

11.5.20: The following checklist/audit tool has been developed by the local authority to support Head teachers in the recovery process following the COVID-19 lockdown period. The intention is to save each school from having to create their own version and to provide a consistent approach across county. The document can be shared with colleagues and used immediately to start addressing key areas & concerns.

### School Recovery & Reopening Checklist

School:

Area	Action	Guidance	Responsibility	By When	Completed
<b>1. Children and Parents</b>	1.1 Identify likely numbers of pupils returning and agree required staffing resource and approach and liaise with your local authority on your plans.	DfE Framework	Vicky Caroline  Letter sent out to parents asking them to say if they were likely to return in phase 1 or 2 or are planning to stay at home  Staff meeting held to agree staff resources  4 day week proposed and details sent to LA to ensure staff coverage and small group sizes - awaiting confirmation this is possible	May 24 <sup>th</sup>	Yes
	1.2 In special schools, specialist post-16 and hospital schools only, agree which additional pupils will return irrespective of year groups to achieve a phased return.	DfE Framework	N/A		
	1.3 Plan content and timing of communications to parents and pupils (including discussing attendance expectations and other specific things that parents should do to help prepare returning pupils, for example, arrangements for drop-off/collection).	DfE Framework	Vicky  Letter ready to send to parents, full details written under specific sub headings	May 24 <sup>th</sup>	Yes
	1.4 Plan how children of critical workers and vulnerable children will be accommodated alongside returning	DfE Framework	Vicky  Groupings provisionally allocated	May 24 <sup>th</sup>	Yes

	year groups and encourage attendance (unless they are extremely clinically vulnerable and shielding, or medical advice or further guidance suggests they should not attend).		but will be confirmed once final numbers are known		
	1.5 Agree what returning support is available for vulnerable and/or disadvantaged children (including any dual-registered students) and put in place provision for the return of pupils with special educational needs and disabilities (SEND) in conjunction with families and other agencies and engage with partners who will help to provide that support, for example, local authorities.	DfE Framework	Vicky In contact with vulnerable children and SENDCo and a plan is in place and already operational	May 24 <sup>th</sup>	Yes
	1.6 Agree what safeguarding provision is needed in school to support returning children (e.g. where new issues have arisen, or existing ones escalated) and consider any necessary changes and referrals as more children return to school, including those with problems accessing online offers. Check for revised protocols from your local authority and update safeguarding policy if necessary.	DfE Framework	Vicky DSL or Deputy DSLs will be on site at all times School system of reporting via My Concern remains live Safeguarding policy has been updated with an Annex	May 24 <sup>th</sup>	Yes
	1.7 Update behaviour policies to reflect the new rules and routines necessary to reduce risk in your setting and agree how to communicate this to school staff, students and parents and review uniform expectations.	DfE Framework	Vicky Uniform expectations reviewed and communicated to parents Behaviour policy stands – Ask, Tell, Send – but to Head teacher not to another classroom (HT will be fetched by Mrs Powell)	June 1st	Yes
	1.8 Agree whether breakfast clubs, lunch clubs and after-	DfE Framework	Vicky Caroline	May 24 <sup>th</sup>	Yes

	school clubs can operate (in line with the implementing protective measures in education and childcare settings guidance), and under what terms.		Breakfast and After school clubs cancelled for phase 1 at least, early drop possible for those working families.		
<b>2. Protective measures and hygiene</b>	2.1 Read the guidance on implementing protective measures in education and childcare settings and agree how this will be implemented in your school, including agreeing on any necessary updated health and safety policy and risk assessments	DfE Framework	Vicky Caroline Risk assessment to be completed and points actioned by May 24 <sup>th</sup> Caroline to do legionella water testing in line with usual timings (in hand) Staff to have read the guidance circulated to them	May 24 <sup>th</sup>	Yes
	2.2 Decide the physical and organisational structures needed to limit risks and limit movement around the building(s) (for example, classroom layouts, entry and exit points, staggered starts and break times, class sizes, lunch queues, use of communal staff areas).	DfE Framework	Vicky Caroline Vicky to plan group structures and staffing which may involve redeployment of staff Movement patterns to be considered around the school and plans put in place Vicky to plan for staggering of break and lunch times Communicate new procedures to staff, parents and children	May 24 <sup>th</sup>	Yes
	2.3 Agree how safety measures and messages will be implemented and displayed around school.	DfE Framework	Vicky Caroline Any additional signage to be prepared and put up	June 1st	Yes*

			*Vicky add gate signs by June 1 <sup>st</sup> , in hand		
	2.4 Decide what an enhanced cleaning schedule looks like and how it will be implemented in your school (for example, how often, when/if an additional clean is necessary) and how you will ensure sufficiency of supplies.	DfE Framework	Vicky Caroline Caroline to make arrangements with Interserve. Staff to undertake mid morning and lunchtime surface cleaning EYSF/Y1 staff to wash toys where possible after use Caroline to order additional cleaning products required (now received)	May 24 <sup>th</sup>	Yes
	2.5 Decide the approach to enhance hygiene (for example, toilet use, hand washing) and decide on policy related to usually shared items (for example, books, toys, practical equipment).	DfE Framework	Vicky Caroline Children to be provided with own set of resources – pens, pencils, gluesticks etc to be kept in their drawers, drawers to be taken to tables when working and drawers returned after use Children to wash or sanitise hands on entry to school and prior to leaving, before and after break and lunch. EYFS soft furnishings, dressing up and teddies to be removed from the environment. Toys eg lego to be washed regularly by staff	May 24 <sup>th</sup>	Yes

	2.6 Plan the school level response should someone fall ill on site (in line with relevant government guidance).	DfE Framework	Vicky Caroline	May 24 <sup>th</sup>	Yes
	2.7 Make arrangements for the very small number of cases where personal protective equipment (PPE) supplies will be needed: if your staff provide intimate care for any children or young people and for cases where a child becomes unwell with symptoms of coronavirus while in their setting and needs direct personal care until they can return home.	DfE Framework	Caroline PPE is in place (gloves, aprons, visor, face mask) and a how to use it safely guide has been printed to keep with it	May 24 <sup>th</sup>	Yes
<b>3. Premises</b>	3.1 Work with your catering supplier to ensure meals are available for all children in school. Also, consider your arrangements for those year groups still out of school and eligible for benefits related free school meals.	DfE Framework	Caroline Caterlink will bring in packed lunches to any needing them – Caroline will ask parents and order	May 24 <sup>th</sup>	Yes
	3.2 Catering contractors have plan in place for restoring services and are able to meet reopening date	Link to Caterlink plan to be inserted	Caroline As above	May 24 <sup>th</sup>	Yes
	3.3 Cleaning contractors understand the cleaning protocols required on reopening and have sufficient staffing in place	Link to GCC guidance	Caroline/Interserve Cleaning in place	May 24 <sup>th</sup>	Yes
	3.4 Protocols for social distancing of staff, students and parents are in place and required equipment is available e.g. barriers tape	DfE guidance?	Vicky Caroline Screens ordered for office areas, signs and stairgates in place	May 24 <sup>th</sup>	Yes
<b>4. Attendance</b>	4.1 Students who should not be returning to school have been identified and parents informed & given details	DfE Guidance?	Vicky	May 24 <sup>th</sup>	Yes

	of continuing arrangements for online support				
	4.2 Parents of all children who should be returning to school have been informed of return dates and arrangements	DfE Framework	Vicky Letter has gone out to parents	May 24 <sup>th</sup>	Yes
	4.3 Plan to resume taking attendance registers and continuing to complete the online educational setting status form to provide daily updates on how many children and staff are in school.	DfE Guidance	Caroline	June 1st	Yes
	4.4 2.3 Attendance staff have been briefed on the new coding for the post-COVID-19 period and systems have been updated for the new codes	LA guidance	Caroline	June 1st	Yes
	4.5 2.4 Transport contactors have confirmed changes to routes/service and school timetable adjusted in response	LA guidance	N/A		
	4.6 2.5 Safeguarding arrangements for students not attending school are in place	LA guidance?	Vicky Annex to safeguarding policy in place	May 24 <sup>th</sup>	Yes
<b>5. Staffing</b>	5.1 Decide content and timing of staff communication(s) including if bringing staff in in advance of pupils returning is necessary.	DfE Framework	Vicky Staff have all been in to school at least once to help set up	May 24 <sup>th</sup>	Yes
	5.2 Consider options if necessary staffing levels can't be maintained (including school leaders and key staff like designated safeguarding leads and first aid providers).	DfE Framework	Vicky Staff have been informed they may be asked to cover more hours if someone is sick	May 24 <sup>th</sup>	Yes

	5.3 Identify staff who can't return to school at this point (for example, those who are extremely clinically vulnerable or those who are clinically vulnerable or living with someone who is extremely clinically vulnerable and stringent social distancing cannot be adhered to on site) and how they can work from home (for example, supporting remote education).	DfE Framework	Vicky Completed	May 24 <sup>th</sup>	Yes
	5.4 Agree any flexible working arrangements needed to support any changes to your usual patterns (for example, staggered start/end times).	DfE Framework	Vicky	May 24 <sup>th</sup>	Yes
	5.5 Agree staff workload expectations (including for leaders).	DfE Framework	Vicky Information sent to staff Joint planning meeting has taken place (needs follow up in during half term)	May 24 <sup>th</sup>	Yes
	5.6 3.1 Staff who should not be returning to work have been identified and notified. Members of staff not returning understand their duties whilst working from home.	HR/OH FAQs	Vicky	May 24 <sup>th</sup>	Yes
	5.7 3.2 Staff expected to return to work have been notified and are clear on the return date and arrangements. Staff have been fully briefed on their roles and responsibilities on returning to work including supporting those students who will remain at home.	HR/OH FAQs	Vicky Caroline Class staff Document has been prepared and emailed to staff	May 24 <sup>th</sup>	Yes

	5.8 Decide what staff training (either delivered remotely or in school) is needed to implement any changes the school plans to make (for example, risk management, curriculum, behaviour, safeguarding).	DfE Framework	Vicky	May 24 <sup>th</sup>	Yes
	5.9 3.2 Term dates and holidays have been confirmed for the summer and next academic year.	DfE Framework	Vicky Caroline	May 24 <sup>th</sup>	Yes
<b>6. Wellbeing of staff &amp; students</b>	6.1 Plan likely mental health, pastoral or wider wellbeing support for children returning to school (for example, bereavement support) and discuss with your local authority what wider support services are available. Work with your local authority to secure services for additional support and early help where possible (for example, around anxiety, mental health, behaviour, social care, or changes to mobility), and consider how these might apply to pupils and students who were not previously affected.	DfE Framework	Vicky School staff  Early Help team involved (Claire Williams) to provide support  Vicky has been in contact with link teacher for GHLL (Chris Powell) who can signpost to resources	June 1st	Yes
	6.2 4.1 The curriculum gives students' time for reintegration and readjustment back into school life. Resources are in place to support staff through the reintegration process	GHLL/GSCE/Inclusion team/Restorative Approach Resource Pack	Vicky School staff  Expectations discussed  Reduced timetable to allow PPA day on Friday (or within weekly allocated schedule) so that teachers can support those at home  Teachers signposted to GHLL staff resources once they are published	June 1st	Yes
	6.3 4.2 Pastoral staff are familiar with resources and support available for students who have suffered/are	GHLL/GSCE/Inclusion team/Restorative	Vicky	June 1st	Yes



	continuing to suffer trauma during the COVID-19 period	Approach Resource Pack	Tracey		
	6.4 Put in place measures to check on staff wellbeing (including for leaders).	DfE Framework	Vicky Governors To undertake a wellbeing survey	June 1st	Part
	6.5 Support is in place for staff who have suffered trauma/are continuing to suffer trauma during the COVID-19 period	HR/OH guidance?	Vicky Awaiting GHLL resources	June 1st	Part
<b>7. Learning</b>	7.1 Agree what learning is appropriate (including the relationship between face-to-face and remote education), for example, identify curriculum priorities, agree revised expectations and required adjustments in practical lessons, and any approaches to 'catch up' support.	DfE Framework	Vicky School staff	June 5th	Yes
	7.2 Work with your local authority or trust (and where applicable NHS Clinical Commissioning Group) and families to identify what provision can be reasonably provided for in line with education, health and care (EHC) plans.	DfE Framework	Vicky	June 1st	Yes
	7.3 Agree ongoing learning offer for eligible pupils who can't attend school, as well as offer for those that continue to be out of school.	DfE Framework	Vicky Planning meeting to agree termly topic – Google Classrooms work to continue to be provided	May 24 <sup>th</sup>	Yes
	7.4 Agree ongoing approach for learning offer for vulnerable children and children of critical workers	DfE Framework	Vicky Class teachers Planning meeting to agree termly	May 24 <sup>th</sup>	Yes

	who are in school but not in the returning year groups.		topic – Google Classrooms work to continue to be provided		
<b>8. Transition</b>	8.1 Feeder schools & settings have been contacted and dates & details agreed for transfer of information on new cohorts	LA guidance on expectations	Vicky Caroline Secondary schools will contact us	June 1st	Yes
	8.2 Information to be transferred for leavers has been identified and dates agreed for transfer	LA guidance on expectations	Vicky Caroline Class teachers Will complete transition documents send by secondary schools	June 5th	Yes
	8.3 Year 11s identified as at risk of NEET have been flagged to the LA.	DfE Framework	N/A		
	8.4 Transition events have been adapted to comply with social distancing and gatherings guidance	DfE Framework	Vicky Caroline Letters have been sent to new YR pupils, further details will follow regarding transition as the term progresses	tbc	Part
<b>9. Other</b>	9.1 Areas of concern specific to the school site have been identified and assessed. Steps been implemented to address these issues.		Vicky Caroline Have completed a site walk – signs will be made for public footpath gates (Vicky) One way system at busy times	June 1st	Yes
	9.2 Agree approach to any scheduled or ongoing building works.	DfE Framework	N/A		

	9.3 Plan arrangements with your suppliers and check they are following appropriate social distancing and hygiene measures (for example, food suppliers, grounds maintenance, transport providers), including when in school.	DfE Framework	Caroline – deliveries where possible to take place prior to school reopening  No entry to office for delivery drop off – to be left outside	June 1st	Yes
	9.4 Ensure you have considered the impact on staff and pupils with protected characteristics, including race and disability, in developing your approach.	DfE Framework	Vicky – check with staff	May 24 <sup>th</sup>	Yes