



**OXFORDSHIRE
COUNTY COUNCIL**

Updated 24.8.20

Covid-19: Considerations for Returning to School, September 2020

Guidance for leaders of educational settings

Covid-19: Considerations for Returning to School in September

Principles

Some principles:

1. All schools should be fully open in September following DfE guidance
2. Open and clear communication to all stakeholders, particularly parents/carers, is essential to the successful and smooth full reopening of schools.
3. The safety and emotional well-being of pupils and staff is a priority, and this must be a focus for all decisions made. However, a return to a comprehensive curriculum is intended.
4. The school offer adheres to guidance from the DfE.

The full list of latest guidance can be found [here](#). Links to DfE guidance have also been included at relevant points throughout this document.

Please note: this document should not be used as a substitute for the DfE guidance. It is important to familiarise yourself with the information contained in the above links.

Purpose

This document, produced by Oxfordshire School Improvement Team, has been created to support your thinking and planning. The use of this document is optional. It should not be used as a substitute for the DfE guidance.

We have tried to cover as full a range of considerations as possible. For ease, these have been categorised under the following broad headings:

- [Organisation and staffing](#)
- [Health & Safety and Hygiene](#)
- [Curriculum](#)
- [Safeguarding](#)
- [Well being](#)
- [New learning](#)
- [Wider reading](#)

It is hoped that this document will support you to identify the actions that are required within your setting. Whilst we have tried to cover as full a range of considerations as possible, we recognise that these will very much depend on your particular context and set of circumstances.

This updated version reflects this guidance up to 27th August 2020 and is focused on the full opening of schools. It includes updated guidance on:

- Face coverings in section 19
- School based testing kits in section 14.

Organisation and staffing

	Theme	Actions & considerations	Further guidance / links
1	Risk Assessments	<p>Update Covid-19 risk assessment for opening school to pupils and staff in light of latest DfE advice</p> <p>Use the outcomes from your risk assessment to be the main driver behind any setting-specific protective actions / measures required to minimize identified risks.</p> <p>Ensure you liaise with governors throughout the risk assessment and action planning process.</p>	<p>Refer to LA risk assessment guidance on OCC health & safety pages</p>
2	Organisation	<p>Organise the school in light of current DfE advice and the outcomes from your own risk assessment</p> <p>Some illustrative considerations include:</p> <ul style="list-style-type: none"> • organise classes/bubbles in line with relevant guidance • consider how to reduce movement around the school or building for both staff and pupils • ensure arrangements for pupils to wash their hands are in place • assemblies are not to be held in person • stagger break times (including lunch), so that all pupils are not moving around the school at the same time • devise protocols to minimise adult to adult contact. Are there any potential bottlenecks? What can be done to mitigate this? • consider any signage / area dividers / floor markings etc. that will need to be put in place to help with social distancing requirements • consider storage implications for desks / equipment not required <p>NB. Much of the above is predicated on staffing. Refer to theme 5 for further guidance.</p> <p>Early years & childcare settings should take account of the latest, specific DfE guidance for these settings:</p> <ul style="list-style-type: none"> • where relevant, consider how play equipment is used ensuring it is appropriately cleaned between groups of pupils using it, and that multiple groups do not use it simultaneously 	<p>Refer to</p> <ul style="list-style-type: none"> • Guidance for full opening: Schools • Covid 19 guidance for schools <p>Early Years & childcare setting specific guidance:</p> <ul style="list-style-type: none"> • Planning guide for early years and childcare settings

3	'Clinically extremely vulnerable' or 'clinically vulnerable' pupils	<p>Most pupils who are classified as 'clinically extremely vulnerable' or 'clinically vulnerable' will be able to return to school</p> <p>If any pupil cannot return consider how you will offer them remote education.</p>	<p>Refer to the latest guidance on shielded and clinically vulnerable children and young people.</p>
4	Opening & communication with parents/carers	<p>Communicate with parents/carers about full re-opening, including reassurance and confidence building</p> <p>Letter, text and/or email with information about:</p> <ul style="list-style-type: none"> • where/when/how parents/carers can drop off/collect their child/ren and protocols for minimising adult to adult contact (e.g. only one parent should drop off/collect their child/ren) • any changes to school times • recommendations on transport arrangements to and from school • reminder on not entering the school if they or their child/ren are displaying any symptoms of coronavirus (also refer to theme 14 – protocol for dealing with suspected / confirmed cases of Covid-19) • what pupils need to bring to school • reassurances that pupils will not need to wear any face coverings <p>Include arrangements for how home learning will continue for those not in school should self-isolation be required. Who will lead on this?</p> <p>Update website if applicable</p>	
5	Staffing	<p>Staff who are clinically extremely vulnerable will be able to return to work as long as social distancing is implemented.</p> <p>Have plans in place for covering staff who need to self-isolate (following PHE advice)</p> <p>Are there any additional staffing needs?</p> <ul style="list-style-type: none"> • Consider staffing for lunchtime and breaktime supervision. Are changes to staffing needed to reflect staggered times? • Is there a need to increase hours or capacity for certain staffing groups? 	<p>https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19</p>

		<p>Consider how PPA will be organized Consider how sports coaches/peripatetic staff will work. Update staff/Governors accordingly.</p>	
6	Support for staff Please also refer to well-being section	<p>Consider what support is needed for staff during this time.</p> <p>Some illustrative considerations:</p> <ul style="list-style-type: none"> • Are there any staff who are highly anxious about returning? What can be done to support these individuals? • Is additional time needed for certain key roles – e.g. designated safeguarding leads / those responsible for SEND? • What are the workload and well-being considerations for staff? • Are there any staff with specific SEMH / well-being needs? 	<p>Refer EPS details here</p> <p>Support may be available from https://www.educationsupport.org.uk/ https://www.annafreud.org/what-we-do/schools-in-mind/</p>
7	External contractors	<p>Contact the external companies and inform them that the school will be opening and ask about staff availability and provision going forward. Ensure appropriate arrangements are in place with:</p> <ul style="list-style-type: none"> • the school's dinner money service provider (if appropriate) • fruit provider (if appropriate) • milk provider (if appropriate) • transport providers (if appropriate) <p>Consider your risk assessment for all visitors to school.</p> <p>Decide (based on your risk assessment) what provision the school will be offering e.g. after school clubs. Ensure that this is communicated to parents (refer to theme 4)</p> <p>Communicate any changes/updates with parents/carers as necessary</p> <p>Update Governors accordingly</p>	<p>Contact Gail.Witchell@Oxfordshire.gov.uk (Catering Services Lead Mobile: 07920 084157) if you have concerns about schools' meals provision</p> <p>See here for advice on out of school provision</p>
8	School Meals	<p>School kitchens can operate, and normal legal requirements will apply around the provision of food.</p>	<p>Contact Gail.Witchell@Oxfordshire.gov.uk (Catering Services Lead Mobile: 07920 084157) if you have concerns about schools' meals provision</p>

9	Policies and procedures	<p>Ensure policies and procedures are updated to reflect current circumstances. Update staff/Governors with (but not limited to):</p> <ul style="list-style-type: none"> • Covid-19 Policy and procedures and any risk assessments that have been written • September attendance policy (see DfE guidance) • September behaviour policy • Business Continuity Plan (including learning from March 20th) • Confidentiality policy • Safeguarding and Child Protection • Data Protection Policy • Updates from the DfE, Ofsted and guidance from the Public Health England 2020 <p>Ensure that <u>all</u> staff are familiar with protocols and procedures relating to arrangements for the return of pupils.</p> <p>Consider whether any additional staff training is required.</p> <p>Update the website if applicable</p>	<p>Refer here for additional information</p> <p>Refer to NHS guidance on Coronavirus</p> <ul style="list-style-type: none"> •
10	Finances	<p>There may be a second chance to reclaim any Covid incurred costs</p>	
11	Pupil Premium funding	<p>Consider any changes that may be required to how PPG is best used to support these pupils</p>	.
12	Events	<p>Consider planned school events and decide what can or cannot go ahead (based upon an assessment of risk and Government guidance on social distancing).</p> <p>Consider different ways of doing things e.g. filming performances to be watched online by parents etc. Are there any options for ‘familiar school events’?</p> <p>Ensure decisions are communicated to parents/carers and pupils</p> <p>Gatherings of more than 6 people (other than pupils) are still not permitted</p>	

1 3	Appraisal	Confirm 2020/21 arrangements for performance management and share with staff.	
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Health & Safety and Hygiene

	Theme	Actions & considerations	Further guidance / links
1 4	Protocols for responding to suspected / confirmed cases of coronavirus	<ul style="list-style-type: none"> Follow the hierarchy of controls Ensure anyone with symptoms gets a test** Follow the PHE flowchart, found here <p><i>** , all schools will receive an initial supply of 10 home test kits. Home test kits should only be offered to individuals in the exceptional circumstance that you believe an individual may have barriers to accessing testing elsewhere. The best and fastest way for students or staff to access a test is to visit a testing site.</i></p> <p><i>Guidance on replenishment of kits will be published shortly. Once this is published, you will be able to re-order these kits. There will be a cap on how many and how frequently orders can be placed, based on pupil numbers for your education setting.</i></p>	Refer to: <ul style="list-style-type: none"> guidance on coronavirus testing and how to arrange to have a test. How to get a coronavirus test <p>See the guidance on the school based testing kits here</p>
1 5	Cleaning arrangements	<p>Ensure that the school is clean and that cleaning products are available.</p> <p>Ensure processes are in place for cleaning during the day</p> <p>Check (the most up to date) guidelines related to cleaning and hygiene in the Illustrative considerations include:</p> <ul style="list-style-type: none"> Protocols for cleaning surfaces and items that pupils and staff touch more regularly than normal throughout the day Protocols for cleaning dining areas between groups of pupils Arrangements for the emptying of bins during the day Ensuring appropriate supplies of soap, anti-bacterial gel and other cleaning products have been secured 	Refer to: https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings

1 6	Health & Safety checks	<p>Carry out a Health and Safety check of all areas of the school, including the outdoor space.</p> <p>Illustrative considerations:</p> <ul style="list-style-type: none"> • Check that there is adequate access to hand washing facilities etc. • Order enough soap/handtowels & cleaning products • Ensure cleaning and removal of waste procedures & staffing is in place • PPE equipment sourced & available (to be used in accordance with DfE guidelines) • Consider any additional signage needed around the school – including outside spaces • Consider storage needs for any furniture / equipment not required <p>Ensure that all staff are fully briefed on any changes to health and safety procedures</p>	See LA H&S page
1 7	Systems	<p>Before resuming normal operation, commission a water treatment specialist to chlorinate and flush the complete system for all hot and cold water systems (including drinking water) and certify the water system is safe before the buildings are reoccupied. Allow sufficient time for this activity, approx. 1 week before opening if possible.</p> <p>Recommission all systems before re-opening, as would normally be done after a long holiday period. This includes gas, heating, water supply, mechanical and electrical systems, and catering equipment.</p> <p>Check your fire safety systems including making sure:</p> <ul style="list-style-type: none"> • all fire doors are operational • your fire alarm system and emergency lights are operational 	
1 8	Site preparation	<p>Prepare learning spaces and other spaces within the school</p> <p>Illustrative considerations:</p> <ul style="list-style-type: none"> • Plan and display information posters for parents/carers/visitors/pupils/staff in welcome areas & around the school as per Government Guidelines for hand washing and social distancing etc. as appropriate. • Consider any floor signage (both inside and outside) • Ensure that there is access to drinking water, facilities for hand washing and access to hand sanitiser if appropriate. 	

		<ul style="list-style-type: none"> • Consider desk arrangements – see p12 of the guidance • Removal of unnecessary furniture and objects (especially those that are hard to clean – e.g. soft furnishings, soft toys and toys that are hard to clean; such as those with intricate parts). Consider storage implications. • Consider whether to implement a one-way system (if possible) to ensure safe movement around school • Consider how to manage use of toilet facilities so that they do not become crowded • Consider layout of tables at lunchtime and protocols for lunch – e.g. staggered lunch / pupils remaining in their 'group' / sitting apart etc. • Consider any changes needed to staff areas / social spaces – etc. staffroom <p>Outside space:</p> <ul style="list-style-type: none"> • If outdoor equipment is to be used, ensure arrangements are in place for equipment to be appropriately cleaned between groups of pupils using it <p>Consider how pupils will be introduced to these changes and protocols.</p>	
1 9	Infection control & hygiene	<p>Ensure policy and procedures are in place as necessary, in line with DfE guidance.</p> <p>Ensure that, as part of infection control, you have considered the DfE's hierarchy of controls outlined below:</p> <ul style="list-style-type: none"> • minimising contact with individuals who are unwell by ensuring that those who have coronavirus symptoms, or who have someone in their household who does, do not attend childcare settings, schools or colleges • cleaning hands more often than usual - wash hands thoroughly for 20 seconds with running water and soap and dry them thoroughly or use alcohol hand rub or sanitiser ensuring that all parts of the hands are covered • ensuring good respiratory hygiene - promote the 'catch it, bin it, kill it' approach • cleaning frequently touched surfaces often using standard products, such as detergents and bleach 	<p>DfE's hierarchy of controls can be found within the guidance for full opening</p> <p>See the latest guidance re the use of face coverings in school:</p> <p>Guidance for schools: coronavirus (COVID-19) Face coverings in education</p>

		<ul style="list-style-type: none"> • minimising contact and mixing by altering, as much as possible, the environment (such as classroom layout) and timetables (such as staggered break times) <p>Other considerations:</p> <ul style="list-style-type: none"> • Consider protocols for promoting the regular washing of hands during the school day • Consider approaches to support young pupils to learn and practice good handwashing habits • Ensure that help is available to support pupils who have difficulty washing their hands independently • Consider how to promote key hygiene messages to pupils in school – e.g. through the curriculum. • Consider any additional signage needed within the school to promote health and hygiene messages & reminders • Consider any additional training / CPD for staff <p>Communicate infection control measures to staff, visitors and Governors.</p>	
2 0	Kitchens	Clean and disinfect all areas and surfaces prior to reopening and if necessary, utilise pest control for insect infestations, particularly in the kitchen and/or food preparation areas. Deep clean the kitchen prior to reopening before food preparation resumes.	Refer here for further information
2 1	Emergency planning / evaluation arrangements	<p>Consider if any changes to emergency planning and school evacuation arrangements are required.</p> <ul style="list-style-type: none"> • Are key role holders (e.g. fire marshals) in school? • How will school evacuation arrangements be managed to take account of social distancing? 	

Curriculum

DFE guidance (updated 7th August) states:

The key principles that underpin our advice on curriculum planning are:

- **education is not optional:** *all pupils receive a high-quality education that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life.*
- **the curriculum remains broad and ambitious:** *all pupils continue to be taught a wide range of subjects, maintaining their choices for further study and employment.*
- **remote education,** *where needed, is high quality and aligns as closely as possible with in-school provision: schools and other settings continue to build their capability to educate pupils remotely, where this is needed.*

Informed by these principles, DfE asks that schools and other settings meet the following key expectations if considering revisions to their school curriculum for academic year 2020 to 2021:

- *Teach an ambitious and broad curriculum in all subjects from the start of the autumn term, but make use of existing flexibilities to create time to cover the most important missed content: Up to and including key stage 3, prioritisation within subjects of the most important components for progression is likely to be more effective than removing subjects, which pupils may struggle to pick up again later. In particular, schools may consider how all subjects can contribute to the filling of gaps in core knowledge, for example through an emphasis on reading*
- *Aim to return to the school's normal curriculum in all subjects by summer term 2021: Substantial modification to the curriculum may be needed at the start of the year, so teaching time should be prioritised to address significant gaps in pupils' knowledge with the aim of returning to the school's normal curriculum content by no later than summer term 2021.*
- *Plan on the basis of the educational needs of pupils: Curriculum planning should be informed by an assessment of pupils' starting points and addressing the gaps in their knowledge and skills, in particular making effective use of regular formative assessment (for example, quizzes, observing pupils in class, talking to pupils to assess understanding, scrutiny of pupils' work) while avoiding the introduction of unnecessary tracking systems.*
- *Develop remote education so that it is integrated into school curriculum planning: Remote education may need to be an essential component in the delivery of the school curriculum for some pupils, alongside classroom teaching, or in the case of a local lockdown. All schools are therefore expected to plan to ensure any pupils educated at home for some of the time are given the support they need to master the curriculum and so make good progress.*

	Theme	Actions & considerations	Further guidance / links
2 2	Behaviour and routines	<p>Consider how behaviour expectations and routines will be both re-established and re-learned</p> <p>Some illustrative considerations:</p> <ul style="list-style-type: none"> • How will you re-establish behaviour expectations and routines and support pupils to re-learn these? • How will you introduce pupils to new routines required for the purposes of responding to Covid-19? • How will you inform parents of any changes? • Which pupils will need additional support? How will this be managed? • Are there any changes required to your behaviour policy? e.g. sending pupils to another member of staff • How will you communicate any changes to policy with staff? Is there any additional staff training / CPD required? <p>Which pupils might find the return to school most difficult? How will this be managed?</p> <p>NB. For some pupils, the re-establishment of routines will not just include school routines but also basic daily routines such as getting up in time for school etc.</p> <ul style="list-style-type: none"> • How will you support these pupils? • Is there a need for some pre-emptive work with individual pupils/families prior to them returning? 	<p>Refer to:</p> <ul style="list-style-type: none"> • Launching the 'recovery curriculum' • SEA Inclusion & Safeguarding – 'the many problems of returning to school' • School behaviour and attendance: parental responsibility measures • School exclusion
2 3	Home learning	<p>Consider how home learning will be lead and managed should it be required</p> <p>Ensure that you are familiar with the guidance for full opening</p> <p>Some illustrative questions to consider:</p> <ul style="list-style-type: none"> • How will this be managed? By whom? • What can you reasonably expect your staff to do? Workload considerations? • Who will do what? • How will pupils be encouraged to engage in home-learning tasks? 	<p>Resources to support schools / parents with home learning from the</p> <ul style="list-style-type: none"> • EEF • Oak National Academy • BBC Bitesize <p>DfE list of online education resources for home education</p> <ul style="list-style-type: none"> • Adapting teaching practice for remote education

			<p>Case study:</p> <ul style="list-style-type: none"> • Providing physical work packs for pupils with limited or no internet connection • School Readiness for parents
2 4	<p>Identifying the gaps</p>	<p>Assess where pupils are in their learning and agree what adjustments may be needed to the school curriculum over the coming weeks.</p> <p>Identify and plan how best to support the education of high needs groups, including disadvantaged pupils, and SEND and vulnerable pupils.</p> <p>What provision needs to be in place for the lowest 20% of readers? How will you identify who they are?</p> <p>Agree learning priorities and the extent to which existing planning, schemes of work and programmes of study will need to be adapted.</p> <p>Consider pupils' mental health and wellbeing and identify any pupil who may need additional support so they are ready to learn and access the curriculum.</p> <p>Refer to government advice re the use of the 'catch up premium.</p>	<p>Refer to:</p> <ul style="list-style-type: none"> • Launching the 'recovery curriculum' • https://www.gov.uk/guidance/coronavirus-covid-19-catch-up-premium • https://www.gov.uk/government/news/early-years-support-package-to-help-close-covid-language-gap
2 5	<p>SEND / disadvantaged pupils</p>	<p>The DfE will not be issuing further national notices to modify the education, health and care duties, but will consider whether any such flexibilities may be required locally to respond to outbreaks. They will also continue to monitor the need for the temporary changes to the law on education, health and care needs assessments and plans that give local authorities and others who contribute to the relevant processes more flexibility in responding to the demands placed on them by coronavirus (COVID-19). These changes are currently in force until 25 September.</p> <p>The DfE will work with local authorities, parent carer representatives and specialist SEND organisations, to ensure that the lifting of the temporary changes is managed in a way that supports the needs of children and young people with SEND.</p> <p><u>All educational settings have a statutory duty under equalities legislation to make reasonable adjustments for disabled children.</u> Settings should consider</p>	<p>Refer to</p> <p>https://www.gov.uk/government/publications/guidance-for-full-opening-special-schools-and-other-specialist-settings</p> <p>https://www.gov.uk/government/publications/coronavirus-covid-19-send-risk-assessment-guidance/coronavirus-covid-19-send-risk-assessment-guidance</p> <p>Refer to:</p> <ul style="list-style-type: none"> • Supporting care-experienced children and young people

any challenging behaviours or social or emotional challenges arising as a response to the lockdown and offer additional support and phased returns where needed.

Risk assessments may still prove useful now and over the autumn term, in identifying what additional support children and young people with education, health and care plans need to make a successful return to full education. Risk assessments may also prove useful if children and young people have to self-isolate, or if a local outbreak of coronavirus (COVID-19) requires a school to return to more limited attendance, or temporarily close.

Schools should contact parents and involve them in planning for their child's return to their school from the start of the autumn term. That might include social stories, and other approaches that specialist settings normally use to enable a child or young person with SEND, who has spent some time out of education, to return to full provision.

How might you evaluate the impact of this period on the most vulnerable pupils?

Designated teachers have told us that the following help:

- Engage your community
- Don't assume trauma – watch and wait
- Acknowledge anxiety but focus on emotional safety, coping and resilience
- Make adult self-care a priority
- Creating opportunities for positive experience now children are back in the classroom
- Making sure staff are very, very familiar with procedures in place and measures to respond to changes and are prepared for children to ask about the arrangements many, many times! Instead of saying "I've told you this lots of times already", staff could try "I can see you are really worried about getting this right because it's important. It's good to ask if you're not sure".

Identify and plan how best to support the education & pastoral needs of high needs groups, including disadvantaged, SEND and vulnerable pupils.

The Virtual School have fortnightly [newsletters](#) you may find useful.

		<ul style="list-style-type: none"> Will you need additional support from outside agencies? How will this be managed? <p>Support/deployment of additional adults/intervention and timetabling are likely to be different</p> <ul style="list-style-type: none"> How will pupils be best supported, and parental expectations managed? <p>Ensure that you are familiar with and following the guidance from DfE:</p> <ul style="list-style-type: none"> <u>Changes to the law on education, health and care needs assessments and plans due to coronavirus</u> (last updated 29 May) <u>Updating a SEND risk assessment during the coronavirus outbreak</u> (last updated 26 May) 	
2 6	Learning assessments	<p>Decide what is happening with regards to any assessing of pupils and how assessment strategies will be decided upon</p> <p>What information is required for 2020/21 class teachers to enable learning to be rapid and responsive to need? No data for data's sake...</p>	
2 7	Resources to support learning	<p>Consider the practical implications of the use of resources to support learning. Some considerations:</p> <ul style="list-style-type: none"> How will you ensure that pupils are self-sufficient? -. e.g. their own stationery Consider developing protocols relating to shared IT equipment, text books, art materials etc. What is essential? What can pupils do without in the short-term? 	

Whilst the below might not be 'immediate' considerations...

	Theme	Actions & considerations	Further guidance / links
2 8	Curriculum for this academic year	<p>Decide whether there will be any planned changes to the curriculum in light of this period of time out of school</p> <ul style="list-style-type: none"> How will the autumn term be shaped? <p>See 'things to think about' to help with planning</p> <p>Consider what your 'recovery' strategy will be for the curriculum.</p>	<p>Secondary blog - Testing times for timetablers</p>

Safeguarding

	Theme	Actions & considerations	Further guidance / links
2 9	Support for vulnerable families	<p>Plan a support package for families who are vulnerable to help them transition back to school. Consider what preparatory/pre-emptive work needs to be undertaken with pupils/families prior to returning to school. This could include:</p> <ul style="list-style-type: none"> • Telephone calls to families • Individual support plans around the family, working alongside other agencies as appropriate • Prepare pupils for what to expect by providing videos on the school website with staff explaining any changes. It is useful to inform pupils of new routines and who will be there to support them. A 'virtual tour' of how the school now looks will also help prepare pupils. <p>Use RAs from during the lockdown period to make judgments about what adjustments may need to happen in school.</p> <p>Plan and prepare a collection of signposting opportunities to share with families if needed e.g. Bereavement advice, financial advice etc.</p> <p>Decide which member(s) of staff will be the single point of contact for parents and communicate this to parents. Ensure that enough time is allocated to devote to this work.</p> <p>Update the website if applicable.</p> <p>Ensure policies and procedures are in place where necessary. Consider additional staff training/CPD so that all staff are familiar with any updates.</p>	<p>See previous advice from EP service on schools news</p> <p>Refer to:</p> <ul style="list-style-type: none"> • LA Guidance – returning to school after lockdown <p>https://fisd.oxfordshire.gov.uk/kb5/oxfordshire/directory/practitioner_toolkit_page</p>
3 0	Additional safeguarding awareness	<p>Important considerations:</p> <ul style="list-style-type: none"> • Pupils may have experienced abuse during the lock down. What additional staff awareness training is needed? – this needs to be whole staff awareness as well as specific groups needing more detailed awareness. • There has been a significant rise in domestic abuse during the lockdown period and many pupils may have suffered significant harm during this time. Staff need to be aware of this as a possibility for all pupils, not just the ones previously identified as vulnerable. 	<p>Refer to:</p> <p>https://www.gov.uk/government/publications/keeping-children-safe-in-education--2020</p> <p>https://www.oscb.org.uk/practitioners-volunteers/locality-and-community-support-service-early-help/</p>

		<ul style="list-style-type: none"> • Staff will need to be aware of the threats and possible abuse that pupils may have experienced online during lockdown. There are increased risks from adults and the exposure to harmful images and threats. More of children’s social lives has moved online, increasing the risk of online peer on peer abuse. <p>Ensure that pupils have safe spaces to talk about their experiences during the lockdown.</p> <p>The sad truth is that there is likely to be a rise in the number of disclosures of abuse.</p> <ul style="list-style-type: none"> • All staff need to be able to respond appropriately and immediately. • DSLs and deputy DSLs will need time and emotional support to manage this effectively. • Refer to DfE guidance on ensuring that your child protection / safeguarding policy is updated to reflect the response to coronavirus 	
3 1	Attendance	<p>Attendance at school is again mandatory.</p> <p>Please use the attached resources to build parental confidence:</p> <p>https://twitter.com/educationgovuk/status/1295737399042027530</p> <p>https://www.facebook.com/educationgovuk/photos/a.317627041606420/3191534104215685/?type=3&theater</p> <p>Resources</p> <p>The PHE hub offers a range of resources, including leaflets in community languages</p> <p>https://coronavirusresources.phe.gov.uk/schools-/resources/</p> <p>DfE drop box contains videos for parents and carers:</p> <p>https://shwca.se/covid19publicservicecomms</p> <p>DfE is offering, infographics, posters and social formats:</p> <p>https://coronavirusresources.phe.gov.uk/schools-/resources/</p>	<p>Refer to:</p> <ul style="list-style-type: none"> • School attendance: Guidance for schools • https://www.gov.uk/government/publications/what-parents-and-carers-need-to-know-about-early-years-providers-schools-and-colleges-during-the-coronavirus-covid-19-outbreak/what-parents-and-carers-need-to-know-about-early-years-providers-schools-and-colleges-in-the-autumn-term

Well-being

NB. Well-being considerations have also been woven into the other areas above. Please ensure that you have also referred to these.

	Theme	Actions & considerations	Further guidance / links
3 2	Support systems	<p>Ensure that there are systems in place for staff/pupils to support their mental health and well-being</p> <ul style="list-style-type: none"> • a clear focus on SEMH and well-being will be required alongside a return to learning. Consider how this is built into the curriculum and school day (e.g. assemblies). • are there staff with specific SEMH/well-being needs? • which pupils might need additional support? • What specialist support might be needed to support staff/pupils & their families? 	<p>Pam assist</p> <p>Coronavirus guidance from Education Support Partnership</p> <p>https://www.annafreud.org/what-we-do/schools-in-mind/resources-for-schools/supporting-staff-wellbeing-in-schools/</p> <p>http://www.oxfordshire.gov.uk/sites/default/files/file/early-years-childcare/COVIDWellbeingPack.pdf</p>
3 3	Dealing with concerns	<p>Provide an opportunity for parents and carers to raise issues and concerns. Ensure that this is communicated to parents. Ensure your complaints policy is up to date</p> <p>Dedicate a member(s) of staff to be the single of contact for parents via email e.g. covid@schoolname.co.uk and/or phone.</p> <p>Plan and prepare a collection of signposting opportunities e.g. bereavement advice</p> <p>Update staff/Governors accordingly.</p>	<p>https://fisd.oxfordshire.gov.uk/kb5/oxfordshire/directory/practitioner_toolkit_page</p> <p>http://www.oxfordshire.gov.uk/sites/default/files/file/information-childcare-providers/LinkstoEYproviders.xlsx</p>
3 4	Mental health and well-being	<p>Plan learning opportunities to support pupil's transition back to school, e.g. support for mental health and well-being, bereavement advice if appropriate etc.</p> <p>Identify key families who may need extra support if possible.</p> <p>Share this information with staff/parents/carers</p> <p>Think about best use of ELSA</p>	<p>Blogs:</p> <ul style="list-style-type: none"> • Five ways to help children heal when schools reopen • Supporting post-lockdown education using the 6 principles of Nurture <p>Refer to:</p> <ul style="list-style-type: none"> • mental health and wellbeing toolkits produced by the Anna Freud National Centre for Children and Families

3 5	Nurture and team building	<p>Plan opportunities for pupils to share their thoughts and feelings with members of the school community. This might include:</p> <ul style="list-style-type: none"> • Nurture opportunities • Playtime support • Pastoral care and support in place • Lunchtime support • Assembly Plan • Update website if applicable • Role of ELSA 	<ul style="list-style-type: none"> • advice and support to support wellbeing during Coronavirus by Place2Be • DfE guidance on supporting pupils' wellbeing
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New learning

	Theme	Actions & considerations	Further guidance / links
3 6	New ways of working?	<p>Illustrative prompts for discussion with stakeholders:</p> <ul style="list-style-type: none"> • What positives are there from this? • Have we learned any new and better ways of doing things? • What systems in school might we change? 	

Wider reading

Chartered College of Teaching: [Education in the time of crisis: The potential implications of school closures for teachers and students](#)

NFER: [Return of pupils to school: Schools' responses to Covid-19](#)

Education Endowment Foundation: [Impact of school closures on the attainment gap](#)