contributing examples. This engagement is invaluable as we deal with complex and difficult issues created by the current crisis.

How to use this document

This compendium of guidance has been written by the appropriate LA team in consultation with Headteachers and with reference to the most recent government COVID 19 guidance as well as other government and LA statutory and non-statutory guidance. Appropriate links are included throughout where relevant. If you are an academy, you may also need to refer to your Trust's guidance.

The government are producing a wide range of guidance documents to support schools. These should always be the basis of your decision making. [The Initial Planning Framework for Schools in England](#) provides a set of actions that leaders need to take. This LA guidance should help you respond to the actions the government has identified.

Our guidance document has been written and constructed as a compendium to make it possible to dip in and out of areas relevant to your specific needs and at the level of detail you require.

It aims to support you by providing:

- an overview of the issues or questions for consideration
- core and supplementary guidance
- advice, links and details of where to go for further support
- in some cases, it provides checklists, FAQs, templates and examples of good practice

Government updates are coming out regularly and this document must be read in light of newly provided guidance. When relevant, updates in the form of addendums will be added to this document.

This document must be read alongside the current government guidance, see links below, first published on 11th May. (Further guidance is anticipated.)

[Actions for education and childcare setting to prepare for wider opening from 1 June 2020.](#)

[COVID-19 \(COVID-19\): implementing protective measures in education and childcare settings](#)

Key Contacts

Area Education Officers

North Kent Ian Watts Telephone: 03000 41 43 02 Email: Ian.Watts@kent.gov.uk	East Kent Marisa White Telephone: 03000 41 87 94 Email: Marisa.White@kent.gov.uk
South Kent Celia Buxton Telephone: 03000 421415 Email: Celia.Buxton2@kent.gov.uk	West Kent Nick Abrahams Telephone: 03000 41 00 58 Email: Nicholas.Abrahams@kent.gov.uk

Senior Improvement Advisors

Primary:

North, Karen Claxton 07702958872, karen.claxton@theeducationpeople.org

East, Kate Wilson 07870558323, Catherine.wilson@theeducationpeople.org

South, Mary Priestley 07989 209804, Mary.priestley@theeducationpeople.org

West, Polly Sharman 07795036705, polly.sharman@theeducationpeople.org

Secondary, Special and PRU's:

Siobhan Price 07825506613, Siobhan.Price@theeducationpeople.org

Peter Stewart 07919212035, Peter.Stewart@theeducationpeople.org

Kent health protection team:

In hours: 0344 225 3861 (option 0 then option 1)

Out of hours: 0844 967 0085

Email: KPU-Kent@phe.gov.uk

Section 1 - Operational Issues

Health and Safety and Maintaining Social Distancing

Context

When the Government announces its measures to ease lockdown and get people back into the workplace, it is going to be important for schools to manage the operational issues around Health and safety, Social distancing, cleaning and safety of staff, pupils, contractors and visitors to the school.

The Government has said that from the week commencing 1st June, primary schools will reopen to children in Year R, Year 1 and Year 6. This is in addition to the children already attending, such as vulnerable children and those with parents/carers who have essential worker status. There has been a small amendment to this guidance in which the Government has taken on board the concerns of infant schools and has now requested that infant schools focus on Nursery and Year R and **primary schools focus on Nursery, Year R and Year 1**, and if space and staffing permits, other years. Schools will continue to offer on-site schooling for vulnerable children and those with parents/carers with essential worker status, but will also additionally be required to offer some face-to-face support to supplement the remote education of Year 10 and Year 12 students who are due to take key exams next year, alongside the full time provision they are offering to priority groups. Special schools will work towards a phased return of more children and young people without a focus on specific year groups. Alternative provision settings are also to provide face-to-face support for Years 10 and 11 students. These plans to open may necessitate more personnel attending the school or PRU site.

Nurseries and other early years providers are also requested to open for all children.

Issues	Consideration and Advice	Where to find Support
Health and Safety Policy	All schools and settings should have a current Health and Safety Policy in place. It may be necessary to review that policy in light of the impact of COVID-19 precautions. A Health and Safety policy will be unique to each school. There is guidance on <u>Kelsi</u> and from the <u>Health and Safety Executive</u> . Examples and templates are also available on Kelsi, <u>here</u> . If any school has a concern that does not appear to be covered by any of the guidance, please contact the Health and Safety team at KCC on <u>healthandsafety@kent.gov.uk</u> or call the advice line Monday-Friday 10.00-16.00 03000 418456.	https://www.kelsi.org.uk/policies-and-guidance/health-and-safety-guidance/health-and-safety-policies

		https://www.hse.gov.uk/risk/controlling-risks.htm
COVID-19 and Health & Safety	Schools will need to adapt their Health and Safety policy in line with the additional risks from COVID-19. When adapting your Health and Safety policy to accommodate the additional issues from COVID-19, you should refer to the HSE Classroom checklist for advice.	https://www.hse.gov.uk/risk/classroom-checklist.htm
Contact Information	Where there is any doubt about what action to take, schools should consult the relevant legislation for Health and Safety and the guidance from Public Health England & HM Government in relation to COVID-19. This is of particular importance when the restrictions are eased or increased. If any school has a concern that does not appear to be covered by this guidance, please contact the Health and Safety team at KCC on healthandsafety@kent.gov.uk or call the advice line Monday-Friday 10.00-16.00 03000 418456.	Email: healthandsafety@kent.gov.uk
Health and Safety Compliance	Ensure that all health and safety statutory compliance checks have been undertaken before opening, such as fire alarm testing, water hygiene inspections. Further information on individual compliance requirements is available within the property section.	

Social Distancing in Schools

In all education and childcare settings, preventing the spread of COVID-19 requires implementing measures to reduce infection by:

- direct transmission (for instance, when in close contact with those sneezing and coughing)
- indirect transmission (via touching contaminated surfaces).

A range of approaches and actions should be employed to do this. These can be seen as a hierarchy of controls that, when implemented, creates an inherently safer system, where the risk of transmission of infection is substantially reduced.

For more information, see [DfE guidance on Implementing Protective Measures for Schools and Settings](#)

Issues	Consideration and Advice	Where to find Support
Pupil Arrival	<p>Consider introducing staggered collection and drop-off of pupils, for both vehicle and pedestrian traffic. You should provide parents/ carers with several days' notice of any changes you intend to make.</p> <p>Schools will need to nominate staff to manage the arrival of pupils. Considerations that should be put in place include:</p> <ul style="list-style-type: none">• Car parking space markers should be revised with cones or tape to ensure social distances can be maintained.• Contacting parents to fix arrival times to prevent queuing outside the school, or inside the school gates. You should consider the work situation of the parents. Most schools will already know which parents have an essential job, so the timing needs of these parents should be prioritised.• If a queue is unavoidable, ensure that clear signage explains how parents should queue. This should include reminder notices, markers placed on the ground or fixed to fences or barriers. These signs should be checked every morning to ensure that they are still in place.	DfE Travel to School Advice

	<ul style="list-style-type: none"> • Ensuring that children arriving in vehicles maintain social distance on exiting their cars, although this is less of an issue in that most cars are more than 2 metres long. Parents should be reminded to wait until the pavement space is clear. • Reminding parents by school email or messaging to not congregate or wait outside the gates, as they may block the entry of others trying to maintain their social distance. • Talk to KCC Health and Safety and/or local bus companies about whether bus stops can be equipped with signage to remind parents to maintain social distance. TFM Contractors may be able to assist with signage. 	
Entry into School	<p>Usual entry methods may need to be changed to maintain social distancing. The idea should be to avoid heavy use of corridors, stairs and other circulation routes, where possible. Depending on the layout and building configuration of your school you should consider:</p> <ul style="list-style-type: none"> • Try to use external entry to classrooms, such as fire exits, wherever possible. • Introduce a one-way system for corridors and stairs, when they are too narrow to allow people to pass. • Where external paths and roads are wide enough, cone off the centre to create two-way walking to avoid pupils walking into each other. TFM Contractors may be able to assist with signage and cordoning off areas. 	
Movement around the School	<p>The overriding principle is to reduce pupil movement around the school as much as possible and the best way to achieve this is to keep pupils in the same room, unless it is necessary to leave the room. Although considered to be low risk, the principle is to avoid passing another group, or staff on a circulation route. Schools should consider:</p> <ul style="list-style-type: none"> • If internal and external access routes are too narrow, it may be necessary to nominate staff to escort pupils around the school. Staff intending to move pupils, should wait inside their teaching rooms until the way appears clear, and be prepared to stop and wait while another group passes by. • Where practical, schools should implement timing changes to reduce the chances of groups meeting each other when moving around the school. 	

	<ul style="list-style-type: none"> Keep the school site well ventilated. Prop doors open, where safe to do so (bearing in mind fire safety and safeguarding). This is to limit any risk of cross-contamination from using door handles and aid ventilation. Ensure the doors are closed when unoccupied to comply with fire safety measures. 	
Staff and Administration	<p>Staff rooms will need to be reconfigured to ensure social distancing is maintained. Either stack, remove or tape off chairs to increase the space between staff members to 2 metres. This will obviously not be possible for all schools although with smaller class numbers and a reduced cohort, the number of staff will reduce accordingly.</p> <p>Equipment that is used by several staff communally, such as kettles, photocopiers, walkie-talkies, etc, must be wiped down with alcohol wipes before and after each use. Schools will need to arrange for wipes to be placed near to where communal items are stored. You should check that alcohol wipes can be used on each item, and if not, you should withdraw it from use.</p> <p>Schools must ensure that adequate provision is made for staff to wash their hands. If this is not possible, hand gel must be provided.</p> <p>Many schools have narrow circulation and small administration rooms. If there is no way to introduce the distancing measures, you may need to consider screening between teachers, pupils, school staff and visitors. Contact KCC Health and Safety for advice. TFM Contractors may be able to assist with provision and installation of screens and other protective installations.</p>	
Teaching Room Configuration	<p>The government has determined that to maintain social distancing in a teaching room, the number of children in that room should be limited to 15.</p> <p>This number is predicated on a standard classroom size of 55 square metres or larger. Where schools have classrooms or teaching spaces that are smaller than 55 square metres, the following numbers are suggested:</p>	

Room size in Sq M	Number of Pupils		
55	15		
54	15		
53	14		
52	14		
51	13		
50	13		
49	12		
48	12		
47	11		
46	11		
46	10		
45	10		
44	9		
43	9		
42	8		
41	8		
40	7		
<p>Schools should re-arrange teaching spaces to ensure that from the point <u>where a child sits</u>, there is no other child sitting near them. It is not necessary to space the actual desk or table 2 metres apart, as that would severely reduce the number of pupils able to be accommodated in the room.</p> <p>Where a table would normally accommodate four or more pupils, you should position one workstation diagonally opposite to another to create the longest distance from where the pupil sits.</p>			

	<p>When considering these numbers, you should also consider the amount of space that is 'lost' to classroom furniture, and either reduce the number of children accordingly, or arrange the seating plan to ensure all are appropriately distanced.</p> <p>You must include/allocate sufficient space and distance for the teaching staff in the classroom.</p> <p>Initially, schools are being asked to open to Years R, 1 and 6. Schools must factor in the children already attending, such as vulnerable children and those with parents/carers who have essential worker status. It is possible that additions will be made to the essential user list, or children are newly deemed vulnerable. Such children will need to be accommodated within your school.</p> <p>It would be sensible to start with opening only the biggest classrooms in the school to accommodate the optimum number of children safely.</p> <p>You should look at all your teaching space and if necessary, use other classrooms to teach Years R, 1 and 6 pupils. For example, the way this could work in a 2FE primary school, will see twelve of the fourteen classrooms in operation, each accommodating 15 pupils. When key worker children and vulnerable pupils are factored in, the remaining classrooms and ancillary spaces may be occupied. If unsure, you should discuss your options with your School Improvement Adviser.</p> <p>Note that if a teaching space is larger than 55 square metres, the number of pupils that can be taught in that room should not increase beyond 15.</p> <p>Unneeded teaching furniture, e.g. desks and chairs, should be removed from the teaching area so that no space is lost. It would be appropriate to store them in the school hall as the hall will be less used than usual. Remember to not block any fire exits.</p>	
External Play and Sports	<p>Sports and external play are essential for children and young people. As the weather improves, this becomes a significant part of the day for pupils and staff. You should implement or consider:</p> <ul style="list-style-type: none"> • Segregating external hard and soft play areas with tape or cones to keep groups of children apart. 	COVID-19: cleaning of non-healthcare settings

	<ul style="list-style-type: none"> • Stagger break times where practical. • If external space is limited, schools will need to re-time breaks and meals times to ensure that play space is not too crowded to be unmanageable. • Sufficient staff members should be nominated to remind children that they should not be in too close contact with each other. • As a general principle, external outdoor equipment should not be used unless the school is confident that it can be appropriately cleaned between groups of children using it. Avoid letting large groups use it. • If in use, external play equipment, including sports, playground games markings, needs to be monitored. Places where children congregate, outdoor story telling areas, planted areas, dedicated gardens will need staff to oversee the use. If not possible, these should be taped off and not used. 	
Shared Rooms	<p>For shared rooms:</p> <ul style="list-style-type: none"> • 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, following the COVID-19: cleaning of non-healthcare settings guidance • stagger the use of staff rooms and offices to limit occupancy 	Coronavirus (COVID-19): implementing protective measures in education and childcare settings
Catering	Please see the Guidance on managing catering while maintaining social distancing.	
Toileting and Hand Washing	Staff need to build in toileting time, bearing in mind the need to maintain social distancing, particularly where visiting the toilets requires the child to enter into a circulation space. Staff may need to consider taking small groups at one time.	

	<p>Where sinks have been installed in teaching rooms, children should be encouraged to wash their hands, on arrival and just before they leave the room.</p> <p>If there are no sinks immediately available, either consider moving small groups to the washing facilities, or if this is not practical, ensure that sufficient hand cleaning gel is available. TFM Contractors may be able to assist with provision of hand gel if hand wash facilities are not available.</p>	
Picking up from School	<p>As with arrival at the school, every effort must be made to avoid close queuing. With the reduced numbers, this may not be an issue, but staggering pick up times should help manage this.</p> <p>Clear signage, or marker points painted on to the ground may be needed to keep queuing parents apart.</p>	

Risk Assessment

During these challenging times, it will be essential to review the risk assessments that are already in place. New risk assessments will be required for many areas of school life. You will also need to look at your emergency processes, such as fire evacuation.

	Consideration and Advice	Where to find Support
Reviews	<p>Schools will be opening under a new regime and in a very unfamiliar environment. Existing risk assessments for all areas of school life will need to be reviewed, and probably re-written.</p> <p>Example risk assessments can be found on Kelsi at the link. These should be adapted to fit individual school circumstances.</p>	<p>Kelsi Risk Assessment Examples</p> <p>HSE Risk Assessment in Schools</p> <p>https://www.hse.gov.uk/risk/</p>

		classroom-checklist.htm
Dynamic Risk Assessments	<p>The environment schools will be working under will require risk assessments to be updated as circumstances change. Schools are therefore reminded that the assessment of risk must be continuous.</p> <p>You should ensure that your Risk Register is checked every time there is an incident that requires an update to a Risk Assessment.</p>	HSE Risk Assessment in Schools Example Risk Register
Existing Emergency and Evacuation Planning	Schools should review current emergency fire evacuation plans, considering elements such as reduced staffing, traffic in corridors, keeping 2 metres apart at the muster points. However, in an emergency such as an accident or fire, people do not have to stay 2 metres apart if it would be unsafe to do so. Once reviewed, ensure that any changes are communicated to all staff, and if necessary, rehearsed.	
First Aid	Review your First Aid requirements, considering provision of first aiders, further information of managing first aid during this pandemic can be found at St John Ambulance - COVID-19 advice for First Aiders	Kelsi - First Aid in Schools St John Ambulance - COVID-19 advice for First Aiders

Cleaning and Hygiene

Infection information

The COVID-19 virus that causes COVID-19 spreads primarily through droplets generated when an infected person coughs, sneezes or speaks. You can also become infected by touching a contaminated surface and then touching your eyes, nose or mouth before washing your hands.

The virus can survive on surfaces that they land on. However, the amount of live virus on any surface decreases over time. The risk of infection from touching something that had the virus on it for a few days would reduce to negligible.

Environmental factors will affect the survival of the virus. There is, therefore, no substitute for thorough cleaning.

Issues	Consideration and Advice	Where to find Support
Daily cleaning during the Pandemic	<p>Normal daily cleaning will in most cases, ensure a safe environment for children to learn, and staff to work.</p> <p>However, because some people with COVID-19 either do not show symptoms (asymptomatic) or experience only mild symptoms, a more robust cleaning regime is required. It is important to emphasise that the illness is the same virus for asymptomatic people as those who require hospital treatment.</p> <p>Correct use of household disinfectant will kill off the virus on most surfaces. Cleaning staff should wear washing-up style gloves and aprons. Particular attention should be paid on touch areas such as bannisters, door handles, grab rails, taps and toilet handles.</p> <p>KCC framework cleaners are up to speed with these cleaning requirements.</p>	<p>PHE School Cleaning Advice</p>

Cleaning following a suspected case of Coronavirus	<p>Cleaning an area with normal household disinfectant after a suspected case of COVID-19, will reduce the risk of passing the infection on to other people.</p> <p>Cleaners should wear disposable or washing-up gloves and aprons for cleaning. Once cleaning is finished, these should be double-bagged, then stored securely for 72 hours then thrown away in the regular rubbish. Cleaning staff should wash their hands before starting cleaning and after they have disposed of their used clothing.</p> <p>Cleaning should be administered using a disposable cloth. Hard surfaces should be cleaned first with warm soapy water. Surfaces should then be cleaned with normal disinfectant products you normally use. Pay particular attention to frequently touched areas and surfaces, such as bathrooms, grab-rails in corridors and stairwells and door handles.</p> <p>If an area is believed to be at risk of more heavy contamination from a person with COVID-19 (such as an isolation room, the teaching room where the child was learning, circulations spaces, etc), cleaners should use a higher level of cleaning PPE, to include a face mask, disposable apron and gloves and eye protection, such as goggles or a visor.</p> <p>Once cleaning is finished, the PPE should be double-bagged, then stored securely for 72 hours then thrown away in the regular rubbish. Cleaning staff should wash their hands after they have disposed of their used PPE.</p>	
Additional cleaning,	It is unlikely that this is necessary, unless specifically requested by Public Health England.	

including deep cleans	If a deep clean is requested, please contact client.services@kent.gov.uk This service will be bespoke, depending on the size and type of school. It will be at an additional cost to the school.	
Cleaning of toys, books and equipment	<p>Small items, soft toys and machinery may be difficult to clean. By far the best way to manage this is to avoid using them.</p> <p>If this is not possible, their use should be restricted to one group of children, preferably one individual child. Children should be discouraged from exchanging or taking classroom aids from each other and it is expected that this will be easier due to smaller class sizes.</p> <p>If none of the above is practical:</p> <ul style="list-style-type: none"> • small metal and plastic items, such as building blocks, dolls, animal models, toys cars, etc can be cleaned by immersing in a tub or bucket of weak disinfectant solution for half an hour. These should then be rinsed in clean water and left to drain overnight. • Soft toys are difficult to clean, but research appears to show that the virus will not live longer than 24 hours on a material surface. Their use should be timed to allow at least 24 hours to pass before being used again. • Items made of wood present a greater challenge because, being porous, the virus appears to be capable of surviving on wood for more than 24 hours. Less so, if painted. The best option is not to use, but if necessary wooden items should be cleaned with disinfectant and left to dry overnight. • The use of machines and machinery should be restricted to teaching staff if difficult to clean. 	
Teaching Room and Surface Cleaning	Clean surfaces that children and young people are touching, such as toys, books, desks, chairs, doors, sinks, toilets, light switches, bannisters, more regularly than normal. This can be achieved using regular detergent.	COVID-19: cleaning of non-healthcare settings guidance

Safety and PPE

	Consideration and Advice	Where to find Support
PPE in General School Use	The guidance from HM Government states that based on current evidence, there is very little scientific evidence of widespread benefit from PPE. Instead, practising good hand hygiene and social distancing is key to minimising the risk of infection.	HM Govt PPE Guidance
Wearing of masks	<p>On 11 May 2020, after careful consideration of the latest scientific evidence from the Scientific Advisory Group for Emergencies (SAGE), the government confirmed face coverings may help reduce the risk of transmission in some circumstances.</p> <p>The Guidance issued by the Government on 11th May, suggested that people who use public transport or visit shops should consider covering their mouth and nose, although the Chief Medical Officer stated that “Face coverings are not a replacement for social distancing and regular handwashing, which remain the most important actions.”</p> <p>Face coverings may help to protect others and reduce the spread of the disease. This is particularly true for those people who have COVID-19 but are not showing symptoms. Anyone with COVID-19 symptoms, as well as members of their household, should continue to follow the advice to self-isolate.</p> <p>The Government advice states that they do not need to be worn outdoors, in schools or by those who would find them difficult to wear such as young children. This is understood as saying that wearing a mask in normal school situations is not necessary.</p>	
Where PPE should be used	<p>There are some circumstances where use of PPE, including a face mask, may be recommended:</p> <ul style="list-style-type: none"> • Moving, isolating or supporting a child with symptoms of COVID-19. • Cleaning an area where a child with COVID-19 symptoms has visited. • Working with children whose care routinely already involves the use of PPE due to their personal care needs. 	Use of PPE equipment

	Contact client.services@kent.gov.uk for advice	
Sourcing PPE - Schools	<p>As stated above, schools would be advised to maintain sufficient PPE items to enable them to manage incidents that would require it. It is not necessary or desirable to maintain significant stocks of PPE.</p> <p>Schools are responsible for sourcing and purchasing their own PPE. There is no access to the emergency supply which has been stockpiled in the event that it is needed by the NHS or Care sector.</p> <p>KCS assure us that they will for the most part be able to fulfil most orders. KCS has been experiencing IT issues recently and suggest that the best contact is either by an alternative email address KCSconnect@outlook.com or by phone on 0808 281 9440. Lead time for most stock items likely to be slightly longer than normal.</p> <p>KCC are working with the Kent Resilience Forum to produce a list of all suppliers. That list is under development but educational settings can be added to distribution lists for opportunities to acquire PPE offered by the Supply Chain and Logistics Cell working as part of the Kent Resilience Forum Response. If schools would like to be added to this list please contact SCGSupply@kent.fire-uk.org.</p> <p>If you have exhausted all the supply options and are unable to source sufficient PPE, please contact your Area Education Officer. Current government guidance does mention contacting the local resilience forum, but we have agreed a protocol by which you should contact the local authority instead.</p>	Use of PPE equipment
PPE Specification for Schools	<p>When sourcing the required PPE, you should ensure that it meets the following standards:</p> <ul style="list-style-type: none"> • Disposable gloves BS EN 374 or EN 455 (with AQL 1.5) • Apron/Apron with sleeves no standard • Eye protection EN 166 • Fluid resistant Masks BS EN 14683 or ISO 22609 	

How to use PPE	<p>Correctly used, PPE will provide a level of protection to the wearer from the COVID-19. This use includes the discipline whilst wearing it. Most teachers and school staff will have no experience in using PPE and formal training is advised.</p> <p>There are guides to using PPE here: https://www.gov.uk/government/publications/COVID-19-personal-protective-equipment-use-for-non-aerosol-generating-procedures</p> <p>Headteachers should consider the specific conditions of task, and comply with all applicable legislation, including the Health and Safety at Work etc. Act 1974. It may be that for certain tasks, it is unwise for any member of the school staff to be required to wear PPE and that external support should be sought from client.services@kent.gov.uk.</p>	
If a person becomes unwell, especially with COVID-19 symptoms	<p>If a child, young person or member of staff becomes unwell with symptoms of COVID-19 while in their school or setting:</p> <ul style="list-style-type: none"> • Phone Public Health England and explain the circumstances. PHE may suggest full and immediate closure for deep cleaning, or say that you can continue teaching. <p>Below are the contact details for the Kent health protection team:</p> <p>In hours: 0344 225 3861 (option 0 then option 1) Out of hours: 0844 967 0085 Email: KPU-Kent@phe.gov.uk</p> <ul style="list-style-type: none"> • The person must be supported until they can be collected and taken home. They should not be left unattended. • A room must be set aside for use as an isolation room. Ideally, the room should be equipped with a sink, towel and hand soap. There should either a bed or a chair. • A chair for a member of staff needs to be 2 metres away, to maintain social distancing as the person cannot be left alone. 	

	<ul style="list-style-type: none"> • A face mask should be worn by the supervising staff member if a distance of 2 metres cannot be maintained. If contact with the person is necessary, then gloves, an apron and a face mask should be worn by the supervising staff member. • A toilet needs to be allocated nearby, for the sole use of the unwell person and must not be used by anyone else until it has been thoroughly cleaned. • If a risk assessment determines that there is a risk of splashing to the eyes, for example from coughing, spitting, or vomiting, then eye protection should also be worn. • The areas that they have come from, e.g. classroom, kitchens, dining hall, toilets, circulation routes, need to be closed off. If this is not possible, then a thorough cleaning needs to be done on each area before it can be used by pupils or staff. • Other members of staff should ensure that no other personnel are on the route of the person as they exit the building. <p>After the sufferer has been collected:</p> <ul style="list-style-type: none"> • If the school is closed, initiate a cleansing, with your usual contractor as directed by Public Health England. If your contractor is unable to do a full clean, contact client.services@kent.gov.uk for support. • If the school remains open, the PHE may advise to close off all places where the child has been. In practice, this may necessitate closing the school anyway. • During cleaning, cleaners must be reminded to pay special attention to where the person has sat or was lain down. PPE must be worn. Bedding, soft furnishings and towels need to be carefully taken away and if possible washed on a 60 degs wash, with detergent. • Any bathrooms, toilets and sinks, must be thoroughly cleaned. This includes taps, handles, toilet seats, dryers and soap dispensers • The school will need to inform parents and colleagues but stress the thoroughness of the cleaning that is taking place. 	
Reporting Incidents	<p>Please continue to report accident/incidents using your usual process. Community and Voluntary Controlled schools report via the online accident/incident form on KELSİ</p> <p>https://www.kelsi.org.uk/policies-and-guidance/health-and-safety-guidance.</p>	

	Note there has been an update to the RIDDOR guidance in the event of contracting COVID-19 in the workplace HSE - RIDDOR reporting COVID-19 .	
--	--------------------------------------------------------------------------------------------------------------------------------------------------------------	--

Section 2 - Human Resource Issues

With the Government's announcement on its proposed measure to ease lockdown and get people back into the workplace it is going to be important for schools as employers to consider their approach to safeguarding the health of staff, minimising the risk of infection and ensuring a smooth transition back to work. It will be essential that schools continue to base any plans for returning to the workplace on up to date government and Public Health England guidelines in relation to COVID-19.

Staffing during a return to work

	Consideration and Advice	Where to find Support
Shift/rota working	<p>Schools will need to consider the most appropriate operating model that suits their individual school circumstances.</p> <p>The school will need to identify early on the staffing requirements whilst ensuring the school adheres to any social distancing requirement as dictated by the Government/Public Health England and the requirements by the Government to have certain cohorts of pupils back in school.</p> <p>Staying alert and safe (social distancing): https://www.gov.uk/government/publications/staying-alert-and-safe-social-distancing/staying-alert-and-safe-social-distancing</p> <p>Government's COVID-19 guidance and support: https://www.gov.uk/COVID-19</p> <p>It will be important to engage in early discussions with staff and Unions to make the transition to a different way of working easier for all involved. The DfE guidance advises that to reduce transmission risks schools should ensure, where possible, that children and staff mix in small consistent groups and that those groupings stay away from other people and groups. Operating with staff in groupings minimises risks associated with cross infection.</p> <p>DfE guidance: Actions for education and childcare settings to prepare for wider opening from 1st June 2020:</p>	SPS/AEO

	<p>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</p> <p>DfE Guidance: Implementing protective measures in education and childcare settings: https://www.gov.uk/government/publications/COVID-19-COVID-19-implementing-protective-measures-in-education-and-childcare-settings/COVID-19-COVID-19-implementing-protective-measures-in-education-and-childcare-settings</p> <p>If the Government seeks to encourage schools to open over the holidays, schools will need to consider how they can organise staffing over these periods. The use of a rota system would enable staff to provide cover whilst still having valuable time off. In such situations, it would be advisable to organise rotas on a week on week off principle to enable staff to have a continued period away from the workplace.</p> <p>Full and part time teachers are paid all year round. Currently teachers terms and conditions do not allow for staff to be working during school closure periods, therefore inclusion on the rota will be on a voluntary basis as teachers can only be directed to work for 1265 hours and 195 days a year however, by offering another period of absence as ‘compensation’ may increase people’s willingness to volunteer.</p> <p>School Teachers Pay and Conditions Document: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/832634/School_teachers_pay_and_conditions_2019.pdf</p> <p>Support staff who are part time or term time only cannot be required to work on days they would not normally be at work. Therefore, they can only be included in rotas by voluntary agreement and should be paid for working above their contracted hours/days or offered TOIL.</p> <p>Kent Scheme Terms and Conditions (Blue Book): https://www.kelsi.org.uk/_data/assets/pdf_file/0019/12574/Kent-Scheme.pdf</p> <p>The school must ensure that new working arrangements do not discriminate against anyone with a protected characteristic. It is also possible that during lockdown an individual’s normal domestic situation, such as childcare/caring arrangements, may have broken down temporarily which could provide a barrier to transitioning back into the workplace or changing working patterns.</p>	
--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

	<p>Where staff have been absent from the workplace you will need to give them a reasonable period of notice requiring them to return. This is particularly important given that many people will have additional childcare or other responsibilities, for which they may need to make alternative arrangements. The school should speak to their HR provider if they require further advice.</p> <p>SPS/Cantium Business Solutions: https://cantium.solutions/service/hr-for-education/ https://the-sps.co.uk/ 03000 411112</p>	
Who should return to work	<p>When looking to increase staffing levels as lockdown is eased and as different cohorts are transitioned back into school, make sure you have a clear rationale as to why you need particular staff or roles to physically return. Schools should consider:</p> <ul style="list-style-type: none"> • What criteria will you use to recall staff? • Will it be simply based on the school's need? • How will you consider individual personal circumstances? • How staff and unions will be engaged to give reassurance? • How staffing and service delivery decisions will be communicated? <p>Remember not to use discriminatory criteria; be fair and inclusive, keep in mind your school's values and any diversity and inclusion aims.</p>	SPS/AEO
Business Critical roles	<p>Schools need to identify those roles within the school they consider business critical and how they will react if those individuals are ill or unable to attend work. A school's business critical roles may vary but could include for example the availability of a DSL and leadership capacity in the school.</p> <p>The DSL or a Deputy DSL must be available during school hours for staff to discuss any safeguarding concerns. If it isn't possible to have a DSL/Deputy DSL on the school premises at all times, then they need to be available for contact by telephone/email.</p> <p>Keeping Children Safe in Education 2019: https://www.gov.uk/government/publications/keeping-children-safe-in-education--2</p>	TEP Safeguarding team/SPS

	<p>Whilst there is no legal requirement for the Headteacher or Deputy Headteacher to be physically on the school premises, it is essential that identified leadership is available and contactable by staff during the school day. If there are issues in providing leadership cover consistently in the school, then operating a leadership rota will assist.</p> <p>It is important to remember that only a Deputy Headteacher can cover in the absence of a Headteacher and an Assistant Headteacher cannot be required to do so.</p>	
Home working	<p>The Government has advised that for the foreseeable future people should continue to work from home rather than their normal physical workplace, wherever possible. Schools will need to identify what roles can continue to be carried out through homeworking and those that require staff to be in the workplace. The government is clear in its aim to get identified cohorts of children back into school from 1st June 2020 and increase that capacity going forward which will require relevant staff to be in attendance in the workplace.</p> <p>Where staff are unable to return to work, for example because they are self-isolating, schools should consider what work the individuals can complete from home. Where this involves a change in the type of work this should be discussed with the individual concerned.</p> <p>DfE guidance: Actions for education and childcare settings to prepare for wider opening from 1st 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</p> <p>DfE Guidance: Implementing protective measures in education and childcare settings: https://www.gov.uk/government/publications/COVID-19-COVID-19-implementing-protective-measures-in-education-and-childcare-settings/COVID-19-COVID-19-implementing-protective-measures-in-education-and-childcare-settings</p> <p>Our Plan to Rebuild: The UK Government's COVID-19 recovery strategy: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/884171/FINAL_6.6637_CO_HMG_C19_Recovery_FINAL_110520_v2_WEB_1_.pdf</p> <p>Government COVID-19 guidance and support:</p>	SPS

	https://www.gov.uk/COVID-19	
Working outside of normal hours	<p>As far as is possible schools should maintain normal working hours and seek to minimise disruption for staff however, staffing levels and requirements to match shift or rota working could result in a need for some staff groups to work outside of their normal working hours.</p> <p>Staff cannot be required to work outside their contractual hours/working pattern however where this is necessary early meaningful discussions should take place with staff members to seek volunteers. Seek advice from your HR Provider if you are considering altering the hours/working pattern of staff members.</p> <p>SPS/Cantium Business Solutions: https://cantium.solutions/service/hr-for-education/ https://the-sps.co.uk/ 03000 411112</p>	SPS
Phased return to work	<p>Some people may have experienced challenging situations at home such as childcare and caring for vulnerable relatives as well as financial worries. Some may also have experienced illness themselves or of a family member and possibly bereavement. Therefore, it is possible that some staff members may need a period of adjustment. School should identify how they can help members of staff who have had a difficult time which could include a phased return, discussions around new working arrangements for those whose domestic situations have changed during lockdown and/or provide access to counselling through the Employee Assistance Programme.</p> <p>Staff Care Services (OH) and Employee Assistance Programme (Counselling): https://cantium.solutions/brand/staff-care-services/ 03000 411411</p>	SPS/OH/Employee Assistance Programme
First day back	<p>With a number of staff being absent from school it will be important to plan to 're-induct' staff back into the workplace. Staff should be reminded of:</p> <ul style="list-style-type: none"> • The 20 second handwashing rule • Procedures staff should follow when in school, if they feel unwell at home or in the workplace • The code of conduct • Safeguarding arrangements 	

	<ul style="list-style-type: none"> • Key policies and procedures • Ensure absent staff have completed any necessary training they missed • Re-Orientation for those staff who are relatively new <p>Schools should plan, as much as is possible, to mitigate against staff forgetting passwords to IT equipment, logins and door codes.</p> <p>The school should ensure that employee's contact details and emergency contacts are up to date and that all staff are aware of how to spot symptoms of COVID-19 in themselves and others in case someone in the workplace is potentially infected and appropriate action needs to be taken.</p>	
Pay	<p>Internal Payroll staff or the schools Payroll provider will need to be advised if staff return from furlough or other leave that has impacted on pay to ensure it is adjusted as necessary when they return.</p> <p>Where part time staff increase their working hours or in the case of Term Time Only (TTO) staff undertaking work beyond their contracted days, they should be paid according to their terms and conditions of employment.</p> <p>School teachers Pay and Conditions Document 2019 (STPCD) https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/832634/School_teachers_pay_and_conditions_2019.pdf</p> <p>Kent Scheme Terms and Conditions (Blue Book) https://www.kelsi.org.uk/_data/assets/pdf_file/0019/12574/Kent-Scheme.pdf</p>	SPS/Payroll
Staff shortages	<p>It is likely that schools could suffer from staff shortages due to illness, self-isolation, shielding or caring requirements. The School will need to identify early on the number of staff who fall into any of these categories and ensure this information is updated on a regular basis. The school may wish to develop and maintain a pool of staff that are able and willing to come into work at short notice or outside of any shift pattern/rota to ensure adequate staffing resources across the school. Kent County Council have requested that Kent-Teach support schools with this and they have put arrangements in place to source temporary staff at a competitive rate for schools.</p> <p>Schools will need to consider whether they can maintain a safe working environment when seeking to increase the occupation of the school as lockdown measures are eased.</p>	SPS

	<p>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</p> <p>Government COVID-19 guidance and support: https://www.gov.uk/COVID-19</p>	
Recruitment	<p>Many schools will have put recruitment processes on hold due to lockdown and should now take the opportunity to identify which roles should be re-advertised and the various ways the recruitment process can be undertaken safely whilst maintaining social distancing. Advice and guidance can be sought from your HR Provider and Kent-Teach.</p> <p>Kent Teach: https://www.kent-teach.com/ 03000 410203</p> <p>SPS/Cantium Business Solutions: https://cantium.solutions/service/hr-for-education/ https://the-sps.co.uk/ 03000 411112</p>	SPS/Kent Teach
Furloughed staff	<p>Schools should only place staff on furlough where the funding for all or part of a post comes from an external source such as parental contributions. The expectation from the government is that funding received from the Local Authority or directly from the DfE has been maintained during this period and therefore funds are available to continue to pay staff without needing to use the furlough scheme (Job Retention Scheme).</p> <p>Where a school has furloughed members of staff, the minimum time the furlough can be in place is 3 consecutive weeks and each subsequent furlough period will be in a 3 consecutive week block as a minimum. Therefore, when looking at staffing levels when the lockdown is eased the school should identify when these individuals can return and/or whether furlough should continue at that point in time (Subject to the Governments Furlough Scheme).</p>	SPS

	<p>Maintained schools should contact their payroll provider for assistance in claiming under the furlough scheme. Academies will have their own PAYE account and therefore can claim directly from HRMC.</p> <p>Coronavirus Job Retention Scheme: https://www.gov.uk/guidance/claim-for-wage-costs-through-the-coronavirus-job-retention-scheme</p>	
Meetings/ Hearings	<p>The Government/Public Health England continue to advise on any measures that need to be put in place within the workplace in relation to social distancing. However, the school should identify what meetings are essential/necessary and which can continue to be put on hold in the short term.</p> <p>Where meetings are to take place, the school must ensure they follow Government/Public Health Guidelines including social distancing and adequate handwashing/sanitising facilities. Virtual meetings should continue to be used where resistance to the meeting is met, where adequate provisions for social distancing cannot be put in place or where meetings involve large numbers of people.</p> <p>Staying alert and safe (social distancing): https://www.gov.uk/government/publications/staying-alert-and-safe-social-distancing/staying-alert-and-safe-social-distancing</p>	SPS
Risk Assessments	<p>Schools should consider undertaking risk assessments in relation to infection control/social distancing/maintaining a safe working environment within the workplace for all HR related issues including:</p> <ul style="list-style-type: none"> • When staff return to work • Pregnant workers • Staff with shielding family members <p>Health and Safety Executive (England) Controlling risk in the workplace: https://www.hse.gov.uk/risk/controlling-risks.htm</p>	SPS/KCC Health and Safety
Annual Leave	<p>The Government introduced relaxation to the Working time Regulations 1998 to enable staff who have not taken all of their Statutory annual leave entitlement due to the COVID-19 to carry it over into the next 2 leave years. Therefore, staff who work all year round, who are not able to take annual leave due</p>	SPS

	<p>to COVID-19, will be able to carry over 4 weeks unused leave to be used over the next 2 years. However, schools may wish to:</p> <ul style="list-style-type: none"> • Encourage staff to take previously agreed holiday dates – even if holiday plans have been cancelled and/or staff are working from home, as people still need time away from work. • Have a clear policy to allow as many people as possible to take leave this year while still maintaining adequate cover within the school to avoid disruption – perhaps relaxing normal rules around maximum numbers allowed off at once where possible <p>The Working Time (COVID-19) (Amendment) Regulations 2020: https://www.legislation.gov.uk/uksi/2020/365/made</p>	
Performance Management	<p>The guidance from the government on performance management clearly states that maintained Schools (Community, Voluntary Controlled, Foundation and Voluntary Aided) are expected to use their discretion and take a pragmatic approach to decide how they will undertake Performance Management of teaching and support staff during any lockdown transition period whilst continuing to adhere to the School Teachers Pay and Conditions Document (STPCD), the Education (School Teachers' Appraisal) (England) Regulations 2012 and for support staff the Kent Scheme Terms and Conditions of Service (Blue Book) and their own Pay Policy.</p> <p>Schools should adapt performance management and appraisal arrangements to take account of the current circumstances, for example, by basing performance on the period schools were open, adjusting, if necessary, for expected trajectory had there been no closure.</p> <p>School teachers Pay and Conditions Document 2019 (STPCD): https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/832634/School_teachers_pay_and_conditions_2019.pdf</p>	SPS

	<p>Kent Scheme Terms and Conditions (Blue Book):</p> <p>https://www.kelsi.org.uk/_data/assets/pdf_file/0019/12574/Kent-Scheme.pdf</p> <p>The Education (School Teachers' Appraisal) (England) Regulations 2012:</p> <p>http://www.legislation.gov.uk/uksi/2012/115/contents/made</p> <p>DfE Guidance for Schools during the Coronavirus outbreak:</p> <p>https://www.gov.uk/government/publications/covid-19-school-closures/guidance-for-schools-about-temporarily-closing</p> <p>Schools should seek advice from their HR Provider on issues related to the impact of COVID-19 and Performance Management.</p> <p>SPS/Cantium Business Solutions:</p> <p>https://cantium.solutions/service/hr-for-education/</p> <p>https://the-sps.co.uk/</p> <p>03000 411112</p>	
--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

Health and absence

Issues	Consideration and Advice	Where to find Support
Clinically Extremely Vulnerable (shielding staff)	<p>Shielding was introduced for those individuals who are <u>clinically extremely vulnerable</u> and was initially in place for 12 weeks. The government have advised that current shielding will continue until the end of June 2020. When the government relaxes lockdown to allow people to return to work some staff may still be required to shield due to their medical condition. In these situations, the member of staff should not be required to attend school but can continue to work from home if appropriate. During this time shielding staff will remain on normal pay. Continued advice from Public Health England and the Government should be followed in respect of shielding.</p> <p>Who is clinically extremely vulnerable: https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-COVID-19/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-COVID-19</p> <p>Section 2 of : https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june/planning-guide-for-primary-schools</p> <p>DfE Guidance – Implementing protective measures in education and childcare settings: https://www.gov.uk/government/publications/COVID-19-COVID-19-implementing-protective-measures-in-education-and-childcare-settings/COVID-19-COVID-19-implementing-protective-measures-in-education-and-childcare-settings</p> <p>Staying alert and safe (social distancing) guidance: https://www.gov.uk/government/publications/staying-alert-and-safe-social-distancing/staying-alert-and-safe-social-distancing</p> <p>Guidance on shielding and protecting people who are clinically extremely vulnerable from COVID-19: https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-COVID-19/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-COVID-19</p>	SPS/OH

	<p>COVID-19 (COVID-19) guidance: https://www.gov.uk/COVID-19</p>	
Clinically Vulnerable (inc pregnancy)	<p>Those staff who are classed as <u>clinically vulnerable</u> (but not clinically extremely vulnerable) are at a higher risk of severe illness from COVID-19 but are not required to shield. Staff in this category are advised to take care in observing stringent social distancing and should work from home where possible. If clinically vulnerable staff cannot work from home, they should be offered the safest available on-site roles staying 2 meters away from others wherever possible. If they have to spend time within 2 metres of other people, schools must carefully assess and discuss with them whether this involves an acceptable level of risk.</p> <p>Staying alert and safe (social distancing) guidance, including list of who is clinically vulnerable: https://www.gov.uk/government/publications/staying-alert-and-safe-social-distancing/staying-alert-and-safe-social-distancing</p> <p>DfE Guidance – Implementing protective measures in education and childcare settings: https://www.gov.uk/government/publications/COVID-19-COVID-19-implementing-protective-measures-in-education-and-childcare-settings/COVID-19-COVID-19-implementing-protective-measures-in-education-and-childcare-settings</p> <p>COVID-19 (COVID-19) guidance: https://www.gov.uk/COVID-19</p>	
Staff with family member shielding (Clinically extremely vulnerable)	<p>There is no requirement for the rest of the family to adopt shielding measures for themselves. They should follow stringent social distancing measures and where those stringent social distancing measures cannot be adhered to, they should be supported in working from home.</p> <p>Where a staff member refuses to come into work due to shielding family members you should seek advice and support from your HR Provider on how to manage this situation.</p> <p>Who is clinically extremely vulnerable: https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-COVID-19/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-COVID-19</p>	SPS/OH

	<p>DfE Guidance – Implementing protective measures in education and childcare settings: https://www.gov.uk/government/publications/COVID-19-COVID-19-implementing-protective-measures-in-education-and-childcare-settings/COVID-19-COVID-19-implementing-protective-measures-in-education-and-childcare-settings</p> <p>Staying alert and safe (social distancing) guidance: https://www.gov.uk/government/publications/staying-alert-and-safe-social-distancing/staying-alert-and-safe-social-distancing</p> <p>Guidance on shielding and protecting people who are clinically extremely vulnerable from COVID-19: https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-COVID-19/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-COVID-19</p> <p>COVID-19 (COVID-19) guidance: https://www.gov.uk/COVID-19</p>	
Staff with family members who are clinically vulnerable (inc pregnancy)	<p>A member of staff living with someone who is clinically vulnerable can attend work and should observe normal social distancing rules.</p> <p>Where a staff member refuses to come into work due to shielding family members you should seek advice and support from your HR Provider on how to manage this situation.</p> <p>Staying alert and safe (social distancing) guidance, including list of who is clinically vulnerable: https://www.gov.uk/government/publications/staying-alert-and-safe-social-distancing/staying-alert-and-safe-social-distancing</p> <p>DfE Guidance – Implementing protective measures in education and childcare settings: https://www.gov.uk/government/publications/COVID-19-COVID-19-implementing-protective-measures-in-education-and-childcare-settings/COVID-19-COVID-19-implementing-protective-measures-in-education-and-childcare-settings</p> <p>COVID-19 (COVID-19) guidance: https://www.gov.uk/COVID-19</p>	

Staff refusing to return to work	<p>Some staff members may be experiencing high anxiety or fear over a number of issues including the possibility of infection and therefore refuse to return to work. In these circumstances, the school should discuss these anxieties/fears with the member of staff and seek to reassure them of the measures that have been put in place to protect all members of the school community.</p> <p>Where a staff member refuses to come into work you should seek advice and support from your HR Provider on the individual circumstances of each case and how to manage the situation. You should also consider offering support to the employee via the Employee Assistance Programme.</p> <p>SPS/Cantium Business Solutions: https://cantium.solutions/service/hr-for-education/ https://the-sps.co.uk/ 03000 411112</p> <p>Staff Care Services (OH) and Employee Assistance Programme (Counselling): https://cantium.solutions/brand/staff-care-services/ 03000 411411</p>	SPS/Employee Assistance Programme/OH
Staff who develop COVID-19 symptoms	<p>If a member of staff develops symptoms of COVID-19 either at home or in the workplace they will be required to self-isolate for 7 days. Often staff do not want to tell their employer they are unwell or try and work through it. Therefore, to minimise the risk of spreading COVID-19 in the workplace remind staff of the need to advise the school if they start to feel unwell in the workplace. The school and its employees should follow the guidelines from Public Health England with regards to self-isolation. This will include those members of staff who sign up and use the track and trace app, which may be introduced following the trial in the Isle of Wight and are told they had been in contact with someone who has symptoms.</p> <p>NHS Guidance: https://www.nhs.uk/conditions/COVID-19-COVID-19/</p> <p>Government Guidance: https://www.gov.uk/COVID-19</p> <p>Public Health England:</p>	OH/Public Health Guidance

	https://www.gov.uk/government/organisations/public-health-england	
Staff who live with someone with COVID-19 symptoms	<p>If a member of staff lives with someone who develops symptoms of COVID-19 they will be required to self-isolate for 14 days. To minimise the risk of spreading COVID-19 in the workplace remind staff of the need to advise the school if any member of their family starts to feel unwell with COVID-19 symptoms. The school and its employees should follow the guidelines from Public Health England with regards to self-isolation.</p> <p>NHS Guidance: https://www.nhs.uk/conditions/COVID-19-COVID-19/</p> <p>Government Guidance: https://www.gov.uk/COVID-19</p> <p>Public Health England: https://www.gov.uk/government/organisations/public-health-england</p>	OH/Public Health Guidance
PPE/Minimising spread of infection	<p>Staff may be reluctant to return until they can be assured that they will have adequate PPE, as deemed necessary for their role, and adequate facilities to minimise the spread of infection. Schools should ensure there are adequate supplies of hand cleaning/sanitising products available for staff, wipes for phones and keyboards and reassure staff about what PPE, if any, is necessary for their role. Where PPE is necessary staff should receive training/briefing on its correct usage.</p> <p>Schools should continue to remind all staff about their responsibility in minimising the spread of infection through actions such as social distancing and effective handwashing and follow the guidelines from Public Health England.</p> <p>DfE Guidance – Implementing protective measures in education and childcare settings: https://www.gov.uk/government/publications/COVID-19-COVID-19-implementing-protective-measures-in-education-and-childcare-settings/COVID-19-COVID-19-implementing-protective-measures-in-education-and-childcare-settings</p> <p>Public Health England: https://www.gov.uk/government/organisations/public-health-england</p>	KCC Health and Safety /OH/Public Health England/Kent Commercial Services (KCS)

	<p>Government guidance on PPE: https://www.gov.uk/government/publications/wuhan-novel-COVID-19-infection-prevention-and-control/managing-shortages-in-personal-protective-equipment-ppe</p> <p>Health and Safety at Work Act 1974: https://www.hse.gov.uk/legislation/hswa.htm</p>	
Coronavirus testing	<p>The government has agreed to test essential workers and members of their household who are showing symptoms of coronavirus. Booking for the test is done via an online system where employees will be able to book a test directly for themselves or their household. Employers can also register and refer self-isolating staff.</p> <p>Email details to obtain a login to the employer referral portal: portalservicedesk@dhsc.gov.uk</p> <p>Employees showing symptoms can either visit a drive through centre or arrange for the test to be posted to their home. The Government issued guidance (link below) on how employees and their households can be tested.</p> <p>Getting tested guidance: https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested</p>	

Wellbeing

HR Issues	Consideration and Advice	Where to find Support
Mental/Physical Wellbeing	<p>Staff members may have been impacted psychologically due to COVID-19. Many will have endured social isolation and fear over the health of themselves and family members. People are likely to still be on high alert to health risks from infection and these are unlikely to diminish when the government relaxes the lockdown rules. It is therefore important to remember that individuals may need time to adjust to any new arrangements/rules put in place by the government and understand the impact for the personally or for their family. Schools should ensure that everyone feels included, through an inclusive school culture, and everyone returns to a positive and supportive working environment to help relieve anxiety and fear. The school should consider purchasing access to and reminding staff of the ability to access the Employee Assistance Programme (Counselling Service).</p> <p>Staff Care Services (OH) and Employee Assistance Programme (Counselling): https://cantium.solutions/brand/staff-care-services/ 03000 411411</p> <p>Recognition of the impact change has on staff is important as the transition from a working environment to isolation and back again in a relatively short space of time can be challenging. The training of Mental Health First Aiders and Mental Health Champions to provide peer support will provide a support network for returning staff and help spot potential mental health issues earlier.</p> <p>Physical impacts as a result of COVID-19 should be considered including ongoing problems as a result of the virus itself as well as subsidiary effects such as decreased levels of exercise and activity for some staff. Physical problems can also have an impact on mental health and should be considered together, not as separate issues.</p> <p>A review of your Wellbeing policy and strategy for staff will help ensure the right support mechanisms are in place before staff return to work. Further information and support with this can be provided by SPS/Cantium.</p> <p>Cantium Business Solutions - Workplace and Wellbeing Services:</p>	OH/Employee Assistance Programmes/SPS Workplace Wellbeing Services

	https://cantium.solutions/insight/the-value-of-mental-health-training-in-the-workplace/ 03000 412187 SPS/Cantium Business Solutions: https://cantium.solutions/service/hr-for-education/ https://the-sps.co.uk/ 03000 411112	
Bereavement of family member	<p>During the COVID-19 crisis, it is possible that members of a school team may have suffered a bereavement which may or may not have been related to the COVID-19. Due to restrictions put in place, they may not have had the opportunity to say goodbye and/or attend the funeral. This may have an impact on the staff members wellbeing and consideration should be given to enabling staff members to access the Employee Assistance Programme (Counselling Service).</p> <p>Staff Care Services (OH) and Employee Assistance Programme (Counselling): https://cantium.solutions/brand/staff-care-services/ 03000 411411</p> <p>From April, where the bereavement is of an employee's child (under the age of 18) they will also be entitled to Statutory Bereavement pay and leave for 2 weeks.</p> <p>Parental Bereavement leave: https://www.gov.uk/parental-bereavement-pay-leave</p> <p>Further advice can be obtained from your HR Provider.</p> <p>SPS/Cantium Business Solutions: https://cantium.solutions/service/hr-for-education/ https://the-sps.co.uk/ 03000 411112</p>	SPS/Employee Assistance Programmes
Death of team member/pupil	<p>There may be situations where there has been a death within the school community, which may or may not have been related to COVID-19. Consideration should be given to the support that the school can put in place to enable staff to deal with this situation.</p>	AEO/Employee Assistance Programme

	Staff Care Services (OH) and Employee Assistance Programme (Counselling): https://cantium.solutions/brand/staff-care-services/ 03000 411411	
--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

Section 3 - Curriculum Delivery: Primary

Team: Primary School Improvement, The Education People

This section provides strategies and support for schools as they implement government guidance as primary schools welcome back children in Reception, year 1 and year 6, alongside priority groups. This phased return must be balanced with maintaining the health and wellbeing of all adults and young people by limiting the number of interactions between groups of people. Schools leadership are best placed to make the decisions for each school based on the context of the school and the local community.

This section aims to provide support around key aspects of primary provision including Early Years, reducing physical contact and communication. The guidance provides a number of practical checklists to support schools in their planning for return. In addition, there is guidance around assessment, gap analysis and post return curriculum and learning strategies. There is additional signposting to a range of support and resources for teachers and school leaders.

Schools may choose to adopt or adapt this guidance to meet their situation and individual risk assessments.

EYFS Guidance

Reducing physical contact in EYFS ([More details in Section 1](#))

Schools are required to maintain social distancing **wherever possible**; the following are recommendations which used alongside schools' own risk assessments will inform the guidelines for all individuals using the site. There is recognition that pupils in EYFS will not always socially distance from each other.

- Risk assessments should be carried out for the number of pupils able to be socially distanced in an EYFS classroom.
- Where possible pupils should remain in the same classroom and use of communal areas should be on a rota. A number of rooms may be needed to facilitate return for the year group.
- If possible, lunch should be eaten in zoned area and should be staggered to limit contact
- Breaks should be timetabled and where possible taken as a group, restricting access to other areas and groups of pupils.
- Parents should not come into the school buildings unless it is essential.
- Only essential visitors should be admitted (e.g delivery).
- Suppliers and contractors should be encouraged to attend the site for essential business only and if possible outside of the teaching hours.
- Stagger start /end times for pupils within groups and year groups with 2m markings for parents in drop off and pick up area.
- Agree pick up points and distribute around school use different entrances and exits into school for different groups of pupils
- Movement around school should be restricted with activity taking place in EYFS and outside area.
- Playgrounds should be zoned, and group-use restricted to one area.
- Numbers of pupils visiting the toilets at one time should be limited, identify toilets for each group where possible.
- Consider how an emergency evacuation might be managed.
- Where possible the outside area should be timetabled with EYFS pupils staying within their designated area rather than other areas of the school.
- Outdoor learning is encouraged ensuring timetabling and zoning are followed. For example removing unwanted equipment, extending the EYFS outdoor area or taping zones around each activity.

In class routines

- Carpet/group time adapted to ensure social distancing is adhered to
- Pupils have named table/ chair/ equipment pack
- Transitional times in the routine are staggered so children do not all line up together / use toilets etc at the same time
- Floor arrows and distance markers taped to support distancing

- Communication with parents is done by email or similar for daily messages as well as more routine newsletters etc
- Ratios of adults to children meet statutory requirements ensuring adults are consistent where possible and the Key Person requirement is in place. Ratios for Yr R are the same as for infant classes.
- Routine includes handwashing times from arrival to departure ensuring that after every activity time is allowed for handwashing.

Daily Routine example – Refer to section on social distancing

8:30 – 9:30 staggered arrival – as children arrive, they hand wash then greeted by Key Person/teacher/TA and directed to an activity/area

8:30 – 10:30 when all children are in and settled a teacher directed session e.g. phonics with children sitting at individual tables or places around the room – one group could be outside to allow for more space. Small groups could take turns for more adult directed activity during this time

10:30 – 11:00 hand wash before and after snack times and story – in pairs staggered

10:30- 11:30 – outside and inside continued provision limiting numbers in areas by visual cards so that children are clear

11:15/30 staggered hand washing/ prep for lunch

(times overlap for staggered transitions) end of day would be staggered in a similar way. Timings will be school specific and dependent on the number of and timings for other year groups in school

Reducing contact Links:

<https://www.gov.uk/government/publications/COVID-19-COVID-19-implementing-social-distancing-in-education-and-childcare-settings/COVID-19-COVID-19-implementing-social-distancing-in-education-and-childcare-settings>

<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

Environment

- Resources are rotated so that thorough cleaning is well organised and manageable. Resources are chosen daily to be accessible and cleaned daily or for each session. E.g. two sets of construction resources out on Monday – two different for Tuesday etc to allow time for cleaning as well as providing some choice
- Areas are made larger to accommodate 'space' and those that encourage close contact e.g. book / sand / water are re-designed or removed to allow for social distancing. (Resources like playdough would not be appropriate.)
- The outdoor area is fully utilised and where small, a wider open space within the school grounds is used where possible – playgrounds and fields if available
- Children have their own set of resources/tools so that they do not share, e.g. pens, pencils, glue sticks, scissors etc in a named tray
- Reading books/ library books are sanitized and selected for children – a tray with the child's name on could be put out with a small selection for each child to choose. Books are returned the same way and sanitized
- Schools should complete own risk assessments to establish a routine for cleaning resources.
- Regular cleaning of surfaces supported by regular hand washing. Refer to sections on cleaning

Remote Learning

- Guidance shared with parents around safety and all staff clear about policies and codes of conduct
- Regular weekly contact with parents/family by Key Person – keeping families up to date with significant learning development, wellbeing and next steps for children as well as gathering information from parents/families about how the child is managing

Links:

http://www.kentchildrensuniversity.co.uk/media/380947/useful_links_resources_for_home_learning_packs_eyfs_in_schools_2.pdf

[Help children aged 2 to 4 to learn at home during COVID-19 \(COVID-19\)](#)

[Help primary school children continue their education during COVID-19 \(COVID-19\)](#)

[Supporting your children's education during COVID-19 \(COVID-19\)](#)

[Help children with SEND continue their education during COVID-19 \(COVID-19\)](#)

[Remote education during COVID-19 \(COVID-19\)](#)

[Supporting vulnerable children and young people during the COVID-19 outbreak](#)

Preparing for delivery to on site pupils

- Handwashing with soap should be happening frequently (the guideline is 2 hourly) but always before and after lunch and breaktimes, coughing or sneezing. All children and adults should wash their hands when they arrive at school.
- Children should be reminded frequently about the importance of handwashing and hygiene; some children may need supervision or more frequent reminders.
- Hand sanitiser should be provided where possible, ideally in every classroom or area where groups of children gather. However, regular handwashing with soap is most effective method.
- Provide bins in each classroom or area being used - these should be frequently emptied.
- There should be more frequent cleaning of classrooms and other areas being used, particularly desks, door handles, surfaces, classroom equipment etc.
- There should be a thorough clean between uses of rooms by different groups/classes.
- Rooms used should be well ventilated with windows and doors open where possible.
- Follow government guidance for cleaning and handwashing (see links above).

Communication [\(More details in Section 10\)](#)

Many members of the school community - parents, staff and pupils – will, understandably, have anxieties about the health risks associated with the re-opening of schools. Clear communication of isolation procedures needs to be shared with all parties.

- Clear communication outlining expectations to parents to ensure that their children will be safe.
- Clear guidance displayed throughout the school, with pictorial prompts as appropriate.
- Delivering lessons on the current pandemic and isolating practices to alleviate the anxiety of pupils.

Years 1 and 6 Guidance

- There needs to be a **phased movement towards meeting the entitlement of full-time education for all children, as set out by the DfE. Schools should not plan on the basis of a rota system, either daily or weekly.**
- This must be balanced with maintaining the health and wellbeing of all adults and **children by limiting the number of interactions between groups of people.**
- Year 6 teaching during this time should focus on readiness for secondary school, including academic readiness, which could involve additional teaching in any subject, but in particular **mathematics and English to make up for any losses to learning incurred while at home.**
- For year 1, where possible schools should ascertain where children have fallen behind or have progressed further against the school's existing reading curriculum. If **they have forgotten aspects already covered, then reteach and practise this material, where necessary reteaching phonics and using appropriately matched reading books to practise reading. Where there are small**

numbers significantly behind others then ensure they receive support as intensively as can be managed to catch up, and liaise where possible with parents and carers to ensure they can support too

Reducing physical contact

- Schools are required to maintain social distancing wherever possible; the following are recommendations which used alongside school's own risk assessments will inform the guidelines for all individuals using the site.
- Risk assessments should be carried out for the number of pupils able to be socially distanced in a classroom. Group size will be influenced by pupil age and class size so numbers in class may well be lower. The number of staff available to work on site in the setting will influence the number of pupils schools can accommodate
- Where possible pupils should remain in the same classroom and use of communal areas should be on a rota.
- If possible, lunch should be eaten in zoned area and should be staggered to limit contact
- Breaks should be timetabled and where possible taken as a group, restricting access to other areas and groups of pupils.
- Parents should not come into the school buildings unless it is essential.
- Only essential visitors should be admitted (e.g delivery).
- Suppliers and contractors should be encouraged to attend the site for essential business only and if possible outside of the teaching hours.
- Movement around school should be restricted as much as possible with most activity taking place in each group's designated room or area of the playground.
- Arrivals and departures should be staggered in year groups, so pupils come into school in smaller groups, for example in 15-minute blocks. The school day is likely to be shorter for all pupils.
- Where possible, use different entrances and exits into school for different groups of pupils.
- Playgrounds can be zoned, and group-use restricted to one area.
- Numbers of pupils visiting the toilets at one time should be limited, if possible, identify a toilet block to each group.
- Consider introducing a one-way system using signage.
- Consider how an emergency evacuation might be managed.
- Most of the learning will take place at desks so that movement around rooms and contact with others is limited.
- Each pupil should be allocated a desk and should not move between desks.
- Use floor guidelines in any communal areas being used such as corridors and lunch hall.
- Where possible, equipment and resources for lessons should not be shared. School could provide essential stationery for each child in a named folder or the school could put together a basic pack for individual pupils.
- Where possible PE should take place outside but should be timetabled and take place in the group's designated area. Consideration needs to be given to changing arrangements, it may be appropriate for pupils to wear their PE kits to school on the day they have PE.
- Outdoor learning is encouraged as long as social distancing guidelines are observed and timetabling and zoning are followed.

Preparing for delivery to on site pupils

- Handwashing with soap should be happening frequently (the guideline is 2 hourly) but always before and after lunch and breaktimes, coughing or sneezing. All children and adults should wash their hands when they arrive at school.

- Children should be reminded frequently about the importance of handwashing and hygiene; some children may need supervision or more frequent reminders.
- Hand sanitiser should be provided where possible, ideally in every classroom or area where groups of children gather. However, regular handwashing with soap is most effective method.
- Provide bins in each classroom or area being used - these should be frequently emptied.
- There should be more frequent cleaning of classrooms and other areas being used, particularly desks, door handles, surfaces, classroom equipment etc.
- There should be a thorough clean between uses of rooms by different groups/classes.
- Rooms used should be well ventilated with windows and doors open where possible.
- Follow government guidance for cleaning and handwashing (see links above).

Staff

- Limit the spaces where each member of staff works so that they are mainly working in one room with a maximum of 2 groups or one class of children.
- Consider allocation of staff to pupils who need individual support, remembering to limit the number of contacts in each group.
- For staff with a job share, they should teach the same groups for consistency
- Rearrange office areas so Admin staff are working at a safe distance from each other and rota staff if necessary.
- Timetable staff breaks so that social distancing can be observed in staff rooms. More than one breakroom may be allocated where schools have facilities that allow for this.
- Remind staff to clean surfaces and utensils in the communal staff areas - they may wish to bring in their own utensils.
- Agree protocols for the cleaning of equipment after use such as coffee jars, taps and kettles and photocopiers

Movement around school

- Movement around school should be restricted, with most activity taking place in each group's designated room or area of the playground. Activities such as collective worship should take place through video/ virtual access.
- Arrivals and departures should be staggered in year groups, so the children come into school in smaller groups, for example in 15-minute blocks and across several access points. The school day is likely to be shorter for all children.
- Where school has multiple access points, use different entrances and exits into school for different groups of children.
- All breaks should be staggered to avoid contact between different groups.
- Playgrounds can be zoned and group-use restricted to one area.
- Numbers of children visiting the toilets at one time should be limited, with social distancing being observed, ideally one child at a time.
- Close off any unused areas of the school.
- Consider introducing a one-way system using signage.

Practical social distancing measures [\(More details in Section 1\)](#)

- Schools are encouraged to follow government social distancing guidelines, with an understanding that there may be barriers to this presented by the buildings, the age and the needs of the pupils.
- Classrooms should be rearranged so that children can work 2m apart where possible.
- Most of the learning will take place at desks so that movement around rooms and contact with others is limited.

- Each pupil should be allocated a desk and should not move between desks. They should be provided with their own set of resources e.g pens, pencils etc in a zip wallet.
- Use floor guidelines in any communal areas being used such as corridors and lunch hall.
- In the playground equipment such as hoops and floor markers can be used.

Please refer to detailed social distancing guidance in Section 1

Communication ([More details in Section 10](#))

Many members of the school community - parents, staff and children – will, understandably, have anxieties about the health risks associated with the re-opening of schools. Therefore, good communication is essential.

- Clear communication to parents regarding all the measures that would be put in place to ensure that their children would be safe.
- Likewise, staff need to be reassured that there are measures in place to protect them. Consider holding a virtual meeting prior to opening, a virtual tour showing and explaining the measures in place, sharing guidelines, providing regular updates etc.
- Pupils will need support to understand the rationale behind the restrictions in place and to be taught the routines and procedures. They will need to revisit these regularly, therefore this will take up a significant part of the timetabled learning, especially during the early days of their return.
- Communication will need to reiterate the government guidelines for families with members defined as vulnerable for health reasons and the procedures for self-isolating and quarantine when symptoms are known or suspected.

Putting the model into practice

1. Identify the number of pupils who are likely to be in school daily, including identified year groups, key worker pupils and vulnerable pupils.
2. Identify all the possible teaching areas in your school and the number of pupils that can be safely taught in each.
3. Identify the number of staff available to teach each day or session, given job shares
4. Agree the format of the working week with staff, will teacher be released to plan, how will this be covered, will those staff not in school plan for others? Remember to include consideration for the planning of home learning
5. Consider which pupils may need individual support.
6. Consider how key worker pupils and siblings could fit into the model.
7. Consider the timetable – including how staggered openings could work within a reduced day. Consider the entrances and exits to the school grounds and how this may impact on the organisation.

Vulnerable and Key Worker Children

As during partial closure and the phased returns, some key worker children and vulnerable children will need to be in school each day alongside those year groups confirmed for return.

<https://www.gov.uk/government/publications/COVID-19-COVID-19-maintaining-educational-provision/guidance-for-schools-colleges-and-local-authorities-on-maintaining-educational-provision>

Consideration would need to be given about how this would work within the model adopted to ensure: groups of children are kept as separate as possible in order to reduce the risk of transmission.

children's well-being is considered

Other Considerations

- When children are not in school, work should be set to follow up, consolidate or prepare for the next session. For those children attending daily, this work should be completed under supervision at school.

Where possible, basic equipment for lessons should not be shared. In some instances, parents could provide essential stationery for each child in a named folder or the school could put together a basic pack for students. Schools should always provide equipment for disadvantaged pupils and families to ensure equality of opportunity. Resources should not transfer to and from home daily.

- Careful consideration must be given to planning PE sessions. Children will need to maintain social distancing and so in the first phase PE will involve individual activities, with a focus on fitness. Younger children may need to use equipment such as hoops to remind them to keep to their own space. Where possible PE should take place outside but should be timetabled and take place in the group's designated area. See <https://www.youthsporttrust.org/> for more information
- Collective worship or assemblies should not involve gathering in larger groups and mixing classes. They can take place in classes but could also take place using a digital conferencing platform so that there is a sense of belonging to the whole school community.
- While strict social distancing measures are in place, children will be unable to engage in group activities that require them to work in close physical proximity to others.
- Outdoor learning is encouraged as long as social distancing guidelines are observed and timetabling and zoning are followed. Children will need regular reminders about the routines and expectations for outdoor learning.
- Planning time for teachers will need to be built into the adopted model, remembering to limit the number of contacts for each group of children and adults. For example, the TA allocated to the group could cover for the teacher.
- Teachers should build in time for pupils to self-assess learning rather than taking in books to mark. Each child's books/learning should be kept in their own folder.

Example Checklist for reintegration into onsite education

This checklist summarises the initial actions schools should take when planning to re-establish school-based learning following the COVID 19 partial closures. It will need to be adapted, depending on the context of the school and government directives. This checklist serves as a summary example and is in no way exhaustive.

KEY AREA	EXAMPLES/ACTIONS	LEAD
Identify the number of pupils who will be in school daily	<ul style="list-style-type: none"> • Divide classes or year groups due to return into smaller groups • Consider the allocation of siblings to 'same sessions' so they attend on the same days • Identify key worker pupils • Consider any pupils who may need individual support 	
Identify the numbers of staff available to teach and support opening	<ul style="list-style-type: none"> • Collate information on members of staff who are currently available to work • Allocate staff to each class or group • Decide roles of other staff e.g pastoral support • Decide on PPA cover arrangements • Adjust current staffing plan in response to where we know staff cannot return to school/will be returning 	
Identify rooms for groups	<ul style="list-style-type: none"> • Identify parts of the school to be used and close off unused areas 	

Decision on format of opening	<ul style="list-style-type: none"> Decide on model of onsite attendance Decide staggered arrivals and departures for different groups of pupils 	
Timetable and rota set up	<ul style="list-style-type: none"> Devise model timetable for class teachers to adapt 	
Plan for on-going provision of online learning for students not in school	<ul style="list-style-type: none"> Class teachers to plan learning to be continued on 'off site' days. 	
Education resources	<ul style="list-style-type: none"> Review stock of books and equipment to ensure each child can access their own equipment Prepare resource bags of equipment for individual pupils Establish routines for the cleaning of any shared equipment 	
Arrangement of classrooms (based on need for social distancing)	<ul style="list-style-type: none"> Students to be spread out as much as possible Children to be allocated to individual desk/space Surfaces wiped after each session Plan each group as a consistent bubble with strong social distancing from the adult 	
Arrangements for social distancing in other areas of the building	<ul style="list-style-type: none"> Ensure signage, markers etc are in place in shared areas Arrival in school (eg: staggered/different entrances and exits) Consider one-way system for movement around the site Plan staggered break times for staff and pupils Timetable for staggered lunchtimes including hall if used Playground (including timetable) Arrangements for use of toilets Changes to First Aid procedures Leaving school 	
Duties	<ul style="list-style-type: none"> Duty rotas re-designed to support the above arrangements. E.g <ul style="list-style-type: none"> Lunch hall Playground Gates/entry and exit points 	

Communication example

KEY AREA	EXAMPLES/ACTIONS	LEAD (CENTRAL/SCHOOL)
Governors	<ul style="list-style-type: none"> Review communication with staff and families Re-opening strategy reviewed 	
Staff	<ul style="list-style-type: none"> Consider planning regular virtual staff briefings Clarity re organisation Clarity of Health and Safety Procedures Virtual tour of the school before opening Clarity re timetabling and organisation of onsite learning 	

	<ul style="list-style-type: none"> • Expectations of planning for home-based learning • Clarity re organisation of day one and first week (including roles and responsibilities) • Duties • Key information to share with pupils on day one and daily 	
Families	<ul style="list-style-type: none"> • Ask parents to inform of any pupils/families who have been affected by the pandemic • Explain the arrangements in place for keeping pupils safe • Explanation of 'at home' learning process • Clarity on staggered start and finish, arrangements for dropping off and collecting, visiting school • Discourage gathering of parents at entry and exit points 	
Pupils	<ul style="list-style-type: none"> • Posters to explain social distancing arrangements and maintaining hygiene • Pre re-opening home learning to explain the new arrangements and expectations • Reminder of behaviour expectations 	

Assessment: Guidance on reporting arrangements for EYFS, KS1 and KS2 in 2020

Please note:

*This is **draft** guidance, which summarises and builds on the information published by the DfE to date. There are links to the relevant DfE pages at the end of this document. The DfE will be providing additional information at some point in the summer term. We will update this guidance as soon as more information becomes available.*

Background

The Secretary of State for Education announced on Wednesday 18 March, that the 2019/20 national curriculum assessments will not take place due to the COVID-19 (COVID-19) pandemic. On 19 March the guidance was updated to include the announcement that all EYFS assessments are also cancelled.

This means the following assessments planned between April and July 2020 are cancelled:

- Early Years Foundation Stage Profile (EYFS)
- End of key stage 1 (KS1) and key stage 2 (KS2) assessments (including tests and teacher assessment)
- Phonics screening check
- Multiplication tables check
- Science sampling tests
- All statutory trialling

Because all summer 2020 primary assessments have been cancelled, including teacher assessment activities for EYFS, KS1 and KS2 pupils, primary schools and local authorities do not need to complete any further activities to prepare for these assessments.

Data

The cancellation of all primary assessments means that no data will be collected by the Department for Education for EYFS, KS1 or KS2. As a result, schools will not be held to account on the basis of exams and assessment data from summer 2020 and that data will not be used by others, such as Ofsted and local authorities, to hold schools to account.

In addition, no national, regional, local, school-level or constituency statistics for any primary school assessments will be published for the 2019 to 2020 academic year. This includes progress measures.

Reporting to parents of children in Years 2 and 6

Updated guidance for Headteachers and schools regarding reporting to parents, was published on 21st May. The key points include:

- A report still needs to be provided for this year (2019-20)
- Reports should include brief particulars of achievements in all subjects and activities forming part of the school curriculum and comments on general progress
- The Department for Education (DfE) intends to remove the requirement to report pupils' attendance data for the 2019 to 2020 academic year, in recognition of the impact of the coronavirus outbreak on the possible attendance. This change remains subject to the necessary legislation being made. A further update will be provided as soon as possible.
- No requirement to include end of KS1 and 2 teacher assessment information, or any local or national comparative information.
- Schools should decide the appropriate level of detail, and what information can reasonably be included
- Schools can include information from the period of school closures, if children continued to attend school, or if schools have been reviewing work completed at home.
- Reports must contain details of how parents can arrange a discussion about the report with their child's teacher. Schools need to take account of government guidance on the coronavirus outbreak and the availability of staff. It may be appropriate to delay these discussions and commit to providing details of how parents can discuss the report at a future date, or offering other options, such as telephone discussions.

Full documents at the following links:

https://www.gov.uk/guidance/school-reports-on-pupil-performance-guide-for-headteachers?utm_source=1b278a31-3382-4977-bc27-164e3e021250&utm_medium=email&utm_campaign=govuk-notifications&utm_content=daily
https://www.gov.uk/guidance/reporting-to-parents-at-the-end-of-key-stages-1-and-2?utm_source=7b97adc6-7583-4964-a52a-28f3fc78b860&utm_medium=email&utm_campaign=govuk-notifications&utm_content=daily

The following key principles may help schools when deciding how to structure their reports:

DO

- Consider using a statement to explain the change in report format, along the lines of:
 - *'The Secretary of State for Education announced on 18 March 2020, that the 2019/20 national curriculum assessments will not take place due to the COVID-19 (COVID-19) pandemic. This means that all early years foundation stage, key stage 1 and key stage 2 assessments have been cancelled.'*

As a result of this we are not able to provide end of year attainment assessments. Comments relating to progress reflect the last assessments undertaken at the school on [insert date].'

- Consider referring to the last assessments you did in-school and using those outcomes as the basis for your interim/ partial summative assessment.
- Include information which identifies those key skills secured prior to school closures.
 - EG: *In February, [pupil's name] was able to count in tenths and find fractions of a set of objects. S/he was more confidently able to apply her/his understanding of addition to problems but needed support to mentally subtract tens and hundreds from a 3-digit number.'*
- For EYFS children you may wish to state which age band children were working in prior to the lockdown, in the areas of learning.
 - EG: *In February, [pupil's name] was working within the 40 -60 age band for number. S/he was able to count objects to 10 and find total number of items in two groups by counting all of them.*
- Consider adding a statement about the pupil's general progress and attitudes prior to the lockdown.
 - EG: *[Pupil's name] was progressing as expected for her/his age and prior attainment, and generally/ always displayed a good/ excellent attitude to learning.*
 - For EYFS children, comments on the characteristics of effective learning should be included.

EYFS

The advice for the EYFS, (EYFS: COVID-19 disapplications) updated on 24 April 2020, states:

"The EYFSP is usually undertaken in the final term of the year in which a child turns 5 and involves teachers assessing each child's level of development against each of the seventeen ELGs. The results are usually shared with parent/carers, Year 1 teachers and the Local Authority and form national statistics. There will be no statutory requirement for schools to undertake the EYFSP in 2019/20.

Schools are still free to complete EYFSP assessments for children if they are able to, and to share with parents and carers and Year 1 teachers at an appropriate time, but they are not required to. If they do choose to assess children, they do not need to share data with their local authority and local authorities will not be required to moderate any assessments that are carried out in 2019/20."

Links Further enquiries

The DfE has launched a helpline to answer questions about education issues related to COVID-19. Staff, parents and young people can contact the helpline as follows:

Phone: 0800 046 8687

Email: DfE.COVID-19helpline@education.gov.uk

Opening hours: Monday to Friday 8am to 6pm and weekends 10am to 4pm

Links

<https://www.gov.uk/government/publications/COVID-19-COVID-19-school-and-college-performance-measures/COVID-19-COVID-19-school-and-college-accountability>

<https://www.gov.uk/government/collections/COVID-19-COVID-19-guidance-for-schools-and-other-educational-settings>

<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2/early-years-foundation-stage-COVID-19-disapplications>

Closing Gaps: Gap analysis / assessment for learning

Wellbeing	<ul style="list-style-type: none"> Children's wellbeing will realistically need to be the priority for schools upon return. Bearing this in mind, it is not recommended that children sit tests in order to gather baseline information.
------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Curriculum coverage and continuity	<ul style="list-style-type: none"> In terms of aspects of the curriculum covered in this academic year thus far, information can be easily obtained from teachers in school, through analysis of short/medium term planning. It should therefore be relatively straightforward to identify gaps in learning. Year 6 teaching during this time should focus on readiness for secondary school, including academic readiness, which could involve additional teaching in any subject, but in particular mathematics and English to make up for any losses to learning incurred while at home. For year 1, where possible schools should ascertain where children have fallen behind or have progressed further against the school's existing reading curriculum. If they have forgotten aspects already covered, then reteach and practise this material, where necessary reteaching phonics and using appropriately matched reading books to practise reading. Where there are small numbers significantly behind others then ensure they receive support as intensively as can be managed to catch up, and liaise where possible with parents and carers to ensure they can support too
-------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

English examples	Maths examples and links
<ul style="list-style-type: none"> Phonic knowledge shown in class activities: phonic skills learned; phonics applied when writing plausible words; identify gaps in coverage English Planning from terms 1 to 4 shows what has been experienced so far in terms of spelling, grammar and punctuation; ascertain which text types were not visited; which skills were not taught or mastered? <p>https://drive.google.com/open?id=1lfrOXI8Llo3xYRnYpZED69y9RivHQpU5</p>	<ul style="list-style-type: none"> Maths Planning from terms 1 to 4 shows which concepts have been taught so far. This will be unique to each school depending on what scheme of learning they are using. Highlighting the curriculum map and unit overview will help to identify gaps in learning.

Identifying starting points	<ul style="list-style-type: none"> Effective, regular and ongoing formative assessment will be essential in gauging how much children have learned securely and what needs teaching next. Regular formative assessment is more likely to give teachers the information they need as students' experiences will vary during lockdown.
English examples	Maths examples and links
<ul style="list-style-type: none"> Oral feedback of phoneme/ grapheme recall to identify long-term learning and gaps for next steps (Letters and Sounds p203 cont'd) 	<ul style="list-style-type: none"> The NCETM exemplification materials for Years 1-6 provide a helpful benchmark in

<ul style="list-style-type: none"> ➤ https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/190599/Letters_and_Sounds_-_DFES-00281-2007.pdf • Use of taught sight words during reading and writing activities indicates which are known and which can be spelt correctly, to inform future teaching • Familiarity with the need to justify answers by referring to the read text <ul style="list-style-type: none"> ➤ Reading Moderation Training EL 19/029 https://elearning.theeducationpeople.org/elearning/Course/Detail?CourseId=84 ➤ e-learning: Effective Questioning: https://elearning.theeducationpeople.org/elearning/Course/Detail?CourseId=87 	<p>determining starting points from the current/previous year's content:</p> <ul style="list-style-type: none"> ➤ https://www.ncetm.org.uk/resources/41211 • Slides to help teacher navigate to the exemplification materials for their year group and suitable activities can be found here: <ul style="list-style-type: none"> ➤ https://drive.google.com/open?id=1M_Gn05z9X2ndWgEPUHkVrxYm0mQJxDyYV • Kent assessment documents can be used, not as a summative assessment tool but to support gap analysis: <ul style="list-style-type: none"> ➤ Kent Snapshots for Maths: https://drive.google.com/open?id=1H8aqChavu2KaQdgxvd8kjdD8hGhhvhG
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Identifying essential knowledge	<ul style="list-style-type: none"> • Use formative assessment to find out where children are, in terms of their knowledge, skills and understanding – bearing in mind that children will have had very different and varied experiences during this time. Instead of attempting to teach everything that children missed during school closures, focus on <u>what they need to know</u> at this point - there will be elements in the curriculum that are not vital to children's progression. Focus on those elements that you do deem vital at each stage (non-negotiables), to ensure knowledge is secure in these key areas. <p>Formative assessment support:</p> <ul style="list-style-type: none"> ➤ https://improvingteaching.co.uk/2016/12/11/a-classroom-teachers-guide-to-formative-assessment/ ➤ https://thirdspacelearning.com/blog/formative-vs-summative-assessments/ ➤ https://educationendowmentfoundation.org.uk/news/trialled-and-tested-podcast-embedding-formative-assessment/ <p>Formative assessment E-Learning module:</p> <ul style="list-style-type: none"> ➤ https://elearning.theeducationpeople.org/elearning/Course/Detail?CourseId=78
English examples	Maths examples and links
<ul style="list-style-type: none"> • Hear children read out loud in order to ascertain reading level and skills, both in decoding and comprehension • Ascertain gaps in the read-aloud experiences, in order to identify need in the recovery curriculum • Use assessment of reading programme to assist teacher assessment <ul style="list-style-type: none"> ➤ KS1 & KS2: https://shop.scholastic.co.uk/products/132129 ➤ Kent Reading Snapshots and Content Domains explained: https://drive.google.com/open?id=1E6lKg-8OgZNFZTjiaWlZPK6Vf0eymhCQ 	<ul style="list-style-type: none"> • The Test Development Frameworks for Mathematics identify the curriculum content from all years that pupils would normally be tested on at the end of the key stage. These could be helpful in deciding the non-negotiables for each year group: <ul style="list-style-type: none"> ➤ KS1: https://www.gov.uk/government/publications/key-stage-1-mathematics-test-framework (Pages 10-14) ➤ KS2: https://www.gov.uk/government/publications/key-stage-2-mathematics-test-framework (Pages 11-27)

<ul style="list-style-type: none"> ➤ Kent Tracking statements and NC English POS: https://drive.google.com/open?id=1owaX3WhfTSXXo2by0FVxubjpXoSCTLDG 	<ul style="list-style-type: none"> • The KS1 Teacher assessment framework for maths. Can be used to identify essential knowledge and skills for the end of year 2. <ul style="list-style-type: none"> ➤ https://www.gov.uk/government/publications/teacher-assessment-frameworks-at-the-end-of-key-stage-1 • Kent assessment documents that support curriculum analysis: <ul style="list-style-type: none"> ➤ Kent Tracking statements: https://drive.google.com/open?id=1xfUhvw773a3EXd8QSTwXtCyPOTqyWC-R- ➤ NC Maths POS: https://drive.google.com/open?id=1Ak2ehbz5u8ZoDJjyXlaKEmpRN_GcrDv8
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Intervention	<ul style="list-style-type: none"> • Where more significant gaps are identified, these need to be addressed using high quality, targeted intervention by trained adults. <p>The following EEF guidance documents relate to mathematics, but the advice is pertinent across all subjects: <i>“High quality targeted support can provide effective extra support for children. Sessions are brief and regular and avoid ‘intervention fatigue’. Interventions do not always need to be time- consuming or intensive to be effective. Interventions should start early and use an approach or programme that is evidence-based and has been independently evaluated is a good starting point. Explicit connections are made between targeted support and everyday activities or teaching.”</i></p>
English examples	Maths examples and links
See the EEF toolkits for maths: ➤ KS1: https://educationendowmentfoundation.org.uk/tools/guidance-reports/literacy-ks-1/ ➤ KS2: https://educationendowmentfoundation.org.uk/tools/guidance-reports/literacy-ks-2/	See the EEF toolkits for maths: ➤ EY & KS1: https://educationendowmentfoundation.org.uk/tools/guidance-reports/early-maths/ ➤ KS2 to 3: https://educationendowmentfoundation.org.uk/tools/guidance-reports/maths-ks-2-3/

Exam Cohort Advice Year 2 and 6	<ul style="list-style-type: none"> • We know that statutory assessments for this year have been cancelled, and that no data will be collected for this year, or used in any way by any external body. What we do not yet know is whether there will be any further impact on the statutory assessment processes moving forward. • Advice for teachers of year 2 and 6 is the same as for all teachers as outlined above – assessing children’s knowledge and understanding using formative assessment strategies, and carefully planning for progress. The Teacher Assessment Frameworks provide guidance on what children should be able to demonstrate at the end of the year, and so can provide useful information for teachers. • The main focus for years 2 and 6 will need to be transition to the next stage, considering how to support those children transferring from key stage to key stage.
----------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

EYFS	<ul style="list-style-type: none"> • Current Year R children should have had a summative assessment against the ages and stages of development at Easter. This will be probably have been recorded as entering, developing or secure against an age band (e.g. dev 40-60 months for writing etc). This is not the same assessment as the Profile assessment which would have taken place during the summer term. T • The STA have informed schools there will be no EYFS Profile assessment this year. • Schools may wish to predict where children may have got to against the Early Learning Goals but this is not an exact calculation and it would need to come with a health warning! Far better to report whether the child was working at, above or below an age appropriate band for areas of learning at Easter. This assessment would be secure at that time and should have been agreed and moderated internally as part of usual school assessment processes. • For attainment on entry, given the number of pupils who will not have been working within a setting over the summer, it will be crucial to work closely with the family and parents to establish where children are on entry. • Early observations should be used to gather a pen portrait of each child to support teachers to plan effectively. • Information from pre-school settings will only be relevant if the child has continued to access this provision post March 2020, which, in many cases will be unlikely. It would still be a recommendation that if possible, contact is made with the provider to gather any relevant information that is needed. This would be vital for any SEND/vulnerable child.
Assessment data and Governance	<ul style="list-style-type: none"> • With regards to attainment/progress data, Governing Bodies will have to have an appreciation of the unprecedented nature and impact of the school closures, in that schools will not be able to provide secure and reliable end of year data. • Schools should have a form of teacher assessment data from term 3 or 4 and this will need to form the basis of any discussion around data. • Schools may wish to use their mid-year data to make predictions around end of year performance, looking at those pupils who were 'on track' to be at the nationally expected standard. Alternatively, schools could compare their mid-year data to data collected at the same point last year and look at possible outcomes of particular groups of pupils. It is worth considering though that both of these options are likely to take considerable time, and the purpose of undertaking such exercises is debateable. Not only will the outcomes be unreliable, but will also have no positive impact on children, which is where time should be spent. • Analysis of mid-year data should focus on performance of groups of pupils, to identify target areas for intervention and improvement. • No pupil attainment information is being collected nationally, and so no national comparisons will be possible. For the purpose of comparison and challenge, no external body will be considering data collected in 2019-2020, instead using information from previous years. It is a fair suggestion that schools themselves do not place too much emphasis on any data collected in this year and instead focus their improvement

	plans on recovery from the effects of the COVID-19 emergency and moving forward from there.
--	---------------------------------------------------------------------------------------------

The Education People COVID-19 Return to School Support Packages

Maths: Identifying and planning for misconceptions and gaps in mathematical knowledge and understanding

A package that aims to upskill both MSLs and teachers with the necessary knowledge and understanding to bridge the gap when pupils transition back into school.

The package:

- **Webinar for MSLs** – Training to prepare Subject Leaders (SLs) to support staff in taking the e-learning module (see below). This webinar will focus on the theory and research needed to enable leaders to plan an effective transition back into school and the teaching of maths.
- **E-learning for teachers** – this training can be taken 1:1 or in small groups and will help teachers to see the importance of continuity and progression when pupils return to school. Teachers will need a clear understanding of the learning that would normally have gone before, otherwise there is a danger that inexperienced or less skilled teachers will just try to start from an age-appropriate starting point, continue where they left off (with no view of how acceleration might be achieved), or resort to testing. This e-learning module will explore key aspects of Assessment for Learning that will support teachers to tailor their teaching to children's starting points. The training will signpost high quality resources that can be used to develop an understanding of the prior learning that needs to be embedded before pupils are ready to move on to new learning. This will enable teachers to create pre-teaching units so they can rapidly catch children up to age-related teaching and learning.

English: Identifying and planning for misconceptions and gaps in English, particularly phonic knowledge and reading

A package that aims to upskill both English Subject Leaders (ESL) and teaching practitioners with the necessary knowledge and understanding to bridge the gap, when pupils transition back into school. This package is designed to be non-bespoke, making it saleable to schools across Kent and beyond.

The package:

- **Webinar for ESLs** – training to prepare them to support their colleagues in taking the e-learning module. This webinar will focus on relevant research and sound principles which will enable leaders to plan an effective transition on return to school.
- **E-learning for teachers** – this training can be taken 1:1 or in small groups and will help teachers to see the importance of continuity and progression when pupils return. It will recognise the potential loss of time spent in independent and shared reading, together with likely gaps in phonic knowledge due to lost months in school. Teachers will need a clear understanding of the learning which would normally have taken place in the classroom and wider school environment, to avoid an approach whereby schools resort to too much formal testing, or trying to pick up teaching from the new point in time, rather than accelerating learning in order to catch up. (This is particularly likely if children return at the beginning of a new academic year.) This e-learning module will explore key aspects of Assessment for Learning that support teachers to tailor their teaching to children's starting points. The training will also signpost high quality resources that can be used to develop an understanding of the prior learning, which should be embedded before pupils are ready to move on.

Section 4 - Curriculum Delivery: Secondary

Team: Secondary School Improvement, The Education People

Government guidance is suggesting some face to face contact for Year 10 and 12 from the 1st June at the earliest. This face to face contact must be balanced with maintaining the health and wellbeing of all adults and young people by limiting the number of interactions between groups of people.

Schools leadership are best placed to make the decisions for each school based on the context of the school and the local community.

This section outlines possible models, which schools may choose to adopt or adapt to meet their situation, including managing curriculum delivery, transition and assessment and gap analysis.

Organisation and delivery

Reducing physical contact in school

Schools are required to maintain social distancing wherever possible; the following are recommendations which used alongside school's own risk assessments will inform the guidelines for all individuals using the site. Also see guidance in Section One

- Risk assessments should be carried out for the number of pupils able to be socially distanced in a classroom.
- Where possible pupils should remain in the same classroom and use of communal areas should be on a rota.
- If possible, lunch should be eaten in zoned area and should be staggered to limit contact
- Breaks should be timetabled and where possible taken as a group, restricting access to other areas and groups of pupils.
- Parents should not come into the school buildings unless it is essential.
- Only essential visitors should be admitted (e.g. delivery).
- Suppliers and contractors should be encouraged to attend the site for essential business only and if possible, outside of the teaching hours.
- Movement around school should be restricted as much as possible with most activity taking place in each group's designated room or area of the playground.
- Arrivals and departures should be staggered in year groups, so pupils come into school in smaller groups, for example in 15-minute blocks. The school day is likely to be shorter for all pupils.
- Where possible, use different entrances and exits into school for different groups of pupils.
- Playgrounds can be zoned, and group-use restricted to one area.
- Numbers of pupils visiting the toilets at one time should be limited, if possible, identify a toilet block to each group.
- Consider introducing a one-way system using signage.
- Consider how an emergency evacuation might be managed.
- Limit the spaces where each member of staff works so that they are mainly working in one room with a maximum of 2 groups or one class of children.
- Rearrange office areas so Admin staff are working at a safe distance from each other and rota staff if necessary.
- Timetable staff breaks so that social distancing can be observed in staff rooms.
- Most of the learning will take place at desks so that movement around rooms and contact with others is limited.
- Each pupil should be allocated a desk and should not move between desks.
- Use floor guidelines in any communal areas being used such as corridors and lunch hall.
- Where possible, equipment and resources for lessons should not be shared. Parents could provide essential stationery for each child in a named folder or the school could put together a basic pack for individual pupils.

- Where possible PE should take place outside but should be timetabled and take place in the group's designated area. Consideration needs to be given to changing arrangements, it may be appropriate for pupils to wear their PE kits to school on the day they have PE.
- Outdoor learning is encouraged as long as social distancing guidelines are observed and timetabling and zoning are followed.

Preparing for delivery to on site pupils

- Handwashing with soap should be happening frequently (the guideline is 2 hourly) but always before and after lunch and breaktimes, coughing or sneezing. Hand sanitizer or hand washing facilities need to be available to all pupils and staff for frequent use. All pupils and adults should wash their hands when they arrive at school.
- Provide bins in each classroom or area being used - these should be frequently emptied.
- There should be more frequent cleaning of classrooms and other areas being used, particularly desks, door handles, surfaces, classroom equipment etc.
- Rooms used should be well ventilated with windows and doors open where possible.

Communication

Many members of the school community - parents, staff and pupils – will, understandably, have anxieties about the health risks associated with the re-opening of schools. Clear communication of isolation procedures needs to be shared with all parties.

- Clear communication outlining expectations to parents to ensure that their children will be safe.
- Clear guidance displayed throughout the school, with pictorial prompts as appropriate.
- Delivering lessons on the current pandemic and isolating practices to alleviate the anxiety of pupils.

Key Worker Children

As during lock down, key worker children and vulnerable children need to be in school each day. Consideration would need to be given about how this would work within the model adopted. It may mean that there are pupils in school who are not in the year groups catered for and therefore would need to either be integrated into these year groups or continue to be catered for separately.

Gap Analysis – Assessment

The wellbeing of staff and pupils is of primary concern, therefore rigorous assessments of pupils returning to school is not recommended.

Regular formative assessment is more likely to give teachers the information they need to identify varying gaps in learning that have widened during lockdown and is more likely to cause minimum stress for pupils.

Formative assessment should be carried out as a team approach and teams should decide what formative assessment practices should look like in these different times.

It is advised that schools do not just pick up from where they left off and try and teach everything at great speed. Moreover, a curriculum review is undertaken starting with the question; what skills/knowledge pupils have missed in the latter part of this academic year that they will need to continue with in next academic year. We are advising that 20% of each lesson be spent on content that pupils may have covered while working at home. This can be used to identify gaps.

For those sitting exams next year, focusing on those elements that you do deem vital at each stage ensure knowledge is secure in these key areas. There are many resources available and schools already have their own, for example:

<https://thirdspacelearning.com/blog/formative-vs-summative-assessments/>
<https://educationendowmentfoundation.org.uk/news/trialled-and-tested-podcast-embedding-formative-assessment/>
<https://researched.org.uk/sessions/dylan-wiliam-creating-the-schools-our-children-need/>

- Schools will need to consider how will marking be conducted and revisit their marking and assessment policies, especially with regard to the question, what is the purpose of marking? Self-marking will become more prevalent here. Exercise books may not be taken in for marking, exercise books could be kept in school and homework still to be set remotely.
- Teachers should consider maximum opportunities for verbal feedback
- Schools should consider the use of remote learning technologies e.g. Googledocs where work can be self-marked.

Exam Cohort Advice – Year 11 and 13

We know that statutory assessments for this year have been cancelled for year 11 and year 13, and that no comparative data will be published this year or used in any way by any external body. Schools are currently being asked to provide Teacher Assessments. Pupils will be awarded a grade following the moderation of these. Further advice can be found on each awarding bodies website:

- <https://qualifications.pearson.com/en/campaigns/pearson-COVID-19/preparing-centre-assessment-grades-and-rank-order.html>
- <https://www.aqa.org.uk/COVID-19/how-grades-will-be-awarded-without-exams>
- <https://www.aqa.org.uk/COVID-19/entries,-nea-and-moderation-for-summer-2020-exams>
- <https://www.ocr.org.uk/supporting-you-during-COVID-19/>
- <https://www.ncfe.org.uk/COVID-19-information-and-advice-for-customers-and-learners>
- <https://www.wjec.co.uk/home/supporting-teachers-and-learners-during-COVID-19/>

Reporting to parents of children in Years 7 to 11

Updated guidance for Headteachers and schools regarding reporting to parents, was published on 21st May. The key points include:

- A report still needs to be provided for this year (2019-20)
- Reports should include brief particulars of achievements in all subjects and activities forming part of the school curriculum and comments on general progress
- The Department for Education (DfE) intends to remove the requirement to report pupils' attendance data for the 2019 to 2020 academic year, in recognition of the impact of the coronavirus outbreak on the possible attendance. This change remains subject to the necessary legislation being made. A further update will be provided as soon as possible.
- Schools can include information from the period of school closures, if children continued to attend school, or if schools have been reviewing work completed at home.
- Reports must contain details of how parents can arrange a discussion about the report with their child's teacher. Schools need to take account of government guidance on the coronavirus outbreak and the availability of staff. It may be appropriate to delay these discussions and commit to providing details of how parents can discuss the report at a future date, or offering other options, such as telephone discussions.

Full documents at the following link:

https://www.gov.uk/guidance/school-reports-on-pupil-performance-guide-for-headteachers?utm_source=1b278a31-3382-4977-bc27-164e3e021250&utm_medium=email&utm_campaign=govuk-notifications&utm_content=daily

Section 5 - Transition Guidance

Team: School Improvement, The Education People

Transition stages and the management of these are crucial to supporting the wellbeing of pupils and their successful integration into their onward journey. Challenges surrounding this include, identification of a new setting, familiarisation with that setting and the settling in given the current restrictions on normal working practices. The guidance provided is to support your schools planning for this, however as always, the best plans are where schools and settings are working together to manage this process.

Year 6 to Year7
Pastoral and practical arrangements
<ul style="list-style-type: none">▪ Identify transition team to consider pastoral, academic, safeguarding and SEN transition arrangements.▪ Secondary schools should make contact with primary schools as soon as possible and arrange to have virtual meetings with primary staff to transfer information rather than visiting the primary school.▪ Secondary schools should make contact with uniform providers and consider how uniform can be supplied without the need for visiting a shop (online shop).▪ Develop a 'virtual' tour of the secondary school building with video introductions of key people and talks from current Year 7 students. This can be displayed on the school website on a 'transition' page.▪ Encourage the primary schools to have a link to the secondary schools' transition page. This will help parents feel that the process is connected and schools are in communication.▪ Have a section for parents where you can convey necessary information in the same way.▪ Post all communications with parents onto the same part of the school website. Make regular updates, even if it might seem trivial, as parents will be more anxious than normal.▪ Secondary schools will need to consider what social distancing will look like in the new school setting. Post those arrangements on the website.▪ Year 7 team can ask Year 6 students to develop a project about themselves, what they have been doing during lockdown, what they have learned, or another appropriate topic. This can be used to judge ability, levels of engagement and where gaps may be.▪ If Year 6 have an opportunity to visit the secondary school before September, these activities can be repeated to give a sense of security.▪ Consider how this will be managed in the light of social distancing.▪ Publish your timetable for transition days and the first day (s) on the website, as it's recommended that parents do not come on site at all.▪ Year 7 leads need to have communication management plan to help manage communication from particularly anxious parents or students, e.g helpline, FAQs on the website, weekly blogs etc.
Academic transition
<ul style="list-style-type: none">▪ Currently all exercise books are still in primary schools and have not been sent home. Schools need to liaise on how those exercise books can be transferred safely to the secondary school. In the absence of performance data, these are a valuable source of data for the secondary school to assess ability, strengths and weaknesses, particular aptitudes and potential gaps.▪ Information on gap analysis can be found in the appropriate part of this guidance.
SEN preparation

- All of the above processes can be repeated for SEN students.
- SENCOs of both schools need to agree a SEN transition plan for each student.
- Secondary SENCO should have communication management strategy to manage communication from particularly anxious parents or students.

Information Sharing

- In these circumstances, the process of information sharing must be as robust as possible to aid successful transition.

Other information can be found at.

- <https://salusgroup.org.uk/service/emotional-well-social-development/transition/>
- <https://www.kelsi.org.uk/news-and-events/news/primary/free-pshe-transition-to-secondary-school-materials-for-year-6-pupils>

<https://www.hachetteschools.co.uk/category/hachette-schools-resources/hachetteschools-resources-key-stage-2/>

Nursery into Year R

- Make links with parents/families as soon as possible to establish and begin to develop relationships as well as to build up a pen portrait of the child including what would previously have been covered in home visits but also highlighting strengths, areas to develop, interests and how the child likes to learn (linking to the characteristics of effective learning). Communication needs to be regular and frequent much like what is in place for existing children.
- Hold virtual type meetings/gatherings which would include Year R staff and involve parents and where appropriate the child too – ensuring the system has been risk assessed.
- Hold virtual information meetings with small groups of parents so that they can ask questions as well as begin to virtually meet each other – ensuring the system has been risk assessed.
- Provide a virtual video tour of the school and Year R environment inside and outside.
- Prepare booklets that children can ‘hold’ with photographs of Key People and resources, areas and information for children including the routine of the day – a similar one could be adapted for parents too – this could be sent by email for parents to print.
- Send photographs and videos if available of the Reception class in action from your archive that you have permission to share.
- Consider various safe apps from an official Safeguarding POV to gather the class together and communicate.
- Contact the pre-school provider if this is possible (many settings will have closed and staff furloughed) – to gather information that will support a smooth transition but being mindful that 5 months may have passed since the setting saw the child.
- If appropriate where there are existing relationships with families, you could signpost them to new families with permission so that they have an opportunity to speak to other existing parents – this could be parent reps etc.

Year 11 into Post 16

All schools have access to Kent Choices, the LA's portal for post 16 applications. Where Year 11 pupils are moving into an internal 6th form, pupils should apply via Kent Choices or use the schools internal application process. Where a pupil has not yet made an application for a post 16, they can do so via the Kent Choices Website using the following link:

<https://www.kentprospectus.co.uk/login/>

Schools are asked to continue to support and follow up those pupils who do not yet have a September Guarantee Offer. Advice for schools in supporting this cohort can be found in the Transition Toolkit:

<https://theeducationpeople.sharepoint.com/sites/tep/si/DL%20Engagement/Forms/AllItems.aspx?id=%2Fsites%2Ftep%2Fsi%2FDL%20Engagement%2FTransition%20Toolkit%2Fv7%2E0%20-%20Transition%20Toolkit%20201920%20-%20FINAL>

Where possible we ask schools, colleges and providers to make sure that the Kent Choices system is up to date with their offers of places to pupils. This will help alleviate some of the anxiety of the pupils.

- Where possible we are asking post 16 providers to make transition day arrangements so that the new cohort can visit the site and familiarise themselves.

Links to college websites with specific guidance are here:

- MidKent College website, on opening the page, there is live chat available, or course enquiries details at <https://www.midkent.ac.uk/courses/subject-areas/>
- East Kent Colleges group has a link on each campus page as well as live chat available.
 - Ashford College - <https://www.ekcgroup.ac.uk/colleges/ashford-college>
 - Canterbury - <https://www.ekcgroup.ac.uk/colleges/canterbury-college>
 - Broadstairs - <https://www.ekcgroup.ac.uk/colleges/broadstairs-college>
 - Sheppey - <https://www.ekcgroup.ac.uk/colleges/sheppey-college>
 - Folkestone - <https://www.ekcgroup.ac.uk/colleges/folkestone-college>
 - Dover - <https://www.ekcgroup.ac.uk/colleges/dover-technical-college>
- North Kent College on the main page has links to applications and course enquiries - <https://www.northkent.ac.uk/>
- Hadlow & West Kent College has apply now details on their website - <https://www.hadlow.ac.uk/> and <https://www.westkent.ac.uk/life-at-college/how-to-apply>

Local Authority Support

The Local Authority also has statutory duties in relation to the support of post 16 pupils. All Year 11 pupils have received a letter from Kent County Council to outline the support available to them through the transition process. A copy of the letter can be found at:

<https://www.theeducationpeople.org/media/2984/letter-to-year-11s.pdf>

If any pupil would like a consultation with an Engagement Officer to support them with any aspect of the application or transition process, they can use the link below to book an appointment:

<https://tinyurl.com/Yr11Booking>

If any pupil would like support or advice regarding applying for apprenticeships or any other post 16 options a consultation can be booked by using the following link:

<https://www.theeducationpeople.org/blog/education-and-careers-support-telephone-booking-system/>

As schools, you will have also received communication regarding the September Guarantee for Year 11 and Year 12 students, a link to the letter is below:

<https://www.theeducationpeople.org/media/2989/letter-to-schools-COVID-19-september-guarantee-process-v2-clean-website.pdf>

Section 6 - Safeguarding

Claire Ray, Head of Service Education Safeguarding

Much good work has been undertaken by schools, colleges and Early Years settings over the past weeks in supporting the welfare of all pupils as fully as possible, regardless of whether they have been physically attending a provision. As you prepare to make your setting available to more children, the key principles of how to keep children safe and promote their welfare remain.

All schools and colleges should continue to have regard to the statutory guidance, Keeping Children Safe in Education 2019 and any updated documents published by the Department for Education (*further addendum due to be published by DfE imminently*). The key principles are outlined as:

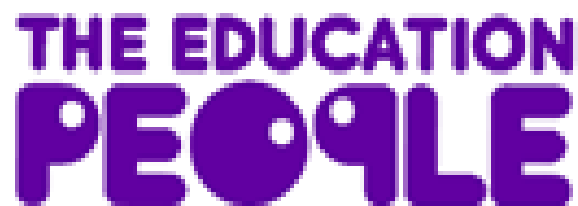
- the best interests of children must always continue to come first
- if anyone in a school or college has a safeguarding concern about any child they should continue to act and act immediately
- a DSL or deputy should be available
- it is essential that unsuitable people are not allowed to enter the children's workforce and/or gain access to children
- children should continue to be protected when they are online

Whilst COVID-19 has brought additional considerations on how to keep children safe in an education setting, many of the existing processes you already have in place can help you formalise these.

The Phased Return Safeguarding toolkit below outlines the key areas for consideration and provides links to other guidance, for example health and safety and emotional wellbeing resources, to aid leaders and governors in assessing the safety of their provision.

https://www.kelsi.org.uk/_data/assets/word_doc/0009/108954/COVID-19-Safeguarding-Toolkit-for-phased-school-return.docx

For further advice and support, please contact the Education Safeguarding Service.



Return to School Safeguarding Education Safeguarding Service Toolkit

May 2020

Introduction:

This document has been written to assist the Local Authority, Governing Bodies and Headteachers in reviewing safeguarding arrangements for a phased school return in response to COVID-19. It aims to help schools and governing bodies to clarify the arrangements in place will appropriately safeguard children, staff and volunteers attending the school.

Name of school	
Name of Headteacher/Principal	
Name of Designated Safeguarding Lead	

Name of Deputy Designated Safeguarding Leads	
Name of Area Safeguarding Advisor	
Date completed (DD MM YY)	

<p><i>The school adheres to the overriding principles of Keeping Children Safe in Education 2019</i></p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/835733/Keeping_children_safe_in_education_2019.pdf</p>	<p>Yes/No</p>	<p>Resources</p>
<p>General policies and procedures</p>		
<ul style="list-style-type: none"> ○ Up to date child protection policy which relates specifically to the school and includes COVID-19 addendum . ○ Acceptable Use Policy relating to the safe use of mobile phones, social media, cameras and other internet enabled devices/technology. ○ All members of staff (and volunteers) are reminded of and understand the school safeguarding policies and procedures, including knowing how to make a request for support. ○ All staff and volunteers are reminded of and understand the process which should be followed if they have concerns about a child and/or vulnerable adults - allegations against staff policy ○ Staff and volunteers working with children should be suitable to do so. This includes the recruiting of staff and maintaining a Single Central Record. ○ Staff and volunteers have received refresher safeguarding training from the school DSL. This should include a reminder or changes in school procedures, availability of DSLs and any key updates to local or national guidance. ○ Staff and volunteers are reminded of and understand the school code of conduct, including specific issues related to health and safety e.g. social distancing and intimate care 		<p><i>Exemplar policies available on KELSI</i></p> <p><i>Schools should use their existing processes, Child Protection newsletters and other updates provided in the lockdown period</i></p> <p>https://www.kelsi.org.uk/child-protection-and-safeguarding/child-protection-newsletters</p> <p>Safer Recruitment Guidance</p> <p>See Health and Safety Section</p>

Designated Safeguarding Lead (DSL) responsibilities

- A trained Designated Safeguarding Lead is available at times (ideally on site) and is responsible for the functions outlined in Annex B of KCSIE 2019 - https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/835733/Keeping_children_safe_in_education_2019.pdf
- The DSLs and Deputies have received appropriate DSL training within the past two years or within two years prior to 01.03.2020.
- DSLs and Deputies have ensured their own knowledge has been updated with any changes.
- The DSLs have an overview of all Child Protection, Child in Need and Child in Care pupils when they are both in school and at home, including current multiagency work being undertaken with the families.
- The DSLs have an overview of all children known to Early Help when they are both in school and at home, including the current services and work being undertaken with them.
- The DSLs have up to date contact details for all pupils, both those subject to plans and others, including any multiagency contacts.

Online Safety policies and procedures in place in line with KCSIE 2019

, including annex C

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/835733/Keeping_children_safe_in_education_2019.pdf

- | | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|----------------------------------------|
| <ul style="list-style-type: none">○ Ensure on site school provided devices and resources (e.g. tablets, laptops, printers, interactive whiteboards, IT Suites etc.) are used safely and securely, and in line with health and safety and social distancing requirements.○ Ensure appropriate filtering and monitoring policies and systems are operational on-site in line with 'Keeping Children Safe in Education' requirements.○ Staff and Learners should be reminded of existing procedures and online behaviour expectations.○ All staff should be reminded of existing procedures and online behaviour expectations.○ Remote learning should continue to be implemented safely for children not on site. | | Online Safety Guidance |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|----------------------------------------|

Requirement	Yes/No	Resources
Meeting the needs of individual children		
<ul style="list-style-type: none"> ○ Senior leaders keep a written record of which pupils are attending at what times on each day. Staff ratios are appropriate to the number and needs of the pupils, including those with additional vulnerabilities. ○ A risk assessment is undertaken for the children attending school at different times, to consider individual needs and vulnerabilities. ○ All children are able to identify a trusted adult within the school with whom they can communicate any concerns ○ Information related to any changes since the child was last in school is gathered, including relating to C-19 ○ Staff are updated as appropriate on issues affecting all pupils, including those with multiagency involvement. ○ Children with medical issues are identified by the school and a copy of up to date care/medical plan is in place which is agreed and signed by parents, including the safe use of medication on site. ○ There is a clear understanding of action to be taken in the event a child who is subject to a CP or CiN plan does not attend school as expected, e.g. contacting the social worker ○ The school have clear understanding of the process to follow when any other children who are expected to be in school do not attend ○ The school have a clear understanding and oversight of the mechanisms in place to identify and support any children who are living with Domestic Abuse and are familiar with the process to follow if an Operation Encompass referral is received, including contacting any current professionals involved at the earliest opportunity ○ The school have resources in place to respond to the emotional and wellbeing needs of children, young people and staff 		<p><i>Existing School processes can be utilised, although staff and children may need to be reminded of them.</i></p> <p>https://www.kelsi.org.uk/data/assets/pdf_file/0011/108956/Being-prepared-to-meet-the-differing-needs-of-children.pdf</p> <p>COVID-19 Operation Encompass Guidance</p> <p>EHCP Risk Assessment</p>

		Link to Emotional wellbeing workstream resources
--	--	------------------------------------------------------------------

Requirement	Yes/No	Resources
General safety		
<ul style="list-style-type: none"> ○ The school has ensured it is following health and safety guidance in relation to C-19, specifically considering the age of the pupils who will be present. ○ ID checks are in place for visitors. ○ Safeguarding and health and safety processes are explained to visitors ○ All staff and children are reminded of their role and responsibilities should emergency procedures need to be initiated, including fire and lockdown. 		Schools should use their existing processes and refer to current H&S guidance

Date last updated:

By whom:

DSL (signature)

Date:

CoG (signature)

Date:

Section 7 - Emotional Wellbeing and Bereavement

During this time, we know the key priority for our whole school community, either attending school or virtually, is their emotional wellbeing, and for some, having to cope with anxiety or the loss of a loved one. How both staff and students feel supported by schools on their return will determine how successful the transition will be. Likewise, those staff and students still working virtually need reassurance and support.

The material experience of both staff and students will have differed; such as limited access to household space, financial hardship and lack of access and support for their education. Over the next months these issues may be exacerbated further. There may also have been increased exposure to domestic abuse, substance misuse and parental mental health. All students would have had limited social contact, with some very little. The loss of a loved one as a result of Covid 19 will also be a further issue schools will need to navigate.

For some, this time at home may have enabled improved relationships with carers and enabled students to have reduced anxiety about issues within school. Both issues could result in an increased anxiety or resistance about returning to work and school. Some students will also be deeply impacted by disruption to routine, the change in relationships with peers and teachers as well as the potential risk of an overloaded sensory environment.

All staff and students will experience some degree of emotional wellbeing or anxiety challenges as they slide back into school life. With a lengthy time away from peers, and new social distancing norms reconnecting with friendships will be a priority and challenge for them. Schools will help students re-establish these.

The uncertainty of the depth and complexity of the emotional wellbeing issues which may arise in schools requires planning at the earliest. Schools should plan to ensure everyone feels included through an inclusive school culture; and that everyone can return to a positive and supportive working environment to help relieve anxiety and fear.

Despite living in unprecedented and challenging times, it's important to note that people's response will differ according to their own experiences, internal and social resources. COVID may be traumatic for some, including our most vulnerable children and staff, but does not have to be traumatic for the majority.

Daily thought should be given to ensuring the whole school community including staff and students are welcomed and are given the opportunity for wellbeing check ins within trusted relationships, enabling them to feel safe and part of a community which pull together and nurture each other. All staff should have a focus on the wellbeing of the whole community and pastoral staff are available and given the time to provide support.

Schools are a huge protective factor in promoting children's resilience. Psychological adaption and re-orientation are already beginning to take place. Schools are already providing safe, stable and nurturing environments for their children and are already rich in resources to promote wellbeing.

Should a child have experienced an actual trauma then a period of time adjusting to this is normal and most young people process this and accommodate the experience in an adaptive way. Also we know that naturally processing trauma is more effective than formal treatment. However, if the

young people is still experiencing PTSD symptoms one month on, then it is appropriate to seek formal support via CYPMHS.”

The following guidance is based on the current evidence base and national guidance, as well as expertise from Educational and Mental Health Specialists across Kent. This guidance will help schools to make decisions on how to support their community’s emotional wellbeing, as well as knowing what to do if a member of the school community requires extra support or guidance.

Each subject is complimented by a resource leaflet identifying further guidance, information, resources and services. These information sheets can be accessed and distributed virtually to appropriate members of the school community.

- Whole setting approach for emotional wellbeing and specific resources to support reintegration; which includes checklists, guidance and practical classroom resources
- wellbeing and mental health of staff.
- Wellbeing and mental health of young people.
- Wellbeing and mental health of parents and carers.
- Wellbeing and mental health of primary aged children.
- Bereavement of a child or loved one.
- Emotional Wellbeing of Vulnerable Students
- Emotional Wellbeing Support to pupils with Special Educational Needs and Disabilities
- Emotional Wellbeing of Highly Anxious Pupils

The Kent Specialist Teachers Service with the Education Psychology Service, KCC, The Education People, HeadStart Kent and Health partners have developed the resource in partnership

The following resources are designed to complement existing resources and to dip into as and when needed. Each strand includes different levels of response according to level of need. The information leaflets are not designed to be sent out directly to children, young people, parents and carers but provide you with resources to support your conversations with them.

Sub section	Consideration and Advice	Where to find Support
Emotional Wellbeing in Education Settings	<p>Department for Education – Updated guidance for schools on remotely supporting pupil and staff wellbeing (20/05/2020)</p> <ul style="list-style-type: none"> • Maintaining wellbeing by setting realistic expectations • Maintaining a sense of community with parents, carers and pupils • Maintaining a sense of community with staff • Providing pastoral support • Staying in contact with all parents, carers and pupils, • Identifying pupils who need additional support • Identifying staff who need additional support <p>The full guidance can be found here</p>	

	<p>During this time the emotional wellbeing of staff, students and carers is critical. Ensuring all staff and students are supported and they have access to regular wellbeing checks is important. Schools should ensure that everyone feels included, through an inclusive school culture, and everyone returns to a positive and supportive working environment to help relieve anxiety and fear. The school should consider purchasing access to the Employee Assistance Programme (Counselling Service), and ensuring staff are aware of the service.</p> <p>This section's focus includes:</p> <ol style="list-style-type: none"> 1. creating a culture of emotional wellbeing, identifying need and introducing curriculum resources 2. Training and support for staff wellbeing <p>1 Kent's Emotional Wellbeing (EWB) system</p> <p>Schools are a huge protective factor in promoting children's resilience. Psychological adaption and re-orientation are already beginning to take place. Schools are already providing safe, stable and nurturing environments for their children and are already rich in resources to promote wellbeing.</p> <p>The following resources are designed to complement existing school resources and are designed to be dipped into as and when needed. Each strand includes different levels of response according to level of need.</p> <p>There is a section on school systems, with local and national resources there to support Wellbeing across the school. Together the STLS Service and Educational Psychology Service have developed specific resources to support reintegration; which includes checklists, guidance and practical classroom resources, which are stored on a google drive. The resources which have been developed include <u>universal emotional wellbeing support</u>, <u>Transition wellbeing</u> and <u>Early years</u>, a description of each is detailed in this document</p> <p>Schools want to ensure an environment where young people's emotional wellbeing is promoted and supported. The <u>Resilience Toolkit supports schools to explore where they are doing well and examine what else they can do to enhance this further</u> and provides, templates, resources and free training on its implementation.</p> <ul style="list-style-type: none"> • <u>fortnightly bulletin</u> contains a list of resources to support parents, carers, schools, colleges and children and young people during this Covid19 pandemic. • <u>CYP Kent Emotional Wellbeing flow chart</u> enables staff when faced with a mental health issue for a student to be able to access the most appropriate support for them. 	<p><u>Emotional Wellbeing in Education Settings COVID-19</u></p> <p><u>CYP Kent Emotional Wellbeing flow chart</u></p> <p><u>Emotional Wellbeing in Education Settings COVID-19</u></p>
--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>Staff wellbeing and Training</p>	<ul style="list-style-type: none"> • Early Help and Preventative Services includes tools and processes for Early Help; and leaflets for partners (PDF, 901.5 KB) and families (PDF, 906.9 KB). • It is important to have conversations with young people to find out their experiences and listen to their experiences, the resilience conversation tools can enable solutions to be found. • Emotional Wellbeing in Education Settings COVID-19 leaflet: offer includes additional curriculum and training resources to introduce mental health sessions to young people. Activities and resources have been collated across the county to help explain, prepare and explore the return to school <p>Staff Wellbeing and Training (Additional Support In HR Section)</p> <p>Reintegrating back to school life can be a challenge at any time but that demand is even higher during the current climate of uncertainty and change. We have gathered information, resources and services that should support you, your colleagues and your school families in this process.</p> <ul style="list-style-type: none"> • Covid Specific Training for staff: • Free The New Way Ahead For Educators: Whole-School Strategies for Coping with the Anxieties of Reintegration • THE EDUCATION PEOPLE are offering training <ul style="list-style-type: none"> ○ Supporting children with anxiety ○ Supporting and Understanding trauma ○ Understanding Self harm ○ Self-care toolbox • Free E-Learning Mental Health Training with Maidstone Mind <p>Supporting staff emotional wellbeing and mental health - The Kent website enables an adult to navigate their way to support.</p> <p>LIVE WELL KENT - can help you improve your mental and physical health and wellbeing. It is a free service for anyone aged 17 and over.</p> <p>The Emotional Wellbeing in Education Settings COVID-19 leaflet provides further emotional wellbeing advice and services for adult substance misuse, domestic violence, extremism and financial hardship.</p>	<p>Staff Wellbeing</p>
--------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------

	After considering what is on offer, schools should also consider purchasing access to and reminding staff of the ability to access the Employee Assistance Programme (Counselling Service)	
Practical Emotional Wellbeing for Young People	<p>As well as having support from their school, carers and friends, young people should be encouraged to talk and to seek further support which they think may work for them. It is acknowledged that this is an uncertain time and it is normal that young people will feel anxious at this time.</p> <p>It is important to have conversations with young people to find out their experiences and listen to their experiences, the resilience conversation tool can enable this exploration, and enable them to find ways forward.</p> <p>The attached leaflet enables young people and the adults who support them to find:</p> <p>Information and practical activities on:</p> <p>MoodSpark to look and find solutions to look after resilience and emotional wellbeing, Mindfulness and the best apps.</p> <p>FAQs for Children and Young People around emotions and COVID-1</p> <p>Access Support services including</p> <ul style="list-style-type: none"> • CYP Kent Emotional Wellbeing services • Counselling services 4-19 years • Kooth online support and counselling for ages 10 – 16. • NHS CHATHEALTH is a confidential texting service for young people aged 11 – 19 <p>The Emotional Wellbeing Support Youth leaflet provides further support services for; Self harm support, Suicide information, Substance misuse services and parental conflict.</p>	Emotional Wellbeing Support Youth
Practical Emotional Wellbeing of Primary Aged Children	<p>Consideration of the emotional wellbeing of our primary aged children is paramount, as well as the support of their carers.</p> <p>Emotional Wellbeing Support for Primary School Aged Children - Covid19 resources are focused on activities with children, Mindfulness and supporting the understanding of the COVID-19.</p> <p>Services focused on The School Public Health Service and the CYP Kent Emotional Wellbeing services</p> <p>Counselling services are available 4-19 years</p> <p>FAQs for Children and Young People around emotions and COVID-19.</p>	Emotional Wellbeing Support for Primary School Aged Children - Covid19
Parents and Carers Resources	<p>Parents and carers are central to the Emotional Wellbeing of our school community and they should be supported to develop their knowledge and skills to support the emotional wellbeing of their child as well as themselves.</p> <p>Practical Resources for parents and carers enables them to access:</p>	Practical Resources for parents and carers

	<p>Information and resources to support their child's emotional health and family support via Early Help Support For Families Training on mental health and webinars to support their child. Parents and carers need to look after their own emotional wellbeing and mental health LIVE WELL KENT - we can help improve mental and physical health and wellbeing. It is a free service for anyone aged 17 and over.</p> <p>The Practical Resources for parents and carers provides further emotional wellbeing advice and services for adults as well as providing support on substance misuse, domestic violence, extremism and financial hardship.</p>	
Bereavement including death of a child	<p>Bereavement can mean sudden and dramatic changes to the support structures around a child. People who provide care may no longer be there or may be suffering with their own grief and shock. Schools provide routine and consistency in care and social relationships. They can foster new networks of support for children and young people and provide a place of normality and security when other aspects of life are disrupted. (Further Support in HR Section)</p> <p>Practical and Emotional Wellbeing Support Following Bereavement</p> <ul style="list-style-type: none"> • Child Bereavement advice for teachers • Death and loss in schools <p>Training includes</p> <ul style="list-style-type: none"> • Helping Children manage grief and loss <p>Services</p> <ul style="list-style-type: none"> • Local support services for children, young people and families including family work and The Children and Young People's Counselling Service are offering up to 12 sessions of bereavement support for children and young people who are bereaved as a result of the COVID-19. <p>The Practical and Emotional Wellbeing Support Following Bereavement leaflet provides advice, curriculum resources and further services for children, young people, families and schools to support bereavement. There are further resources categorised by age and foundation</p>	<p>Practical and Emotional Wellbeing Support Following Bereavement</p>
Vulnerable Pupils	<p>A new resource focusing on vulnerable students has been included The information is support with a google drive includes checklists, advice and guidance and resources to use with children and young people in all settings. Subjects covered include and resources provided include transition recovery for primary and Secondary learning, getting ready to go back to school, a resource for my lockdown experiences (symbols), as well as support for Early Years, Children in Care, those affected by Adverse childhood experiences, young carers, those at the risk of exclusion, and with Health needs</p>	<p>Emotional Wellbeing Vulnerable Pupils</p>

Special Educational Needs and Disability	<p>Children and young people with speech, language and communication needs have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. Some children will need support in all areas of the curriculum due to a level of learning need. As these children and young people return to school following Covid19 – they may have additional challenges which you may need to consider. This section contains practical resources, services and risk assessments</p>	<p>*NEW* Emotional Wellbeing Support for Special Educational Needs and Disabilities</p>
Emotional Wellbeing Highly Anxious Pupil	<p>Emotionally Based School Avoidance (EBSA) is not a new phenomenon associated with the coronavirus pandemic. Children and young people miss school for a variety of reasons; a voluntary or involuntary response to personal, family, school or wider environmental factors</p> <p>This google drive resource and its subfolders aims to provide some initial guidance to meet the challenge identified in the introduction to this document.</p> <p>The package contains clickable links to resources which include the following:</p> <ul style="list-style-type: none"> • Introduction: a brief guide to anxiety. • Tools to ‘measure’ anxiety and create a back to school plan • Resources for interventions. • Whole school good practice. • Tools for managing anxiety during (and after) the Covid-19 pandemic. • Recommended reading and other resources 	<p>*NEW* Emotional Wellbeing Support for Highly Anxious pupils</p>

Section 8 - Special Schools, SRPs and PRUs

TEP School Improvement

This template is intended to aid planning for the phased return of pupils. It is not prescriptive but sets out points for consideration and links through to Pupils/Students

Latest Government guidance expects specialist provisions to work towards a phased return of more children and young people, without a focus on specific year groups but based on an assessment of the child/young person's needs. It is expected that special schools and SRPs will use their initial RAG rating or the KCC risk assessment template (based on Government guidance) to RAG rate and identify their tranches of children/young people to admit alongside the children of key workers and the vulnerable children currently attending. This process will not over-ride the necessity to review the risk assessments of those not in school or the SRP should their condition or their situation change for any reason. Regarding young people attending PRUs, alongside the assessment of individual pupils, consideration should be given to providing some face to face support for any Year 10s and 12s in line with the expectations of mainstream secondary schools.

	Points for consideration	Where to find support
Pupils/Students	<ul style="list-style-type: none"> Once staffing capacity known (teaching, TA, care staff and other support staff), identify maximum size of cohort at any one time, taking into account needs of children and specific expertise of staff available. Use your initial RAG rating or KCC risk assessment template to help to identify appropriate phasing, risks and mitigations and plans for return to school for individual children. Involve families and Social Workers in assessments and discussions around appropriate mitigation. Involve Health (and other professionals) where relevant and where they may be able to help with mitigation. Risk assessments may need to be reviewed as family circumstances change. Final decisions rest with the school. Assess on-going and/or increase in numbers of Key Workers' children and those who had already been identified as sufficiently vulnerable to be required to attend and who will continue to need to attend for "full time" provision alongside new cohorts of children re-commencing schooling. Identify children and family members who are in "shielded" category and confirm with family and health professionals that this means they must remain at home. Identify on-going support needs and education needs and methods by which school and other professionals can provide this support. Confirm regularity of review and named member of staff to take responsibility around regular contact and updating of risk assessment/referral to other services if required. 	

	<p>If school provides transport or has some transport capacity, assess capacity, check if there will be any insurance implications (e.g. through higher levels of usage, or use of school minibuses for bringing children into school and returning home rather than transport to other venues once in school).</p> <ul style="list-style-type: none"> • Consider growth plan, what needs to be in place to bring more pupils into school? What are the barriers and what can be put in place to address these? What is the timeframe to put these in place? Give families and Social Workers clear plan/timeframe and steps to pupil returning to school (involve them in planning). • Consider options available that would enable the school to open for more children safely e.g. phased “shifts” during the day (may also help with transport capacity), 2.5-day week/2.5 day week or other permutation. Take into account building capacity assessment, to include ability to move around the school safely e.g. corridor size and children’s needs. • Consider plans to manage children’s anxieties/re-introductions to school/changes in school organisation and patterns of delivery. Will this require increased staffing? Consider use of technology to link with families prior to admission as part of preparation if contact has previously been limited. Use of social stories to help prepare children for transition back into school? What will they find that is different? • Consider those children who may have to return on slower phasing basis. • Consider children whose anxieties mean that they will require in-home support to prepare them for a return. • If increased ratios may be required in early stages of return or to enable appropriate “zoning and social distancing”, will school require more staff? If yes, where are these best deployed? • Agree strategy to deal with families where identified that pupil is able to attend, but family/parental anxiety keeps them at home. Involve Social Worker where child has one. Consider Early Help referrals where necessary. 	
--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

	<ul style="list-style-type: none"> Consider what will/can be provided for those pupils remaining at home or those who are in for part of a week and may require support for the days at home. How will this affect the deployment of staff? Who will be carrying out checks on pupils at home to check on safety and vulnerability/family need for support? Consider transition – pupils expected for September. Would you usually arrange visits before starting, can this happen now? Are there some pupils where it would make sense to arrange transition and bringing them in early in Term 6 rather than an unsuccessful return to their current school? Liaison with family/SW and SEN team would be required. Transition for pupils within school from primary to secondary or to Post-16 provision – can these be an early cohort for return? What would need to be in place? Free School Meals pupils – how will this be managed when you have more students in school (hopefully accessing FSM in school) and some still at home? Will you manage school meals and vouchers, or school meals and send out meals from the kitchen? Attendance policy to be revised temporarily in relation to COVID-19 situation. Review curriculum regarding access to specialist teaching areas (see interface with Site/buildings and Staff sections) <p>Pupils/students who would usually attend a satellite site. Identify whether this can continue, or due to reduced staff numbers or other accessibility issues resulting in need to limit inclusion for COVID-19 reasons over this period, decide whether to bring pupils on to main site. Involve host school and consider impact on individual pupils – could this cause anxiety or other issues?</p>	<p>Link to transition advice elsewhere in guidance</p> <p>Link to guidance on catering</p> <p>Link to DfE FSM guidance</p> <p>Attendance Advice</p>
Staff	Local Authority Support	Local Authority Support
Assess staff availability, staff requirements and	<ul style="list-style-type: none"> Identify “shielded” and vulnerable staff. Identify areas of work they can or cannot continue to undertake e.g. supporting on-line learning, telephone support to families, 	Link to HR guidance section

staff support/wellbeing needs	<p>reviewing risk assessments, liaising with other services to provide support/mitigation for a pupil to return to school, reviewing policies etc.</p> <ul style="list-style-type: none"> • Identify support systems in place for staff having to remain at home or who may have to self-isolate at any point in the future. Ensure they have named link (usually line manager but may need to be other in certain circumstances). Ensure this is recorded so that should a supervisor/manager become ill, another member of staff picks up support to those who are having to isolate at home. • Consider what capacity of remaining available staff you will work on, to establish maximum number of pupils (and need type) you will be able to have in school in any one session/day e.g. 80% of available staff working on potential risk that a % could be having to self-isolate, may be ill for other reasons or will be taking holiday due to working over holiday periods. Using that pool of staff, look at options for running the school. Will you be bringing satellite staff back on to main site? If keeping satellite open, how would you manage if satellite staff had to isolate? • Consider whether the school will be open over holiday periods. If yes, agree with staff alternative holiday/break arrangements, pay (where applicable). • Consider impact on curriculum from staff who will not be available in school (also see Pupil and Buildings sections) • Consider office and site staff requirements to cover access to site and buildings, ensure phone cover, access to office equipment and services and health and safety on-site management. • Ensure arrangements in place for staff wellbeing. Ensure staff aware of how to raise concerns/anxieties safely. • If specialist classrooms are not going to be used to minimise movement and reduce risk, ensure relevant staff are aware and have been involved in curriculum adjustments and/or understand reasons and are supported in the changes. • Ensure arrangements are in place for staff to have breaks and access welfare areas, have refreshments etc within their “zoned” areas. • Consider how staff meetings and CPD will take place. • Ensure all staff are aware of revised health and safety, accident, fire and emergency procedures. • Ensure staff can access relevant medication and equipment for pupils. 	<p>Link to Health and Safety guidance</p>
-------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------

	<ul style="list-style-type: none"> • Ensure and order ahead sufficient supplies of PPE for staff requiring these. 	Link to guidance on usage of PPE supplies here.
Site & Buildings	Local Authority Support	Local Authority Support
Assess building capacity in light of social distancing requirements.	<p>Internal</p> <ul style="list-style-type: none"> • Ensure up to date site/building plans are available. • Mark up plans to show how areas are to be used and by whom and display in key areas and attach to any risk assessments and revised emergency procedures. • Consider classroom size and number of children and adults to enable social distancing (dependent on need of children) e.g. 2m desk /table or workstation layouts. • If school has designated training areas/rooms, can these be utilised to increase numbers on site if face to face training is not being provided during this period? • Consider whether it may help to have a cleaned and closed area of the school available to utilise if an area has to be closed for thorough cleaning. • Where areas have been closed down or plant not utilised, consider what needs to be done to bring area/plant back into use. • When considering likely numbers, consider whether you have pupils in satellites who you have decided would be attending your main site (if staffing is under pressure and/or you wish to minimise “inclusion” for health reasons at this point), consider older students who may ordinarily be timetabled for off-site activities and will need to be kept on site currently (see pupil/student section). Also consider Key Worker’s children and those who are vulnerable and who would need to continue to be accommodated alongside groups identified to commence attending school. 	<p>KCC Property/facilities management able to offer advice. Site visits may be required or can be arranged if necessary (see guidance section)</p> <p>Health and Safety and Infrastructure guidance here</p>

	<ul style="list-style-type: none"> • Access to toilets – are the rooms being used allowing access to toilets/care suites? Are toilets being designated for use by limited sets of users? Are routes removing risk or minimising risk of different groups/classes encountering each other? • Access to external and/or internal play – (similar considerations to those in bullet point above). Stagger break times and areas so each class has dedicated time or area. • Consider emergency evacuation (see health and safety guidance). • Dining (in class or separate area?) If separate area, consider timetabling and access and how children will collect meals or be given meals with social distancing in place. Screening for catering staff required? If classroom, consider how meals will be delivered (if hot) and collected/cleared. • Access to therapy for pupils – are therapy areas accessible? Can these be timetabled so that when having to access an area to receive therapy, the pupil and staff member taking them there avoid encountering others also moving to access dining or play areas? If some therapies not possible (e.g. access to therapy pool), it would be best practice to discuss with parents and Social Worker, Health lead and record discussion and assessment/risks • Consider one- way corridors (particularly if corridors are narrow), stairs, designated lifts or if corridors are wide, 2m two way “road system”. • Consider signage and floor markings/wall markings – colour coded if pupil need type means this would be helpful. • Will visitors on site come into reception? Consider whether visitors on-site only come in having pre-booked a time in order to manage access and numbers. Design/use of screening (if required or not already in place) for reception area. • Offices – re-design layout to manage social distancing, or minimise staff using space. Use of photocopiers. How much use required? Limit use to one or two individuals? Will 	
--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

	<p>reduced use mean more use of printers (cost) or change in lesson plans to reduce reliance on photocopying of resources?</p> <ul style="list-style-type: none"> • Staffrooms/access to staff welfare areas. Will staff have access to welfare areas? Timetabling access? If not, how will they be given breaks/have access to refreshments and mealtimes? • Once internal movement around building agreed and in place, decide key locations for alcohol hand gel/wash stations. Clear signage for use of this. To include information in areas where PEE expected to be used (even if just masks and gloves)/would temporarily screening-off certain areas help to keep groups to their designated areas? • Once internal usage of building agreed, cleaning regime to be agreed and staff made aware. <p>External</p> <ul style="list-style-type: none"> • How are children going to be dropped-off? (see Transport section). Does drop-off need to be staggered to bring specific classes in one at a time? • Does the drop-off zone need to be changed/re-designed to ensure clarity on where taxis/mini-buses/ parents bringing children in park? • Process/policy for those bringing children in e.g. queuing system/remaining in car until called forward? • Designated bus stops (if applicable). • Pedestrian routes from drop-off and pick-up areas to classrooms – do these require marking out with 2m distance markers/direction arrows etc? • If students walk to school, consider pedestrian routes (in and out) markings to be changed or put in place to make routes clear? Temporary fencing required? Where would students be brought into or enter school? <p>Equipment and Plant</p> <ul style="list-style-type: none"> • Have staff got access to sufficient specialist equipment in each “zoned” area? Does more need to be hired/brought in? 	
--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

	<ul style="list-style-type: none"> Does any equipment/plant need to be checked/serviced if it has not been used for several weeks? Was anything due to be serviced and the service has not taken place? Have all health and safety checks and regimes been taking place e.g. water temperature checks. Ensure completion before utilisation. 	
Transport	Local Authority Support	Local Authority Support
Ensure pupils and students can travel into school safely.	<ul style="list-style-type: none"> Do you have a clear picture of how children travel into school currently and how many are on each transport? Which pupils have or require escorts? Which children react badly to changes in individuals who may be picking them up/collecting them? Do you know if you have children whose parents may be able and/or willing to bring them in over this period? Provision of transport is likely to vary from those arrangements in place before lockdown, so what additional support may children need to accommodate these changes? Transport provision may not be immediate, so continuation of distance learning may be required to cover the period between agreement to return and transport being secured. If you are willing to supplement transport with use of school's own minibuses, have you discussed this with your insurer/would you have the staff to do this? Contact KCC Transport team to discuss your scenarios/numbers/ likely cohorts of children at the earliest stage to enable them to plan and identify potential capacity to meet demand whilst limiting numbers to vehicles as far as possible. If you are opening over school holiday periods, ensure that KCC Transport team are made aware so that transport provision can continue. Have transport requirements been considered for any internal movements between school sites/satellites? 	Link to transport guidance section ClientTransport@kent.gov.uk HomeSchoolTransport@kent.gov.uk
Communication	Local Authority Support	Local Authority Support
	<ul style="list-style-type: none"> Ensure Governing Body is kept briefed on arrangements and progress of planning and implementation, plus changes to policies and practice and health and safety and wellbeing considerations. Ensure staff are fully briefed on arrangements and are regularly updated and feedback arrangements are in place. Agree parental/family communications. 	Link to Governance guidance

Section 9 - Transport

Team: Fair Access and Public Transport

Introduction

This transport section aims to:

- inform you about the work we are doing
- identify where our plans will impact on your provision
- identify actions you will need to take and
- outline the areas where we can work together

The following guidance in relation to school transport differs from that found elsewhere in this document, as it is predominantly KCC's responsibility to manage how eligible learners will be supported in accessing school considering current COVID-19 related restrictions.

KCC will also be required to consider what contingencies may be possible for those pupils who make use of one of our discretionary transport schemes (Kent Travel Saver and Kent 16+ Travel saver), as these make use of the public bus network and current government guidance is for the general public to avoid using this at peak times where possible.

While only roughly 15% of Kent pupils receive support from KCC to access their place of learning, it is important that schools have an understanding of what transport support might be provided and what limitations are likely to be present in the model as a result of the need to prioritise pupil safety over network capacity.

Coverage

The following will give you information about:

- the free and subsidised transport that will be provided from 1 June
- what schools may need to consider when making plans that include children who make use of it.
- how schools will be included in processes to develop these plans as more students are expected to return to school.

Separate but overlapping strategies will need to be developed for Mainstream schools and Special schools as a reflection of their differing transport arrangements and pupil needs. Key differences will be indicated, however, most of the guidance will apply to both types of school.

This guide has been developed in conjunction with the SEN working group and the associated schools are thanked for their input. KCC is currently also in discussions with transport providers to ensure that a robust transport model can be developed.

Main Transport issues schools will need to consider

Further information about how school transport will be identified and implemented is detailed below, however, schools will need to consider the following areas regardless of any wider involvement in the school transport process.

- Schools have been [advised by central government](#) to encourage parents where possible to walk or cycle to school and avoid public transport at peak times.
- Parents may decide to drive their child to school where they have not done so in the past. Schools should consider what adjustments may be required to account for this additional traffic on and around the school site.
- [Protective measures outlined by government](#) make clear that schools should:

- Divide classes into smaller groups
- Maintain the mix of pupils within groups as much as possible
- Avoid mixing these groups together

Schools should keep those who travel in the same vehicle together in their education group wherever possible, although it is understood that schools will have limited control over this and have many other factors to consider.

If schools do not know which children in their school arrive on the same vehicle they can contact:

- MainstreamSchoolsTransport@kent.gov.uk for Mainstream learners
- ClientTransport@kent.gov.uk for children with an EHCP
- The same government guidance advises schools to consider the introduction of staggered drop-off and collection times. Schools should consider which children receive free school transport when making these plans, as these pupils will have less control over when they can arrive or leave school.
- Schools should consider what they will do if a child who receives free school transport exhibits COVID-19 style symptoms during the school day:
 - In the first instance, schools could seek to organise for the child's parent to collect them from school.
 - If this is not possible, schools could contact HomeSchoolTransport@kent.gov.uk for further advice.
 - These children should not be allowed to enter free school transport vehicles without prior consent from KCC.
- Schools may also have their own wider transport issues to be considered that are not affected by the free or subsidised transport provided by KCC. These include:
 - transport to alternative school sites/satellites during the day
 - transport to alternative provision where the child remains on the school role
 - schools with their own independent transport offering
 - schools may wish to consider [this government guidance](#) when discussing these issues

Identifying eligible children in special schools who need transport

As children who are eligible for free school transport and attending special schools will usually be transported in private hire vehicles, KCC will need to arrange for transport to be reimplemented. The following process will give us the necessary information to do so. Transport for those pupils who are solely on the role of a Pupil Referral Unit or Health Needs provision will be managed in a similar manner to those detailed for Special schools.

- Children with EHCPs have been able to access school throughout the lockdown and KCC has already developed processes with Special schools to identify children who need transport.
- Special schools will continue to work with parents to identify children
 - who require transport to be re-implemented
 - are too vulnerable or have wider behavioural needs mean that travelling and meeting social distancing requirements would be incompatible.
 - whose parents wish to transport them to school themselves
- Schools will send the following information to HomeSchoolTransport@kent.gov.uk and ClientTransport@kent.gov.uk:

- the child's full name
- date of birth
- their preferred transport type (transport required/unable to travel/parent led transport)
- any new transport requirements they may have as a result of COVID-19 restrictions.

These key data items will allow KCC to accurately identify which children need to have transport rearranged within each establishment.

- Client Transport will liaise with providers, who in turn will contact parents directly to finalise transport arrangements, in line with normal procedures.

Identifying eligible children in mainstream schools who need transport

Due to the larger number of schools and lower proportion of pupils who require transport, it will not be efficient to collect pupil transport requirements via mainstream schools. Mainstream schools will therefore be asked to help advise parents about how transport requirements will be identified and will be able to direct parents to www.kent.gov.uk/schooltransport for more information. This guidance also relates to children with and EHCP in Mainstream schools.

Transport for Years R, 1 and 6 from 1 June

- Likely to have a smaller impact on Mainstream schools as only around 200 pupils are eligible in these year groups.
- KCC's Transport Eligibility team will contact parents to confirm whether their child is returning to school and if they wish for free school transport provision to be provided
- The Transport Eligibility team will advise Public Transport which children will require transport and assigned transport providers will contact parents directly to finalise collection plans.

Transport for additional Secondary aged pupils from 1 June

- Parents of eligible Secondary-aged students who make use of a free bus pass or assigned school bus/coach will not be contacted directly to confirm whether they intend to send their child back to school.
- The two main commercial bus operators for Kent, Stagecoach and Arriva, are working to resume Monday to Friday non-school day timetables from end of month, based on social distancing on vehicle and following the government guidance.
- Private hire coaches will be reintroduced using pre-lockdown schedules, also based on social distancing on vehicle and following the government guidance.
- Schools that wish to implement staggered starts or adjusted timetables for eligible pupils, will need to make their own assurances that transport will be available.
- Transport demand will be monitored by providers and KCC, but there may be some unavoidable delays while adjustments are made.

Feedback from Transport providers

This section will provide you with a better understanding of the school transport network and how COVID-19 restrictions have impacted how school transport can be provided. While KCC will shortly be updating www.kent.gov.uk with more detailed parental guidance on how school transport may change, schools should be aware of the following information to inform discussions with parents.

- The national guidance is to avoid the use of public transport

- The two main commercial bus operators for Kent, Stagecoach and Arriva, are working to resume Monday to Friday non-school day timetables from end of month, based on social distancing on vehicle and following the government guidance. The capacity of the network is reduced to 15-20% of its normal capacity as a result.
- These two main operators provide 80% of all services in Kent and KCC will be working with other operators regarding potential enhancements from June 1st.
- Transport arrangements for eligible children in Reception, Year 1 and Year 6 are currently on standby and will recommence once transport providers are informed they are needed.
- For those in year groups 10 and 12, who still need to use public transport, the Kent Travel Saver/Kent Travel Saver 16+ and mainstream entitled local bus pass are still valid for use.
- Transport providers will apply central government guidance when deciding which measures need to be applied in vehicles but will not be able to guarantee full social distancing on all transport.
- Operators will be monitoring demand for services and will adjust schedules where necessary.
- KCC will also be monitoring need for services

Further development of Transport plans

While there are no clear plans from central government as to when all students, particularly Secondary aged will be required to return to school, the following additional guidance outlines the framework KCC will use in conjunction with schools to respond to growing transport requirements.

Area Education Officers will work with schools on a locality basis, in conjunction with Fair Access and Public Transport, to develop transport plans. As local transport provision will vary greatly in one area of a Kent to another, these discussions will also include details of how transport was provided before the lockdown and details of limitations that may impact what transport arrangements are possible.

https://www.kelsi.org.uk/_data/assets/pdf_file/0008/108926/Further-Development-of-Transport-Plans.pdf

Links to guidance


Safer Travel for Passengers: <https://www.gov.uk/guidance/COVID-19-COVID-19-safer-travel-guidance-for-passengers>


Safer Transport for Operators: <https://www.gov.uk/government/publications/COVID-19-COVID-19-safer-transport-guidance-for-operators>

Section 10 - School and Business Management

It is essential that schools continue to base any plans for returning on up to date government and Public Health England guidelines in relation to COVID-19.

Attendance, Coding and Reporting		
Attendance Issues	Consideration and Advice	Where to find Support
What code is to be used if a pupil does not attend but their year group has returned? Will there be a more relaxed approach to attendance from LA and DfE?	<p>On the phased reopening of schools, they should resume taking their attendance register using their usual method.</p> <p>Schools and colleges 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.</p> <p>Parents will not be fined for non-attendance at this time, and schools and colleges will not be held to account for attendance levels.</p> <p>The Secretary of State has released the following: disapply offences for non-attendance in schools during the COVID-19 (COVID-19) outbreak, so that parents will not be penalised if their child does not attend school</p>	EIS/ supplier of absence recording system Area EIM/SLO/IAA

Guidance on how to deal with failure to comply within school – discipline/exclusion	<p>As breaches to the school’s existing behaviour policy may be inappropriate at this time, an appendix to the policy in relation to COVID-19 ‘breaches’ should be added and circulated via the school’s website. This appendix should be linked to the general guidance on COVID-19 offences available through central Government and the College of Policing. However, the appendix should not just include the law aspects for outside of school, but also behavioural expectations of pupils only while we are in this strange time of dealing with COVID-19, i.e. increased hygiene standards, as in the handwashing advice from PHE and adhering to instructions re social distancing. You need to ensure the appendix reflects the expectations of what would be acceptable by the school.</p> <p></p> <p>Exclusions should follow standard procedure in accordance with the policy and are, as always, at the Head Teacher’s discretion.</p> <p>Advice would be that if a pupil does breach the COVID-19 appendix, the coding for the period of exclusion should be recorded as ‘E’ and following the expiration of the exclusion period, the pupil could be asked to return to accessing education via any E learning that the school have in place.</p>	IAA/EIM
If an exclusion occurs how can the exclusion be challenged?	Governors disciplinary hearings are still and will continue to take place virtually. There can be an issue with the format as not all systems are compatible.	IAA
If a Permanent exclusion is upheld by the school, is there the facility to request an Independent Review Panel?	<p>If a PEX meeting has been held remotely then it is expected that an IRP meeting should continue in the same format where possible. If parents are unable to attend for whatever reason, the meeting can be adjourned by the Panel until such time as they can. The 15 school days will then fall.</p> <p>However, and this needs confirmation, IRPs would go ahead in writing if parent doesn’t have capacity for video link of some sort. This would create an issue where there would not be an opportunity for challenge.</p>	IAA
What procedures are to be followed in the event of students not conforming to social distancing	Advice would be to follow the same advice for behaviour within schools as outlined above, refer to the Government’s and the College of Policing COVID-19 Offences Guidance	IAA/EIM

<p>requirements in school or believed to be a risk because of their behaviour outside of school? What steps should schools take if there is evidence that children and families are not complying with social distancing outside of school?</p>	<div data-bbox="560 188 1075 239"> Understanding the law  </div> <p>Allowing the pupil to attend the school would be at the Head Teacher's and Governing Body's discretion following investigation into the evidence provided.</p>	
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

Operational Issues

When the Government announces its proposed measure to ease lockdown and get people back into the workplace, it is going to be important for schools to manage a whole raft of operational issues around buildings, premises, health and safety, catering and waste management, focusing on minimising the risk of infection. It will be essential that schools continue to base any plans for returning to the workplace on up to date Government and Public Health England guidelines in relation to COVID-19.

Catering		
Issues	Consideration and Advice	Where to find Support
Restarting Catering	Schools in the KCC framework should In the first instance, email ClientServices@kent.gov.uk . Schools outside of the framework should contact their catering provider direct.	ClientServices@kent.gov.uk
Notice Period	As much notice as possible, but catering companies will require at least 1 week to arrange for the kitchen to be cleaned and for food supplies to be ordered and delivered.	
Menu and Choices	Wherever possible the agreed menu should be delivered. Some supplies may be hard to obtain so some tweaking of the menu may be required. The catering company should contact you to discuss this. Wherever possible, hot food will be provided. For schools on the framework, if you want packed lunches only, these can either be produced on site or delivered to your school. It will depend on number of meals required and the availability of catering space.	
Re-Commissioning Kitchens	Within the KCC framework we have a number of school kitchens that remained open throughout the lockdown. Those that have been closed will need to be cleaned and made safe. If not on the framework, contact your provider, but you should plan on giving a week's notice.	
Serving Food	This will depend on individual school setup. Ideally, you should plan for a no-queue service. Options include plating meals on the servery counter and the children or school staff just collect the plate to avoid queuing at the counter. Where this is not practical, maintain a 2m distance where possible while queuing. Servery staff and pupils should be prepared to step forward or back as necessary to maintain distancing while serving or receiving food. School staff should be on hand to police the distances.	
Kitchen Staff	This will depend on the number of meals required, and catering companies will be aware of the lack of certainty in numbers	

	The catering companies will look at the number of meals served in each year group prior to the lockdown and staff the kitchen in line with the year groups that are returning. Staff numbers will then be determined according to the required numbers of meals.	
Dining Room Setup	Whilst this is usually set up by the catering teams, it is likely that the school staff and catering teams will need to set the hall up between them. If meal numbers are low it may be only the cook working in the kitchen. You will need to ensure that there is sufficient space at tables to maintain, where possible, a 2m distance between pupils. This will prove problematic for schools with smaller dining areas, so schools should consider staggering lunch times.	
Charges	KCC framework schools should not be paying anything to their caterers. KCC have agreed to pay 100% of the school's free meal & universal free school meals funding based on the number of meals served between Dec 19 – Feb 2020. A letter will be sent to all the KCC framework schools explaining the calculation of the free meal funding and this will be taken via The Education People in the normal way. This is in line with the COVID-19 (COVID-19): free school meals guidance for schools updated 20th April 2020. This guidance applies to all schools, on or off the framework. The Government guidance was for ALL schools to pay the caterers their free meal funding based on the average number of meals provided for the previous 3 months. This is the same whether a service was provided, a reduced service or no service was provided at all. The funding is from Government so will reduce the number of employees on the furlough scheme. If children are in school who normally pay for a meal, they will need to continue to pay. Catering contractors will bank the money or use their online systems for all paid meals in the usual way.	Free school meals guidance for schools updated 20th April 2020
Furloughed Staff	Where catering was not required KCC closed the onsite catering service. At first all non-required staff were put on the furlough list, but as the catering companies have received the free meal funding, a percentage of staff have been removed from furlough. With adequate notice all the catering providers will be able to open the kitchens and produce meals.	

Waste Management		
Issues	Consideration and Advice	Where to find Support
Restarting Waste Management	Contact schoolrefuse@kent.gov.uk in the first instance to arrange for collections to commence. You should provide a minimum week's notice, ideally longer.	schoolrefuse@kent.gov.uk

Charges	You may find that you have continued to be charged for this service during the time when you were not fully open. This is correct in line with the Government guidelines to support all companies that are deemed at risk. Charges will remain unchanged, regardless of the amount of waste that is collected, or the number of children in school.	
Excess waste	Countrystyle and KCC will not be charging for any excess waste from 23 March- 1 st June whilst some schools have been closed.	

Communications		
Communicating with staff and governors		
Issue	Consideration and advice	Support
Methods of communication	<p>You will need to be able to communicate effectively with colleagues and school governors before and during the process of welcoming more pupils back to school, so you should start to think about this now.</p> <p>Which methods of communication work best for your staff and your situation?</p> <ul style="list-style-type: none"> Text messages are likely to be seen more quickly but emails can contain more information. Perhaps you could set up a staff WhatsApp group if you don't already have one. <p>Will you send the same information to all staff or will senior members of staff/the chair of governors be responsible for cascading information to colleagues?</p> <ul style="list-style-type: none"> Is there a robust system in place to ensure every member of staff will receive the information they require in a timely manner? 	AEO
Contact details	<p>Colleagues' circumstances may have changed during the past few weeks, or indeed since the last time you were required to communicate with them while they weren't in school.</p> <p>Consider sending a test text/email/message now (or ask team leaders to if you're a large school) asking every member of staff who receives it to respond with their name and the answer to a simple question, and urgently follow up anyone who doesn't respond.</p>	AEO

Language	<p>Think about the language you use when communicating with colleagues. All school staff have gone above and beyond over the past 7 weeks and are likely to be feeling worn out both mentally and physically. The Government is now asking colleagues to give even more and they may have their own concerns about the coming weeks and months as more children return to school.</p> <ul style="list-style-type: none"> Does your language demonstrate that you appreciate their efforts so far and that you recognise that you are now asking even more of them? 	AEO
Communicating with parents/carers		
Methods of communication	<p>You will also need to communicate effectively with parents/carers as they will need to be kept up to date with the changes that will affect them and their children.</p> <p>You will already have systems in place to communicate with parents/carers and you should decide whether you will use one or all of these to communicate messages around children returning to school.</p> <ul style="list-style-type: none"> Which member/s of staff will be in charge of communicating with parents/carers and how often will you send out messaging? <p>Producing updates only as and when the situation changes will avoid overloading parents/carers with information, but if there is no update for several days or longer they may feel anxious or as if they have been forgotten about – regular updates may help them to feel reassured.</p> <ul style="list-style-type: none"> Can you use the school website to keep parents informed? <p>It may be a good idea to send an initial message to parents/carers (via text, email or whichever method is normal for your school) reminding them to check the school's website on a daily basis for updates. You can then update the site as often as necessary without overloading parents/carers with messages or emails, and they can check the website at a time that is convenient to them and all the latest information will be there in one place.</p> <ul style="list-style-type: none"> Please remember that anyone can view the school's website, not just parents/carers. 	AEO
The information you are communicating	Think about the information you're communicating.	AEO

	Parents/carers are most interested in the practical arrangements for their child's return to school as well as information about how you will keep their child safe while they are in school. They will be less interested in advice from the Government that is aimed at schools and local authorities (although a lot of this is on the Government website if they are interested).	
Language	Think about the language you are using in your correspondence with parents/carers. Families will, understandably, be nervous about their children returning to school and will be looking for reassurance in your words that staff will be ensuring pupils' safety going forwards.	AEO
Risk	There is, of course, a risk that the information you share with parents/carers could end up on social media – please see the section 'Communicating via social media'.	AEO/press office
Communicating with third party early years and out of school providers		
Other parties onsite	<p>You will need to communicate as soon as possible with any third party provider who operates on the school site including early years settings and out of school providers so that discussions can take place in partnership regarding access arrangements and operational matters that may have changed due to COVID-19.</p> <p>Consideration will need to be given to the fact that guidance for early years and childcare providers may be different to what is issued to schools.</p>	
Communicating with the press/media		
Why you might be approached by the press	<p>It is the job of both the local and national media to cover newsworthy happenings that affect their readers, viewers or listeners, so it is only natural they will want to report on events connected to the COVID-19 pandemic, and this will include schools reopening to all pupils.</p> <p>You may therefore be contacted by a journalist and asked to provide a statement, or take part in an interview, about how your school is coping with welcoming back all your pupils.</p>	Press office

<p>What to do if you are approached by a journalist</p>	<p>Those schools who normally deal with the press themselves may feel comfortable either agreeing and liaising with the journalist or politely explaining you can't spare the resources at this time.</p> <p>Any school that requires support or advice in dealing with the press can contact KCC's press/communications office.</p> <p>The press/communications officer who deals with education and schools is:</p> <ul style="list-style-type: none"> • Suz Elvey – 03000 417020 or suz.elvey@kent.gov.uk • Contact details for the press office, including details of the out of hours duty communications officer who can deal with emergencies and urgent issues outside normal office hours, can be found here: https://kccmediahub.net/about 	<p>Press office</p>
<p>KCC statements on big educational issues</p>	<p>When there is a big event or issue that affects all schools, or a large number of them, KCC's press office, in conjunction with CYPE colleagues, will often prepare a statement or arrange interviews to address the questions journalists might ask individual schools.</p> <p>In these circumstances, rather than all schools spending time preparing their own statements, which will be very similar, schools can refer journalists to KCC's press office, which will send the pre-prepared statement to any reporter that requests it.</p> <p>A statement has been prepared by KCC's press office and CYPE colleagues in anticipation of the Government announcing that schools will begin to open to more pupils.</p> <ul style="list-style-type: none"> • Please feel free to refer any journalist to the press office using the details above and they will share the statement with them. 	<p>Press office</p>
<p>Communicating with the wider community via the press</p>	<p>Some Headteachers have questioned how they can let the wider community know their school will soon start opening to more pupils.</p> <p>General statements will be published in local newspapers and on news websites, TV channels, radio stations and on KCC's media hub (https://kccmediahub.net/) confirming that all schools will start to open to more pupils soon, and these will be updated to give more details as we move forward.</p>	<p>Press office</p>

	This will help to inform Kent residents of the overall situation so it will not be necessary for schools to communicate directly with anyone outside their immediate community, ie staff, governors and parents/carers.	
Communicating with Kent County Council		
Who to speak to	<p>Your first point of call for all general COVID-19-related enquiries is your Area Education Officer.</p> <ul style="list-style-type: none"> Do you have phone numbers and email addresses for your AEO, their Area Schools Organisation Officer, and their PA to hand so you can contact them urgently? <p>North Kent</p> <ul style="list-style-type: none"> Area Education Officer: Ian Watts - 03000 414302 – ian.watts@kent.gov.uk Area Schools Organisation Officer: David Hart - 03000 410195 – david.hart@kent.gov.uk PA: Ann Drury 03000 410157 ann.drury@kent.gov.uk <p>East Kent</p> <ul style="list-style-type: none"> Area Education Officer: Marisa White – 03000 418794 – marisa.white@kent.gov.uk Area Schools Organisation Officer: Lorraine Medwin - 03000 422660 – Lorraine.medwin@kent.gov.uk PA: Jennifer Barnet 03000 415134 Jennifer.Barnet@kent.gov.uk <p>South Kent</p> <ul style="list-style-type: none"> Interim Area Education Officer: 	AEO

	<p>Celia Buxton - 03000 421415 – Celia.buxton2@kent.gov.uk</p> <ul style="list-style-type: none"> Area Schools Organisation Officer: Lee Round - 03000 412309 – lee.round@kent.gov.uk PA: Julie Hawkins – 03000 410199 Julie.Hawkins@kent.gov.uk <p>West Kent</p> <ul style="list-style-type: none"> Area Education Officer: Nick Abrahams - 03000410058 - Nicholas.Abrahams@kent.gov.uk Area Schools Organisation Officer: Paul Wilson – 03000 415650 - Paul.Wilson@kent.gov.uk PA: Emma O'Connor 03000 417147 Emma.O'Connor@kent.gov.uk <p>Do you have details for other key KCC or TEP (The Education People) contacts to hand should you need them for specific school issues, for example SEND or safeguarding? If you are unsure who to speak to in respect of an operational query, contact your Area Education Officer in the first instance.</p>	
--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

Communicating via social media		
Reputational risk	<p>Social media is an excellent way to quickly and easily communicate with a large number of people in a short space of time, so long as you remember one very important point – the message you post could potentially be seen by anyone in the world.</p> <p>Even if you post to a closed group on Facebook, a parent/carer could take a screengrab of your post and share it on their own profile or in another group where it will be seen by more people, including those who have no connection to the school.</p> <p>When considering which information to share and what language to use, think:</p>	Press office/AEO

	<ul style="list-style-type: none"> • Would you be happy if this post was read by residents who live near your school, staff at other schools, fellow education professionals, journalists at your local newspaper? <p>If the answer is 'no' you should rewrite the post until the answer is 'yes'.</p> <p>You should be aware that a journalist can take information a school has posted on social media and publish this as part of an article rather than requesting an official statement from the school (see section 'Communicating with the press/media').</p> <p>Of course, there is also the risk that information you share with parents/carers via other methods (see section 'Communicating with parents/carers') will be posted to social media so the same consideration should be given when compiling those messages.</p>	
Safeguarding risks	<p>Content shared on social media requires planning as it can lead to several safeguarding risks, such as blurring of professional boundaries and risk of vulnerable children/parent being identified. If the school has not used social media previously, they should undertake a risk assessment approach to ensure all reasonable safeguarding precautions are taken; advice can be sought from the Education Safeguarding Service.</p> <p>Schools are required to address communication and use of social media in their policies e.g. the staff code of conduct. Schools should review their policies and ensure both official and personal use of social media is addressed; there should be clear boundaries and expectations in place.</p>	<p>Education Safeguarding Service</p> <p>Templates policies are available for schools to adapt on Kelsi.</p>

Section 11- Finance Considerations

Funding	
Issue	<p>Consideration and Advice</p> <p>Schools will continue to receive their core funding allocations in line with DFE expectations as set out in attached document. https://www.kelsi.org.uk/_data/assets/pdf_file/0016/106180/Schools-Funding-FAQs.pdf</p> <p>For schools with maintained nursery units, the Free Entitlement funding for the Summer Term will continue to be paid in line with Government guidelines. The latest guidance on the payment of free entitlement funding by Kent can be found using the following link: https://www.kelsi.org.uk/_data/assets/pdf_file/0009/106569/Early-Years-and-Childcare-Funding-Guidance.pdf</p> <p>Schools can continue to consider furloughing staff and accessing financial support through the HMRC COVID-19 Job Retention Scheme if they meet the DFE sector specific criteria. It is important you regularly review your eligibility to access this scheme. Further information on the criteria can be found under the heading “Sector Specific Guidance: State-Funded Schools”: https://www.gov.uk/government/publications/COVID-19-COVID-19-financialsupport-for-education-early-years-and-childrens-social-care/COVID-19covid-19-financial-support-for-education-early-years-and-childrens-social-care</p> <p>A step-by-step guide for employers on the information needed to claim for employee’s wages through the COVID-19 Job Retention Scheme can also be found: https://www.gov.uk/government/publications/COVID-19-job-retention-scheme-step-by-step-guide-for-employers?utm_source=e0c0b00f-15ae-4443-a5ee-0a9ea0f9278d&utm_medium=email&utm_campaign=govuk-notifications&utm_content=immediate</p>
Core Funding	
Additional Support Funding	<p>The DFE have set out the financial support they are putting place to compensate schools for exceptional costs they may incur in relation to the provision of free school meals, contract cleaning and additional premise costs during the Summer Term. Funding will be made available to schools that are unable to meet these costs from existing resources or by drawing down reserves and undermine long term financial stability. The DFE are not expecting schools to claim for funding if they are able to fund these costs from savings they have been able to achieve elsewhere in their budget due to COVID-19. More information can be found here: https://www.gov.uk/government/publications/COVID-19-COVID-19-financial-support-for-schools/school-funding-exceptional-costs-associated-with-COVID-19-COVID-19-for-the-period-march-to-july-2020#additional-costs-covered-by-the-fund</p> <p>if you are a school experiencing financial difficulties, please contact Schools Financial Services who will be able to assist you further.</p>

School Returns	
Timetable for Returns	Kent maintained schools are required, where possible to complete their school returns in line with the published timetable, this includes the submission of the three year plan, and monitoring returns later in the year. If you have concerns in completing these return by the deadline please contact schoolfinancereturns@theeducationpeople.org
Payment to Suppliers	
Guidance for Paying Suppliers	<p>With the phased return to schools there will be a need to review temporary payment arrangements you have made with all suppliers during this period and amend as required. In the first instance you should prioritise those where you will require a change to the level of service you have received since March 2020.</p> <p>There has been various guidance issued on the expectation of schools in continuing to pay their suppliers during the COVID-19 outbreak. The Policy Procurement Note (PPN) 20/20 continues to underpin this approach and is expected to remain in place until at least 30th June, therefore you should continue to make payments in line with both the PPN 202/20 and wider DFE guidance where a supplier continues to provide a reduction service at least until 30th June.</p> <p>Below is a link to main sources of guidance</p> <p>https://www.kelsi.org.uk/_data/assets/pdf_file/0008/106892/How-to-manage-your-suppliers-during-COVID-19.pdf</p> <p>https://www.gov.uk/government/publications/COVID-19-COVID-19-financial-support-for-education-early-years-and-childrens-social-care/COVID-19-COVID-19-financial-support-for-education-early-years-and-childrens-social-care</p> <p>https://www.gov.uk/government/publications/procurement-policy-note-0220-supplier-relief-due-to-COVID-19</p> <p>If you have any general queries on guidance please contact: supplierdistress.childrenservices@kent.gov.uk</p> <p>The Government has set out its expectations in relation to the delivery of free school meals with the phased re-opening of schools. The DFE expectation is the use of food vouchers will start to reduce and schools will start to make greater use of their school catering teams. Whilst schools are not using their normal meals contractors' schools should continue to pay their normal contractor in line with the DFE guidance.</p> <p>https://www.gov.uk/government/publications/COVID-19-free-school-meals-guidance/COVID-19-free-school-meals-guidance-for-schools#school-food-contracts</p>
Fraud and Scam Alerts	
Remain Vigilance	<p>Reports of scams and attempted fraud indicate that these are increasing at this time.</p> <p>Please ensure you continue to remain vigilant when requested to share your bank account details. The latest alerts can be found below and further updates will added to Kelsi.</p> <p>https://www.kelsi.org.uk/_data/assets/pdf_file/0007/106477/COVID-19-Fraud-Alert-Spear-Phishing.pdf</p> <p>https://www.kelsi.org.uk/_data/assets/pdf_file/0020/106733/COVID-19-scams-awareness-letter.pdf</p>

	https://www.kelsi.org.uk/_data/assets/pdf_file/0020/108713/Mandate-Fraud.pdf
--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Section 12 - Property and Facilities

Team: Total Facilities Management

Relevant contact details are included below. Please remember that you must liaise with all other service providers onsite.

Compulsory inspections for compliance testing		
Inspections and testing to meet various compliance requirements by Total Facilities Management.	<p>Schools will need to consider providing safe access for delivery of compliance inspections and testing as part of the Total Facilities Management contract, against their revised individual school circumstances. The 7 compliance tests which continue to be managed via the Total Facilities Management Contract are:</p> <ul style="list-style-type: none">• Boiler Servicing• Lift Servicing• Fire Alarm and Emergency Lighting Servicing• Five-year electrical testing and resultant works within the Category C1 and C2.• Gas Catering Equipment and Kitchen Gas Testing• Water Hygiene Risk Assessments• Asbestos Management Surveys <p>Any resultant works arising out of the above inspections shall continue to be assessed on the basis of whether they fall in the scope of Classcare Packages or school funded orders. Dependent on the classification of the resultant work, TFM Contractors shall continue to quote for and need the opportunity to carry out the works and invoice the school / KCC in accordance with the agreed procedures.</p> <p>Consideration needs to be given to the accessibility model(s) that works best for the school and early identification on the staffing and locational requirements within the school buildings to effectively enable compliance tests and possible subsequent works to be delivered via the TFM Contractor. These various aspects of service delivery must be considered whilst ensuring the school adheres to any social distancing requirement as dictated by the Government/Public Health England.</p> <p>It will be important to engage in early discussions with staff, Local Authority and TFM Provider to make the transition to a different way of working easier for all involved, and whether the affected areas can be isolated in order to deliver the required tests and works.</p>	TFM & Infrastructure
Classcare Packages		

Every aspect of work carried out by TFM	<p>The 3 Classcare packages provided by TFM Contractors to the school will continue as normal. The TFM helpdesk will be available to log reactive requests either by telephone or email. Schools must consider the possibility that response times for reactive tasks may be longer than usual as available TFM resources may need to be prioritised. In these instances where possible appropriate staff i.e. caretakers and premises managers would need to be available at short notice to either isolate an area of a building or administer a temporary measure until the TFM provider can visit.</p> <p>A summary of the Classcare packages on offer is as follows:</p> <p>Package 1 = Health & Safety maintenance items are addressed Package 2 = Ringfenced fund – Schools choose items they wish to address in terms of planned maintenance Package 2a = As above but for Academies Package 3 = Compliance surveys for schools where KCC is not the responsible body</p>	TFM & infrastructure
Access to Site and Liaison with TFM		
	<p>It is vital that schools are aware of the following and where possible ensures that a member of staff i.e. Headteacher, Deputy Headteacher, Premises Manager or Caretaker is on site and available to lock and unlock buildings for access purposes. If the schedule of key-holders needs updating, then this would be for the school to share with TFM and Area Education Officers as soon as possible. Consideration needs to be given by the school for necessary early morning, evening and weekend work and how the buildings can be accessed and maintained securely. Similarly, social-distancing measures will need to be in place to ensure the continued safety and safeguarding of pupils, staff, contractors and visitors.</p> <ol style="list-style-type: none"> 1. TFM Contractors need to deliver essential services to ensure Schools meet essential statutory regulations and remain compliant. Please therefore continue to provide access to TFM staff and their approved sub-contractors during this period. – This may include early morning / evening or weekend working to ensure social distancing rules are adhered to. 2. Please ensure any changes to contact details of key holders are logged with the TFM Helpdesks and Area Education Officers. This will avoid delayed maintenance inspections and abortive visits. 3. TFM Contractors will aim to notify the school 1 month in advance of the maintenance visit and a further follow up to 3 days prior to the inspections to check the status of the school and ensure access will be provided. Social distancing measures will be adhered to by anyone undertaking works at a school. Although TFM contractors 	TFM

	<p>will be equipped with appropriate PPE where necessary, it is important to allow access to enable them to wash their hands with soap and water.</p> <p>4. In the event of a school remaining closed it will still be necessary to complete some statutory maintenance and inspections to ensure the safety of the environment and users. Table below provides guidance on key compliance activities usually delivered by the schools and those that are required when the school is open or a closed site. We understand that your normal staff numbers may be impacted and help is available from KCC if assistance is needed with essential tasks. Please contact your regional TFM helpdesk who will consult with KCC on the assistance which can be provided.</p> <p>The different helpdesk contact details are:</p> <table><tr><td>Skanska</td><td>West Kent</td><td>Dartford, Gravesham, Sevenoaks plus Tunbridge Wells</td><td>westkenthelpdesk@skanska.co.uk 0800 901 2464</td></tr><tr><td>Amey</td><td>Mid Kent</td><td>Tonbridge and Malling, Maidstone, Folkestone and Hythe plus Ashford</td><td>midkenthelpdesk@amey.co.uk 01622 624 003</td></tr><tr><td>Skanska</td><td>East Kent</td><td>Thanet, Dover, Canterbury and Swale</td><td>eastkenthelpdesk@skanska.co.uk 0800 285 1084</td></tr></table>	Skanska	West Kent	Dartford, Gravesham, Sevenoaks plus Tunbridge Wells	westkenthelpdesk@skanska.co.uk 0800 901 2464	Amey	Mid Kent	Tonbridge and Malling, Maidstone, Folkestone and Hythe plus Ashford	midkenthelpdesk@amey.co.uk 01622 624 003	Skanska	East Kent	Thanet, Dover, Canterbury and Swale	eastkenthelpdesk@skanska.co.uk 0800 285 1084	
Skanska	West Kent	Dartford, Gravesham, Sevenoaks plus Tunbridge Wells	westkenthelpdesk@skanska.co.uk 0800 901 2464											
Amey	Mid Kent	Tonbridge and Malling, Maidstone, Folkestone and Hythe plus Ashford	midkenthelpdesk@amey.co.uk 01622 624 003											
Skanska	East Kent	Thanet, Dover, Canterbury and Swale	eastkenthelpdesk@skanska.co.uk 0800 285 1084											
Compliance Checks														
Ensuring the inspections are up to date	<p>Throughout this period of closures and partial opening of sites, statutory compliance should still have been taken place. If you are now reopening your school or elements of it, you should ensure all compliance checks are undertaken prior to re-opening.</p> <p>Ensure that the records for the tests below are stored in a safe place, accessible for viewing purposes and relevant staff, tasked with managing the compliance, have the understanding of the compliance activities and its impact on the school. These activities include:</p>		TFM											

	<ol style="list-style-type: none"> 1. Water Hygiene 2. Asbestos 3. Fire Risk Assessment 4. Boiler Servicing 5. 5 Year Fixed Wiring 6. Pat Testing 7. Lift or Hoist servicing 8. Intruder alarm testing 9. Gas carcass testing 	
Compliance Tasks		
Ensuring tasks listed remain up to date	<p>The compliance tasks below are delivered directly by the schools. Schools need to ensure these tasks are being effectively discharged and staff are being provided with appropriate training and support. In terms of preparing any area for re-opening particular attention should be given to the issues of water, Fire and heating.</p> <p>Water</p> <ul style="list-style-type: none"> Flushing of outlets Temperature Monitoring Cold Water Tank Inspections TMV Servicing <p>Asbestos</p> <ul style="list-style-type: none"> Monitor all Asbestos identified in last report <p>Fire</p> <ul style="list-style-type: none"> Ensure Fire alarm testing is up to date and any faults identified have been resolved Fire call point testing Fire extinguisher testing is up to date <p>Heating & Hot Water</p> <ul style="list-style-type: none"> All heating and hot water systems are in full working order <p>Emergency Lighting</p>	TFM

	Ensure all emergency lighting tests have been carried out																																															
Compliance tasks which are to be carried out by schools																																																
School to manage	The section below provide guidance on which compliance activities may potentially not be required if the school is closed and which cannot be delayed dependent on opening status of the schools.																																															
	<table><tr><th>Compliance Task</th><th>School Open</th><th>School Closed</th><th>Supporting Comments</th></tr><tr><td>Fire Risk Assessments and resultant works</td><td>Yes</td><td>No</td><td>An up to date FRA will be required prior to reopening</td></tr><tr><td>Weekly Fire Alarm Test</td><td>Yes</td><td>No</td><td></td></tr><tr><td>Monthly Emergency light testing</td><td>Yes</td><td>No</td><td></td></tr><tr><td>Asbestos visual inspections</td><td>Yes</td><td>No</td><td></td></tr><tr><td colspan="4">Water Management Tasks</td></tr><tr><td>Flushing low use outlets</td><td>Yes</td><td>Yes</td><td>If school closed - flush both hot and cold supplies from furthest sentinels for minimum of 20 minutes every week</td></tr><tr><td>Monthly temperature monitoring</td><td>Yes</td><td>No</td><td></td></tr><tr><td>Clean and disinfection of shower heads quarterly</td><td>Yes</td><td>No</td><td></td></tr><tr><td>Cold Water Main Storage Tank Inspection and Monthly Temperature Monitoring</td><td>Yes</td><td>Yes</td><td></td></tr><tr><td>Servicing of Thermostatic Mixer Valves (TMV's)</td><td>Yes</td><td>No</td><td>Will have to be carried out if task was due during closure before reoccupation</td></tr></table>				Compliance Task	School Open	School Closed	Supporting Comments	Fire Risk Assessments and resultant works	Yes	No	An up to date FRA will be required prior to reopening	Weekly Fire Alarm Test	Yes	No		Monthly Emergency light testing	Yes	No		Asbestos visual inspections	Yes	No		Water Management Tasks				Flushing low use outlets	Yes	Yes	If school closed - flush both hot and cold supplies from furthest sentinels for minimum of 20 minutes every week	Monthly temperature monitoring	Yes	No		Clean and disinfection of shower heads quarterly	Yes	No		Cold Water Main Storage Tank Inspection and Monthly Temperature Monitoring	Yes	Yes		Servicing of Thermostatic Mixer Valves (TMV's)	Yes	No	Will have to be carried out if task was due during closure before reoccupation
Compliance Task	School Open	School Closed	Supporting Comments																																													
Fire Risk Assessments and resultant works	Yes	No	An up to date FRA will be required prior to reopening																																													
Weekly Fire Alarm Test	Yes	No																																														
Monthly Emergency light testing	Yes	No																																														
Asbestos visual inspections	Yes	No																																														
Water Management Tasks																																																
Flushing low use outlets	Yes	Yes	If school closed - flush both hot and cold supplies from furthest sentinels for minimum of 20 minutes every week																																													
Monthly temperature monitoring	Yes	No																																														
Clean and disinfection of shower heads quarterly	Yes	No																																														
Cold Water Main Storage Tank Inspection and Monthly Temperature Monitoring	Yes	Yes																																														
Servicing of Thermostatic Mixer Valves (TMV's)	Yes	No	Will have to be carried out if task was due during closure before reoccupation																																													

Other site Considerations

Other site checks to be undertaken	<p>Prior to opening your site to a much larger cohort of pupils, ensure basic tasks have been undertaken or are able to be undertaken in good time, such as:</p> <ul style="list-style-type: none"> • Inspections and maintenance of external areas. Including: <ul style="list-style-type: none"> • Are playing fields maintained and ready for use? • Has perimeter fencing and secure line been inspected for possible breaches? • Are external drains clear? • Is outdoor play equipment still fit for use? Or can it be taped off if not? • Are all site ingress points useable to aid social distancing where possible? • Are external canopies in good condition? • Can external play spaces be “zoned” to aid social distancing? • Is signage clear? Does new signage need to be put in place? • Are drop off and parking areas safe? Are new markings required? • Reviewing the internal configuration of the building, including desk layouts, storage areas, and larger circulation spaces to ensure you can employ social distancing measures where appropriate. Refer to H&S and Social Distancing guidance. • Has kitchen equipment been inspected to ensure it is functioning correctly, to allow reopening of dining facilities if these have not been used in recent weeks? 	Site manager/caretaker/Relevant SLT
------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------

ICT Considerations

Issue	Consideration and Advice	Where to find Support
Technical Concerns		
Essential IT updates or subscriptions may have expired or require updates	<p>Essential updates and licenses are required to ensure devices are secure and IT use is legal. Typically, these are managed by internal IT staff or external support according to school approach. Due to reduced numbers of staff in schools it's possible some essential updates may not have been carried out.</p> <ul style="list-style-type: none"> ○ Ensure essential device and network updates have taken place ○ Renew any expired licenses, as required ○ Check broadband speeds etc. ○ If relevant, check electronic safeguarding record keeping systems are functional and up to date. <p>These checks are likely to be required to be undertaken by technical staff; this should be carried out in line with social distancing requirements and remote updates should be carried out where possible.</p> <p>Staff may require additional time and space to carry out these tasks, especially during the initial return phases; this should be timetabled in before children return, where possible.</p>	Internal IT Staff or External IT Provider/Support (as appropriate)
Hardware equipment may require repair or adjustments following lack of use.	<p>Hardware equipment may not be operational due to lack of use.</p> <ul style="list-style-type: none"> ○ Check on site devices and equipment are functional e.g. interactive whiteboards, printers, projectors etc. and replace bulbs, filters etc. as required. <p>These checks are likely to be required to be undertaken by technical or maintenance staff; this should be carried out in line with social distancing requirements.</p> <p>Staff may require additional time and space to carry out these tasks, especially during the initial return phases; this should be timetabled in before children return, where possible.</p>	Internal IT Staff or External IT Provider/Support (as appropriate)
Use of IT Suites/Shared devices in line with social distancing requirements	Many schools who use IT suites, do not provide 1:1 devices for younger learners or use shared resources in communal areas, such as printers. Consideration needs to be given to maintaining hygiene practice and social distancing when using shared devices/rooms as far as is practical.	KCC Health & Safety

	<ul style="list-style-type: none"> • Where possible 1:1 devices should be allocated to learners and staff when on site. <ul style="list-style-type: none"> ○ This will depend on equipment availability – schools may be able to offer this on a rota basis where devices are collected and cleaned at the end of each day. ○ Use should be in line with school AUP and schools should continue to ensure appropriate filtering and monitoring approaches are in place. • If this is not possible and learners and/or staff are expected to share devices or access shared equipment e.g. printers, a robust cleaning regime is required. <ul style="list-style-type: none"> ○ For example, requesting staff/learners wash their hands before and after using devices and/or devices are disinfected/cleaned before and after use etc. • If schools will be using IT suites, they should be used with reduced numbers to ensure social distancing can be maintained. 	<p>UK Safer Internet Centre provide guidance on ‘Appropriate Filtering and Monitoring’</p>
--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------

Filtering and monitoring system changes may have taken place	<p>Whilst unlikely, it is possible that changes to filtering and monitoring system may have taken place. It's advised that schools check systems to ensure they still comply with pre COVID-19 approaches.</p> <ul style="list-style-type: none"> ○ Check existing appropriate filtering and monitoring policies and systems are operational in line with 'Keeping Children Safe in Education' requirements. <p>These checks are likely to be required to be undertaken by technical staff; this should be carried out in line with social distancing requirements and remote updates should be carried out where possible.</p> <p>IT staff may require additional time and space to carry out these tasks, especially during the initial return phases; this should be timetabled in before children return.</p>	<p>Internal IT Staff or External IT Provider/Support (as appropriate)</p> <p>SWGfL provide a tool for schools to use to check if their filtering is compliant. UK Safer Internet Centre provide guidance on 'Appropriate Filtering and Monitoring'</p>
<p>User issues when returning to site.</p>	<p>It's possible that some staff and learners will need technical support when returning to site.</p> <ul style="list-style-type: none"> ○ Allocate time for technical support to troubleshoot onsite issues when learners/staff return e.g. password resets ○ Revisit existing security requirements in line with school Acceptable Use of Technology Policy (AUP) with staff and learners e.g. not sharing passwords, locking screens, reporting scam emails, not installing applications without permission. <p>These checks are likely to be required to be undertaken by technical staff; this should be carried out in line with social distancing requirements.</p> <p>IT staff may require additional time and space to carry out these tasks, especially during the initial return phases; this should be timetabled in where possible.</p>	<p>Internal IT Staff or External IT Provider/Support (as appropriate)</p> <p>Acceptable Use of Technology Policy (AUP) templates can be found on Kelsi.</p>

Section 13 - Governance

Governor Services Team, The Education People

During this current situation the priorities for governance as we have stressed in our regular weekly briefings are:

- Business critical decisions (e.g. budget approval, ratifying school leadership appointments etc.) might require governing boards to review and amend their levels of delegation to enable fewer governors/trustees to make business critical decisions.
- Monitoring how the school is continuing to provide care for children who are vulnerable, children with an Education, Health and Care (EHC) plan, the children of key workers, associated risks, issues etc.
- Monitoring actions taken by the school/trust to mitigate against concerns that the partial closure of schools will impact on the outcomes achieved by disadvantaged pupils and widen the attainment gap
- Safeguarding - Monitoring the wellbeing and welfare of pupils, staff and stakeholders
- Any issues arising from how the building is currently being used and remote working for staff
- Support being given to parents and carers to help them educate their children at home
- Issues relating to the future re-opening of the school – specifically the guidance from the NGA: <https://www.nga.org.uk/News/NGA-News/May-2020/The-governing-board%E2%80%99s-role-in-the-safe-opening-of.aspx>

The DfE advice to governing boards is to prioritise providing support to their school leaders and staff where needed, to allow them to get on with operational matters. School leaders should stay in touch with the governing board in a proportionate way, including providing information on the welfare of staff and pupils, so that they can retain a strategic overview of the situation and the school. More information can be found at the National governance Association <https://www.nga.org.uk/Knowledge-Centre/Executive-leaders-and-the-governing-boards/Coronavirus-Information-for-governing-boards.aspx> Webinar by Browne Jacobson :

<https://event.on24.com/eventRegistration/EventLobbyServlet?target=reg30.jsp&partnerref=vuture&eventid=2353093&sessionid=1&key=E48EAC5229AB32692482B89F5E5635A2®Tag=&sourcepage=register>

As the situation moves forward we have outlined points for consideration as an aide memoire. This follows the seven elements of effective governance outlined in the Governance Handbook along with where to find the relevant support and guidance. We appreciate that governing boards are concerned about personal liability in relation to their responsibilities towards staff, especially where the governing board is the legal employer of staff such as trustees in academy trusts and governing boards of voluntary aided schools.

However, the Governance Handbook is clear on the issue of personal liability:

The board is legally responsible for the conduct of its school(s). However, individuals are generally protected from personal liability. Provided they act honestly, reasonably and in good faith, any liability will fall on the board even if it exceeds its powers, rather than on individuals.

There are no individual decisions to be taken and there are no changes to the Chairs Actions as defined in the Roles, Procedures and Allowances legislation.

There is no requirement for a board meeting to secure the agreement of the governing body, although in practice a meeting of some form would help keep

governors involved, and allow the headteacher to reassure them that risks are being carefully evaluated and the risk assessment shared with the GB along with the Chair and Vice Chair being “sounding boards” and supporting school leaders in these difficult decisions.

Contact details for further support can be found at the end of this section.

Effective Governance	Points for consideration	Where to find support
Panels	<p>It is essential that physical panels are not held until public health guidance changes accordingly.</p> <p>On the holding of remote panels, as a starting principle, consensus should be sought from all parties on an appropriate way forwards. This is vital in ensuring all parties’ circumstances are recognised and taken into account, and in justifying the course of action taken by the school.</p> <p>We do recognise that there may be occasions where an urgent resolution is required, so there is no reasonable alternative to ensuring a panel proceeds. Admissions hearings have been covered by the new regulations, but there could be other situations where a resolution is vital, e.g. an exclusion review for a child whose year is back in school, and so may not be receiving sufficient educational provision while they await the review. The emphasis in the Department’s guidance is on pragmatism, and we would emphasise the importance of taking a case-by-case view as every situation will be different. As stressed above, finding a consensus on a route forwards should be the priority.</p> <p>Ensure statutory panels are in place in case of changes in membership and that meetings can be held virtually and in compliance with GDPR.</p>	Area Education Officer (AEO)/Schools’ Personnel Service (SPS) or relevant HR Provider/Area Governance Officer (AGO) for support and guidance/Monthly Bulletin
GB meetings	If your Board is a committee structure ascertain if there is a need to meet over the last two terms or whether to only have Full Governing Board (FGB)/Trust Board virtual meetings.	AGO

Future Board meetings and Governors in the “vulnerable” category	Consider whether special arrangements will be required if certain Governors following COVID19 guidance are precluded from attending meetings in person.	AGO support and advice/Weekly Roundup and/or Monthly Bulletin
Recruiting for vacant posts	For parent governor vacancies where the school is not open for all pupils, consider if it would be viable to hold elections and ensure inclusivity. Does the model for staff governor elections need to be modified?	AGO support/clerks online briefing/Weekly Roundup and/or Monthly Bulletin
Headteacher and chair meetings	Consider the practical arrangements necessary to ensure appropriate levels of support and challenge at such meetings, including their frequency. Such meetings need to balance the HT’s workload and wellbeing against the requirements of good governance.	School Improvement (SI)/AGO support and briefings https://www.nga.org.uk/Knowledge-Centre/Executive-leaders-and-the-governing-boards/Frequently-Asked-Questions-on-Coronavirus-(COVID-1.aspx
Strategic Leadership	Points for consideration	Where to find support
Vision, ethos & values	Boards will likely wish to consider and re-evaluate the school’s vision, ethos and values where they need modification in the light of altered circumstances.	AGO support/Bespoke training
What does our 2020/21 SIP now look like?	Was the 2019/20 SIP on course to meet its objectives? Have long-term priorities changed? Is our 3-5 year strategy on course to reach our vision? Are there changes needed to be put into Vision timeline to recognise impact of closure?	AGO & School Improvement Adviser (SIA) support/advice
GB strategic monitoring	How will GB’s monitor their strategy in the short and long term with social distancing and less external evidence with no test results and published performance tables. Can this all be completed virtually?	SI support/DfE updates and Monthly Bulletin
Community Cohesion	What mechanisms will we have in place for enabling the Board to listen, understand and respond to voices of parents, staff, pupils, communities- will pupil/ staff conference by governors take place?	DfE guidance/AGO support and added to existing training courses e.g. questions and

	Governing boards, and chairs in particular, may be asked to support the communications to the whole school community – staff, parents and more widely. Chairs may be asked to co-sign letters from the headteacher/CEO. This illustrates the importance of the board being behind the leader’s decision as they will need to be able to advocate for the position. There is a role for governing boards in constructing, with their senior leaders, confident communications which fit with their school's values and ethos, putting the welfare of pupils at the heart of decision making.	challenge/induction/SI suggestions/District briefings https://www.nga.org.uk/Knowledge-Centre/Executive-leaders-and-the-governing-boards/Frequently-Asked-Questions-on-Coronavirus-(COVID-1.aspx)
Risk management	How has it changed? Has it been updated? How will schools manage with any DfE required changes? How will the Governing Board (GB) monitor? What is the financial impact and how will this be managed? The risk register is updated as part of the 3 Year Budget Plan process, this would therefore follow naturally in the way it has done in the past.	Schools Financial Service (SFS) guidance and risk register (available on KELSI) AGO advice and signposting/Monthly Bulletin/District briefing https://www.kelsi.org.uk/school-finance/financial-support-and-planning/schools-financial-risk-register
Strategic options	How will these be made? For example; making robust due diligence/ informed decisions for Federation/ Amalgamation/ HT recruitment/ Academisation. How will GB’s collaborate with local GB’s and see the ethos of schools wanting to collaborate with. Look at interim leadership arrangements that may have been in place and decide on strategy and process for ensuring permanent arrangements are planned.	KCC/AEO/AGO with SI collaboratively and existing structural solutions and fed docs and virtual support
Accountability	Points for consideration	Where to find support
SIP	How will this be addressed by the Board given the current situation? How will milestones be set and measured differently (teacher assessment?) How will progress be measured?	SIA/Notes of Visit (NoV)
Local/National Benchmarking	How will GB’s use DfE 18/19 tables to understand trends with comparison against local and national benchmarks and over time to manage risk?	Data training for GBs

Staff Pay Progression	How can Governors (via the pay committee) ensure that staff pay awards have been robustly awarded without performance data?	SPS guidance/AGO signpost/Monthly Bulletin
Staff changes	Consider changes for staff/pupils especially in year groups with SATs/ phonics/ external exams in 2021 with gaps in learning.	SI advice
Headteacher Performance Management (HTPM)	In the absence of appropriate data and the interruption to delivery of the SIP, how will Boards ensure year end HTPM is robust and fair? What measures will inform the objectives for 20/21?	School Improvement support essential SPS/SI/AGO advice and guidance. HTPM Training
Attendance records	During partial opening, how will Boards assess the school's performance in relation to attendance? Monitoring around the specific reasons for those children who have not returned and seeing evidence that home education is continuing and regular review dates are agreed. Schools and colleges 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 and this could be reported to Governors. There will be no parental fines for non-attendance at this time, and schools and colleges will not be held to account for attendance levels.	Inclusions team Link to School & Business Management – Coding and Reporting https://www.nga.org.uk/Knowledge-Centre/Executive-leaders-and-the-governing-boards/Frequently-Asked-Questions-on-Coronavirus-(COVID-1.aspx)
Financial delegation	Financial delegation re limits for work carried out or delayed - any approval needed to make school environment safe for partial transition etc. Link to health and safety and safeguarding governors for their understanding. You may wish to consider adapting the finance policy (financial thresholds and limits) so that a practical approach could be taken temporarily during COVID19. Does this need to be looked at subsequently? Are appendices required to cover for business continuity as we move forward. The three-year budget planning process automatically links into this and KCC are advocating continuing the process.	AEO/KCC Children Young People and Education (CYPE) Business Partner/SFS/Monthly Bulletin
Financial deficits	Is the Board satisfied it has complete oversight of all financial matters which may impact the school? These may include reduced rental income or other events which result in a deficit where a surplus or break even was forecast.	AEO/SFS/AGO to encourage scrutiny by GB

3-year school budget	Will the 3-year school budget take place as currently academies deferred deadline? What are the implications? What is the implication if finance staff are lost due to COVID19?	AEO/DFE/KCC CYPE Business Partner/SFS/AGO signpost Monthly Bulletin
Assessment	How will schools report assessment to the GB - end of year for Key stages and for internal - how will GB's compare accuracy against predicted outcomes and benchmarking nationally and locally with no performance tables and curriculum stopping two thirds in? How will they be able to analyse trends and trajectory? How will GB's be able to understand 20/21 predictions are accurate?	School Improvement advice has been provided on Assessment within this document https://educationendowmentfoundation.org.uk/tools/guidance-reports/
Vulnerable and disadvantaged groups	According to HMI, these groups are predicted to have large attainment and progress gaps with their peers following school closure. How will GB's understand an unfinished 19/20 pupil premium strategy for impact and accuracy of 20/21 pupil strategy against in school assessment following schools reopen and no benchmark data for 'all other pupils nationally'? Boards should see data on FSM vouchers and additional food provision from the school for vulnerable families	SI advice Pupil Premium Toolkit
Ofsted	Expectations for GB's for schools in Ofsted window- how will they verbalise evidence for performance/ curriculum/school prior to March 2020? How can they verbalise the 'how do they know' to Ofsted's expectations of they have seen it happening within the school when they may not be able to do face to face in school monitoring easily?	SI and AGO
Monitoring	What does monitoring now look like? Is a revised schedule needed? Do we need to consider Virtual monitoring? Impact of governors who may still need to self-isolate due to age / vulnerabilities on monitoring schedule? Has anything fallen through the gaps? What continues to be covered and how frequently (e.g. safeguarding, finance, H&S)?	AGO support
People	Points for consideration	Where to find support
Succession planning	The Board should consider its arrangements for succession planning to ensure they are robust and address key dependencies in the event of a resurgence of COVID19	AGO support and guidance

Skills audit	Re-evaluate skills audits due to changes in GB.	Training and Development training/ Monthly Bulletin
Clerking	Is your Clerk up to date with latest guidance to provide professional advice?	Clerks briefing/weekly update/Monthly Bulletin
Clerking IT	Does your clerk have IT skills to set up digital technology as necessary? Have the relevant policies, GDPR/Data Protection been amended to cover this, and advice sought from DPO?	School
Virtual governance	Can schools provide equipment for GB's to be fully or semi virtual?	School
Training needs	Can all governors access virtual training? Do all have the equipment to access online webinars if face to face training not held? Need to balance and manage face to face with social distancing and webinars	AGO
Quorate meetings	Will GB's face issues for meeting quorum or monitoring when governors' personal workload may increase following the relaxation of restrictions?	Clerk and AGO support
Structures	Points for consideration	Where to find support
Constitution	Does the GB constitution meet its current needs with capacity, workload and wellbeing?	AGO support and training/Monthly Bulletin
Compliance	Points for consideration	Where to find support
Safeguarding	Are Governors confident that staff are up to date and compliant with KCSIE including online safety following a return to school? Designated Safeguarding Governor – have you met with Safeguarding operational lead? Have all staff had the mandatory training if this needed refreshing during lockdown?	Safeguarding team and AGO

DBS	Does the school have the mechanism in place for remote checking DBS and informing of DBS certificate which meets GDPR compliance?	Safeguarding team and AGO advice/ Monthly Bulletin
Health and safety	Is the school a safe environment under any new social distancing or phased return? Has the Board considered any guidance issued by KCC, the Health and Safety Executive and relevant trade bodies? The operational decision on reopening the school would involve a risk assessment and it would be wise for this to be brought to the GB. Governing boards, while trusting their professional leaders to carry out that assessment, should test its robustness. The assessment will need to be kept under review. The risk assessment should reflect your individual school and there should be robust audit trails.	KCC/AEO Health and Safety, Section 1 of this document. https://www.nga.org.uk/Knowledge-Centre/Executive-leaders-and-the-governing-boards/Frequently-Asked-Questions-on-Coronavirus-(COVID-1.aspx
Financial compliance	Are processes being followed. How can we see/strategically audit? Ensure SFVS has been signed off by GB. KCC's compliance programme for 20-21 is currently suspended, however depending on KCCs view on compliance moving forward, this will determine what will be done later in the year. Annually the LA completes a School Financial Value Standard CFO statement for submission to the ESFA, although KCC do not have to complete CFO the collection of SFVS is still important as this forms part of the compliance process/programme that may take place later in the year.	AEO/KCC CYPE Business Partner/SFS
Data protection	DPO reports informing of any changes to system needed; breaches; required training; online safety; platform compliance for schools and GB meetings.	KCC/Data Protection Officer (DPO)/Safeguarding team
Policy check	Updates to policies and if any changes are required in light of the current situation. Ensure Behaviour policy has been amended to reflect sanctions on failure to adhere to social distancing rules and ensure this has been communicated to parents and pupils.	Clerks/AGO advice/Monthly Bulletin
Pupil Premium	Pupil Premium statement has been updated and is on the website.	AGO/ Training/SI
Sports premium statement	Are the actions achievable with social distancing? Does the statement need updating?	AGO advice/Monthly Bulletin /SI

SEND	Has the Board considered SEND compliance and monitoring of needs and use of funding?	KCC
Foundation governor appointments	Foundation governor appointments which rely on bodies outside of the Board for approval/ nomination if they are not meeting. For example, PCC/ Diocese Boards/ foundation trust.	Governor Services Liaison with Dioceses
Evaluation	Points for consideration	Where to find support
GB self-evaluation	This is an ideal time to be strategic and think of governance impact and effective structure for next year.	AGO training and support
Training updates	Update any training that has been carried out over the lockdown period	Governor services training
Minutes	Do minutes have required updates on chairs' actions and cancelled meetings action trail still auditable and not lost? Ensure all minutes are signed off appropriately.	Gov services training/AGO/Minutes, Agendas and Minutes (MAM) review/Clerks Briefings
Wellbeing and support	Wellbeing and support for chairs to enable them to support Heads/ governors as needed. Consider weekly staff wellbeing surveys to gauge how staff confidence is building. Workload should be carefully managed and schools should assess whether staff who are having to stay at home due to health conditions are able to support remote education, while others focus on face-to-face provision. Senior leaders and boards will want to factor this into their resource and curriculum planning and consider where additional resource could be safely brought in if necessary. Governing boards owe a duty of care to staff, and in particular to their senior leader.	KCC guidance https://www.nga.org.uk/Knowledge-Centre/Executive-leaders-and-the-governing-boards/Frequently-Asked-Questions-on-Coronavirus-(COVID-1.aspx)
Fund raising	Are there funding raising opportunities possible for example; Go Fund Me which could leave a legacy for those who died with COVID19 and support school?	School

PTA	Impact of PTA on school resource being unable to hold fetes etc.	School
-----	------------------------------------------------------------------	--------

Thank your staff and your clerk
<p>Governor Services Team contact details: Email: governorservices@theeducationpeople.org Tel: 03000 417979</p> <p>Suzanne Mayes: Head of Governor Services - 03000 416447/07712 301353</p> <p>Julia Durcan: Senior Area Governance Officer (West Kent) - 03000 410298/07860 704200</p> <p>Jude Johnson: Area Governance Officer (North Kent and Medway) - 03000 413966/07740 183729</p> <p>Tina Gimber: Area Governance Officer (South Kent) - 03000 415030/07712 301352</p> <p>Lorraine Monkhouse: Area Governance Officer (East Kent) - 03000 414510/07860 704198</p>