

PHASE 1 – May 2020

School Phased Re-opening

Planning Tool to Support School Leaders

- The following guidance is a series of checklists with a range of questions leaders may want to consider when thinking about the process of re-opening their school.
- It incorporates the latest DFE guidance 12/5/2020 (Opening schools for more children and young people: initial planning framework for schools in England).
- We have also added some additional points for consideration and provided links to departments and professionals within a range of Durham county council services who may be able to provide additional support.
- This checklist is not intended to replace your own policies or agreed processes but is a tool to support planning and perhaps highlight areas where you need additional thought, support or collaboration with other stakeholders or settings.
- We have populated some of the 'School Action' cells with actions for schools to consider following discussions with headteachers. We will share more of these as we gather further examples of professional practice.

Please feel free to adapt/edit if this is useful to meet the needs of your school or setting.

<https://www.gov.uk/government/publications/actions-for-educational-and-childcare-settings-to-prepare-for-wider-opening-from-1-june-2020/opening-schools-for-more-children-and-young-people-initial-planning-framework-for-schools-in-england>

1. Consider: Premises	Government Guidance	Local Authority Support	School Actions Needed	School Specific Actions
1. Are you able to identify likely numbers of pupils returning?	8 per EY group 12 per class 15 per hall	<ul style="list-style-type: none"> Phil Hodgson – Lead ‘School Logistics’ Task & Finish Group 03000 265842 phil.hodgson@durham.gov.uk David Gray - Health and Safety Team Leader 03000 265787 david.gray@durham.gov.uk Graeme Plews - School Places & Admissions Manager 03000 265777 graeme.plews@durham.gov.uk Julie Evans -School Places & Capital Programme Manager 03000 265783 julie.evans@durham.gov.uk 	Gain accurate numbers Plan Hubs Plan staffing Plan starts / finish / breaks etc Move furniture	Parents survey sent out 13.5.20. Responses collated Parents letter for return plan sent 20.05.20 Nursery- Yes – 8/23 No – 13/23 R – Yes 13/23 No – 10/23 Y1 – Yes 7/26 No 19/26 Y6 Yes – 9/13 No – 4/13 Groups needed 1 x Y6 1 x Y1 2 x Reception 1 x Nursery 1 x Key Worker Hub
2. In special schools how many pupils can you take as part of the phased return?	N/A	<ul style="list-style-type: none"> Julie Evans -School Places & Capital Programme Manager 03000 265783 julie.evans@durham.gov.uk 	N/A	N/A
3. Consideration of children in alternative provision arrangements	N/A	<ul style="list-style-type: none"> Emma Short - Contract Support Officer 03000 269538 emma.short@durham.gov.uk 	N/A	N/A
4. What physical changes and adaptations will leaders need to think	Walk to school wherever possible.	<ul style="list-style-type: none"> Emma Short - Contract Support Officer 03000 269538 emma.short@durham.gov.uk 	Classrooms changed Equipment moved	Children walk to school or travel by car. No school transport offered.

<p>about to ensure a safe entry and safe exit to the school for all?</p>	<p>If driving park a safe distance from school – do not park on School Street</p> <p>Social distancing markers outside & inside</p>	<ul style="list-style-type: none"> • Carole Twedde – Contract Support Officer 03000 268001 carole.twedde@durham.gov.uk • Beverley Attle – Contract Support Officer 03000 269542 beverley.attle@durham.gov.uk • Aimee Scott – Strategic Account Manager Procurement 03000 265169 aimee.scott@durham.gov.uk 	<p>Tables and chairs set 2m apart</p> <p>Pupils to walk to school</p>	<p>Staggered entry: No parents on site Children met at school gate by hub staff. Brought into school by most feasible route. Changes to entrance route. Distancing stripes outside for parents Distancing stripes and circulation routes in school Children numbered for exit</p>
<p>5. What changes might be needed to provide a staggered start and end to the day?</p>	<p>Pupils staggered in 10 min intervals through main gate and then use 3 different entrances to school.</p> <p>Distancing markers outside</p> <p>Distancing markers outside classrooms</p>	<ul style="list-style-type: none"> • School Leadership Adviser • David Wall – Inclusion & Alternative Provision Co-ordinator 03000 265903 david.wall@durham.gov.uk 	<p>Parents to wait at designated points outside of school gate to drop off pick up</p>	<p>Children wait at distance from one another before entering to allow time for hand washing</p> <p>Children numbered to avoid cross over at the pick up</p>
<p>6. How will the entry and exit be supervised and labelled/marked out including appropriate signage?</p>	<p>Staff to supervise</p> <p>Markers clear</p> <p>One child at a time</p> <p>Signs for distance warnings</p>	<ul style="list-style-type: none"> • Simon Day – IPT Contract & Services Manager 03000 268521 simon.day@durham.gov.uk • Adrian White – Head of Transport & Contracts Services 	<p>Markers drawn on floor outside gates</p> <p>Markers drawn outside classroom door and school access points</p> <p>Parents to line up at designated spots to drop off pick up</p>	<p>Pupils staggered in 10 min intervals through 3 different gates Distancing markers outside Distancing markers outside classrooms Markers drawn on floor outside gates Markers drawn outside classroom fire exit doors</p>

		<p>03000 267455 adrian.white@durham.gov.uk</p> <ul style="list-style-type: none"> Andrew Leadbetter – Integrated Passenger Transport Manager 03000 268512 andrew.leadbetter@durham.gov.uk 	<p>Markers on floor for walking routes</p> <p>Staffing in place to escort pupils around site.</p>	<p>Parents to wait at socially distanced designated points to drop off / pick up Markers on floor for walking routes</p>
<p>7. Has the school site been measured to ascertain what the maximum safe capacity would be?</p>	<p>School measured</p> <p>Staff designated teaching spaces demarcated in classrooms</p> <p>Children tables measured 2m from teacher / pupils / sink area</p> <p>Hazard tape used to show where not to sit</p> <p>Tables / resources removed</p>	<p>External Support</p> <p>Public Health England</p> <p>PHE North of England Regional Office Blenheim House West One Duncombe Street Leeds LS1 4PL United Kingdom</p> <p>0300 303 8395</p>	<p>Can your classrooms accommodate up to 15 children safely or will you need to teach smaller groups? Classrooms can take 12 pupils + 2 x staff 8 x EY pupils + 2 x staff Nursery 8 x EY pupils + 2 x staff 15 KW pupils in demountable</p> <p>Do you have the spare capacity of rooms and staff to teach in smaller groups?</p> <p>NO – limited staffing available. 1 x small room designated isolation space in case of pupil displaying symptom</p>	<p>EYFS – estimate 17 children indoors Year 1 class – 11 pupils Year 2 class – 11 pupils Year 3 class – 11 pupils at desks / 15 pupils without desks Year 4/5 – 11 pupils at desks Year 5/6 demountable – 13 pupils Hall – 18 children Nurture room – 5 children</p> <p>Key worker places designated first – Demountable x 15 Nursery / Reception divided into 4 x 8 place groups Y1 1 x 10 Y6 1 x 10</p> <p>This will change if more KW requests occur</p>

<p>8. Is there a plan to limit movement around the site to reduce risk?</p>	<p>Yes</p> <p>See organisational plan and Risk assessments</p>		<p>Can you arrange one-way systems? Yes, in certain areas.</p> <p>What signage might be needed to reinforce this? Directional arrows plus signage</p>	<p>All staff designated to classes</p> <p>Staff to arrive 10 mins before class allocated time and leave directly after</p> <p>Staff have walkie talkies to communicate with office and Head as well as others</p> <p>First aid kits easily accessible from all rooms</p> <p>Lunch in rooms</p>
<p>9. Has the capacity and availability of cleaning staff been considered to meet the increased need for cleanliness and hygiene of the premises?</p>	<p>Protective measures in education and childcare setting.</p> <p>The DfE guidance on Implementing Protective Measures in Education and Childcare Settings contains detailed advice for settings on:</p> <ul style="list-style-type: none"> • cleaning, including supplies of cleaning and handwashing products • testing and tracing • PPE 		<p>Is there a need for hours to increase or would changes to working hours be required?</p> <p>Yes mid- day cleaning to take place of EYFS room</p> <p>Mid -day cleaning of toilets</p> <p>Increased cleaning routines across the day.</p> <p>Cleaners on site all day</p>	<p>Organise hours of cleaner so there is a cleaner on site throughout the school day.</p> <p>Appropriate PPE purchased not already in stock – JC</p> <p>Additional cleaning of EYFS midday</p> <p>Additional cleaning of toilets midday</p> <p>Staff have sanitiser spray and anti-bac to use as they see appropriate, also access to anti- bac wipes.</p>

	<ul style="list-style-type: none"> what settings should do in response to a case of COVID-19 being confirmed 		<p>Are you developing an enhanced cleaning schedule?</p> <p>Yes See Risk assessment</p>	
10. How are leaders planning to increase stock levels to ensure sufficiency of supplies for cleaning, toilet and hygiene products, first aid, soap and hand sanitiser?	<p>Stock levels high</p> <p>Additional cleaning stick ordered</p> <p>Additional PPE Ordered</p> <p>Bins with Lids ordered</p>			<p>Stock in place for PPE to use for first aid and intimate care.</p> <p>More on order.</p>
11. How are leaders making sure the use of school space both inside and outside is used effectively to ensure the safety of all pupils and staff adhering to social distancing recommendations?	<p>Where settings can keep children and young people in those small groups 2 metres away from each other, they should do so. While in general groups should be kept apart, brief, transitory contact, such as passing in a corridor, is low risk.</p> <p>Nobody will be permitted to cross in a corridor</p>		<p>Consider staggered break and lunch times. See daily time sheet</p> <p>Do break times happen for year groups or smaller class groups? See daily time sheet</p> <p>For specific catering advice, please contact your catering support officer. Catering will be packed lunch eaten in classroom only</p>	<p>Children working in 'hubs' with allocated staff for duration of time in school. Staggered entry.</p> <p>Staggered breaks – use field / playground – allocate hubs to different parts of the grounds to play. This enables 3 or 4 hubs to be out at the same time.</p> <p>Children rotate around 'play' areas daily.</p> <p>One hub at a time in corridors – not 2 metres wide.</p>

				<p>All areas are designated</p> <p>One -way systems allocated as applicable</p> <p>Entry / break / lunch exit staggered</p>
<p>12. How will classes be set out to ensure all pupils can follow social distancing effectively?</p>	<p>Table arranged and measured at correct distance</p> <p>Toileting will be coordinated</p> <p>Staff have designated areas 2m spaced within the class where they will remain</p> <p>Discussed on day one return, at the beginning of every day and as necessary.</p> <p>Reminders before breaks outside</p>		<p>Will all equipment pupils need be available to them at their desk space so as to limit movement? Yes</p> <p>Will early years areas be more spacious to allow for easier movement around the room? Yes</p>	<p>Tray with name</p> <p>Pencils</p> <p>Pens</p> <p>Scissors</p> <p>Colours</p> <p>Eraser</p> <p>Paper</p> <p>Manila folders</p> <p>All work written in individual books kept in pupil's trays, only accessed by pupils. Or children work on paper.</p> <p>No written marking will take place – verbal feedback and self-marking when appropriate.</p> <p>EY hubs will have designated bikes and additional equipment</p> <p>All hubs provided with outdoor equipment for sole</p>

				use by that hub. Cleaned daily.
13. With social distancing in mind, how many pupils can be safely taught in the classroom areas?	<p>Each setting's circumstances will be slightly different. Any setting that cannot achieve these small groups at any point should discuss options with their local authority or trust. This might be because there are not enough classrooms or spaces available in the setting or because they do not have enough available teachers or staff to supervise the groups. Solutions might involve children attending a nearby school. If necessary, settings have the flexibility to focus first on continuing to provide places for priority groups and then, to support children's early learning, settings should prioritise groups of children as follows:</p> <ul style="list-style-type: none"> • early years settings - 3 and 4 year olds followed by younger age groups 		This may become applicable if more key worker attend or requests for any more children in the designated year groups as all groups are now full.	Durham Local Authority will offer advice if this occurs.

	<ul style="list-style-type: none"> • infant schools - nursery (where applicable) and reception • primary schools - nursery (where applicable), reception and year 1 			
14. How will a school day be managed to ensure social distancing for example, breaks, lunchtime?	See daily timetable for staggered times		<ul style="list-style-type: none"> • Consider staggered break times & lunches. • Could children have lunches brought to them in their classrooms? 	<p>Breaks staggered – hubs allocated to play in different areas – rotate round daily.</p> <p>Lunchtimes – children bring packed lunch from home daily.</p> <p>FSM packed lunch provided by school kitchen. Children remain in hubs to eat lunches. Can be done indoors or outdoors.</p>
15. How will accommodation and staffing be managed to accommodate the children of critical workers and vulnerable children alongside returning year groups?	Group in demountable – up to 15 pupils		<p>Would it be possible to maintain groups together with identified staff? Yes</p> <p>Have EHCP risk assessments been carried out? Yes</p>	<p>Critical worker provision to continue as its own hub but be aligned more to the hours of the school day – 8.30am to 3.30pm.</p> <p>Same identified staff lead critical worker care throughout as long as no illness.</p>

				EHCP Risk assessments undertaken and assurance sent to LA
16. How will leaders manage the different perspectives of parents – sending pupils into school or deciding not to?	<p>Parents given a choice alongside facts about the reality of a return, school will support their decision – explained in a letter</p> <p>Clear no repercussions for non-attendance</p>		<ul style="list-style-type: none"> Consider how to reassure parents of how you intend to keep their child as safe as possible. Are there any vulnerable children you'd wish to encourage parents to send in. 	<p>Parents aware of measures, informed in letters / emails.</p> <p>Will be given more detail in pre return letter outlining how to drop off, collect, lunch, first aid, behaviour expectations etc</p> <p>Vulnerable already attending</p>
17. What about the public facing areas? – Will parents/other visitors be allowed in? Are staff behind screens? Can doors be opened without visitors needing to touch?	<p>1 visitor in main entrance only</p> <p>Essential maintenance out of hours if possible</p> <p>Office has glass screen already in place.</p> <p>Regular cleaning of main school door handle.</p>		<ul style="list-style-type: none"> Could communication to parents indicate the best way to contact school? Which visitors would be appropriate to enter school? 	<p>Parents not allowed onto school site when drop off / pick up taking place. Children supervised onto site from main entrance by hub staff.</p> <p>1 visitor in office at a time. Office staff behind glass screen already in place. Regular cleaning of main school door handle.</p> <p>Parents to call or email with issues instead of visiting site.</p>

<p>18. Will there be sanitisers at entry points?</p>	<p>Yes main entrance</p> <p>Sinks and soap in classes</p> <p>Sanitiser in demountable for KW hub</p> <p>Sanitiser x 10 ordered</p>			<p>Yes main entrance</p> <p>Sinks and soap in classrooms and toilet areas</p> <p>More sanitisers on order</p>
<p>19. Staff shared areas – will you limit access to staff room and shared kitchen facilities? Limit on staff meetings?</p>	<p>Staff meeting virtually where possible</p> <p>Info shared by email to staff</p> <p>4 staff max in staffroom</p> <p>Look to relocate staffroom seating to hall for larger groups to meet.</p>		<ul style="list-style-type: none"> • How many staff could safely be in staff areas? • What expectations would there be of cleaning by staff after using the kitchen facilities? • Where could physical staff meetings be held with enough space for social distancing, or would virtual meetings be more appropriate? 	<p>Staffroom 4</p> <p>Offices 1</p> <p>Staff clean own mess</p> <p>Anti-bac tables before and after use</p> <p>Anti-bac fridge / kettle / microwave before and after use</p> <p>Staff advised to bring flask / drinks and packed lunch</p> <p>On site staff meetings in hall or via Skype weekly.</p>

2. Consider: Health and Safety	Government Guidance	Local Authority Support	School Actions Needed	School Specific Actions
1. How have leaders added to/adapted the health and safety policy and other associated policies to include aspects linked to COVID-19 management?	Durham LA have advised and supported	<ul style="list-style-type: none"> Phil Hodgson – Lead ‘School Logistics’ Task & Finish Group 03000 265842 phil.hodgson@durham.gov.uk David Gray - Health and Safety Team Leader 03000 265787 david.gray@durham.gov.uk 	How will 1 st Aid requirements be staffed?	<p>All staff first aid trained</p> <p>First aid kits accessible from all rooms</p> <p>PPE in all rooms</p> <p>Children encouraged to try to clean own wounds where minor and possible</p>
2. How will the health and safety policy and other associated policies (it may be across a number of policies or all in one policy document) be reviewed?	Durham LA have advised and supported	<ul style="list-style-type: none"> Graeme Plews - School Places & Admissions Manager 03000 265777 graeme.plews@durham.gov.uk Julie Evans -School Places & Capital Programme Manager 03000 265783 julie.evans@durham.gov.uk 		<p>Durham LA have advised and supported.</p> <p>Policies adapted and adopted under Chairs powers as and when appropriate.</p> <p>Policy changes sent to governors.</p>
3. How will leaders implement the guidance implementing protective measures in education and childcare settings , including agreeing on any necessary updated health and safety policy and risk assessments.		<ul style="list-style-type: none"> Emma Short - Contract Support Officer 03000 269538 emma.short@durham.gov.uk 	Durham LA have advised and supported.	<p>Risk Assessments in place using guidance ‘implementing protective measures in education and childcare settings’</p> <p>Policies updated in line with DCC advice</p>

<p>4. Have leaders considered what safeguarding provision is needed in school to support returning children (e.g. where new issues have arisen, or existing ones escalated)? Are leaders and staff aware of updated protocols and procedures and updated the safeguarding policy?</p>		<ul style="list-style-type: none"> • Carole Twedde – Contract Support Officer 03000 268001 carole.twedde@durham.gov.uk • Beverley Attle – Contract Support Officer 03000 269542 beverley.attle@durham.gov.uk • Aimee Scott – Strategic Account Manager Procurement 03000 265169 aimie.scott@durham.gov.uk • Yvonne Martin – Civil Contingencies Officer 03000 264636 yvonne.martin@durham.gov.uk • School Leadership Adviser • Ian Shanks – Lead Education Safeguarding & Vulnerable Groups 03000 265908 ian.shanks@durham.gov.uk <p>External Support</p>	<p>Are school prepared for possible increase in disclosures?</p>	<p>Safeguarding Policy updated with COVID-19 annex. DSL and Deputy on site throughout working week. Disclosures to be dealt with through usual procedures. CPOMS Recording Reinforced to staff at return to work briefings.</p>
<p>5. What are the PPE needs for the staff at school? Consider contact and risk assess? What about impact on young/vulnerable children seeing staff in PPE?</p>	<p>PPE is only needed in a very small number of cases including:</p> <ul style="list-style-type: none"> • children, young people and students whose care routinely already involves the use of PPE due to their intimate care needs should continue to receive their care in the same way • if a child, young person or other learner becomes unwell with symptoms of coronavirus while in their setting and needs direct personal care until they can return home. A fluid-resistant surgical face 	<p>External Support</p>	<ul style="list-style-type: none"> • When are appropriate times to wear PPE – e.g. to carry out 1st Aid? If so, what would be appropriate to wear, e.g. gloves & apron? • Are there certain intimate care roles that may require some PPE, e.g. gloves & apron? 	<p>PPE for illness / accident / suspected symptoms will always be gloves, apron, mask and visor</p> <p>PPE for intimate care will always be gloves, apron, mask and visor</p> <p>Children should be encouraged to carry out changing themselves wherever possible.</p> <p>PPE as staff feel suitable in their role and to provide them with personal reassurance. However, ability to carry out role needs to be considered.</p>

	<p>mask should be worn by the supervising adult if a distance of 2 metres cannot be maintained. If contact with the child or young person is necessary, then disposable gloves, a disposable apron and a fluid-resistant surgical face mask should be worn by the supervising adult. 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</p>	<p>Public Health England PHE North of England Regional Office Blenheim House West One Duncombe Street Leeds LS1 4PL United Kingdom 0300 303 8395</p>		
<p>6. Have leaders explored how PPE equipment will be obtained and the timing for this as this will impact upon the pupils entering the school and staff attending? Risk assess and gain support where required.</p>	<p>Education, childcare and children’s social care settings and providers should use their local supply chains to obtain PPE. Where this is not possible, and there is unmet urgent need for PPE in order to operate safely, they may approach their nearest local resilience forum.</p>		<ul style="list-style-type: none"> • What is the latest Government & PHE advice? 	<p>We have procured some PPE but will need to order more as and when appropriate for the foreseeable future.</p>

<p>7. Has consideration been given for cases of COVID-19 and what will happen following this? For example, deep clean, temporary halt to re-opening process.</p>	<p>All staff and pupils in the hub or who have been exposed will need to self-isolate for 14 days deep cleaning will take place.</p> <p>Wider closure will depend on who has a confirmation and who they have been in contact with.</p>			<p>All staff and pupils in the hub or who have been exposed will need to self-isolate for 14 days</p> <p>Deep cleaning will take place</p> <p>Wider closure will depend on who has a confirmation and who they have been in contact with</p> <p>Parents and staff will be alerted via phone / text / letter / Facebook</p>
<p>8. How will you manage situation if a child begins to show signs or symptoms of Covid –19?</p>	<p>Protocols - see risk assessment</p>		<p>Is there a space in school where a child could be isolated? Limited - Headteacher's Office</p> <p>How will that child be supervised safely? From a distance by staff in PPE.</p> <p>Would some PPE be available to staff supervising a child with symptoms? Yes</p>	<p>Parents contacted immediately and asked to collect and follow protocols isolate / get test</p> <p>Staff member to observe in full PPE</p> <p>Child let out via main office / door opened from inside office, office door closed and parents spoken to from behind glass screen in office.</p>

<p>9. How will parents drop off and collect pupils at the beginning and end of the school day? What will this look like in your school and how will the social distancing be implemented and supervised if necessary?</p>	<p>From main entrance at specified times with distancing measures in place</p>		<p>Could only 1 member of the family bring pupils to school? One family member only</p> <p>Can parents drop off at school gate, not come into school grounds? Parents will not enter the grounds</p>	<p>Pupils staggered in 10 min intervals through 3 different gates</p> <p>Distancing markers outside</p> <p>Distancing markers outside classrooms</p> <p>Markers drawn on floor outside gates Markers drawn outside classroom door</p> <p>Parents to line up at designated places to drop off pick up</p> <p>Markers on floor for walking routes, as appropriate</p> <p>All testing and maintenance as usual including weekly site checks and daily site checks.</p>
<p>10. Have leaders checked the building and grounds for health and safety issues? Are all 'normal' tasks being carried out/planned such as fire alarm testing, legionella</p>	<p>All tasks been completed throughout</p> <p>Site supervisor has worked full time and through all holidays</p>			<p>All testing and maintenance as usual including scheduled testing by external companies – Honeywell Fire Alarm System, Legionella etc.</p>

<p>risk assessments, repairs, grass cutting, servicing of equipment or PAT testing? Check if the boiler and heating, utilities, and internet services are working? (especially if the school building has been closed for a period of time)</p>				<p>Weekly site checks and daily site checks.</p>
<p>11. Have leaders planned arrangements with suppliers and checked they are following appropriate social distancing and hygiene measures (for example, food suppliers, grounds maintenance, transport providers), including when in school?</p>	<p>Taylor Shaw catering have worked throughout and have been advised by DCC of measures to adhere to.</p> <p>Transport via Taxi for children, advised of protocol by HT. Does not enter building</p>		<p>For specific catering advice, please contact your catering support officer.</p>	<p>Taylor Shaw catering have worked throughout and have been advised by DCC of measures to adhere to.</p> <p>Food deliveries taken straight to kitchen door.</p> <p>Transport via Taxi for children, advised of protocol by HT. Does not enter building</p>
<p>12. How will leaders consider the impact of any changes to premises and systems on staff and pupils with protected characteristics, including race and disability.</p>	<p>All considerations have been made for returning pupils and staff</p>			<p>No identified pupils with disability in school.</p> <p>SEND / EHCP Risk Assessments undertaken</p>

3. Consider: Governance	Government Guidance	Local Authority Support	School Actions Needed	School Specific Actions
1. How are governors involved in the discussion and planning for the school re-opening?	<p>All Government Guidance documents and advice is being sent to Governing Body</p> <p>All plans , risk assessments emailed to governors and email discussions take place</p> <p>Weekly Governors meetings taking place via video conferencing</p>	<ul style="list-style-type: none"> Richard Crane – Lead ‘Governance’ Task & Finish Group 03000 265731 richard.crane@durham.gov.uk Jill Huntington – Deputy Governance Manager 03000 265687 jill.huntington@durham.gov.uk School Leadership Advisors 	<p>Is the HT in regular communication with the Chair of Governors? Yes</p> <p>Does the Chair keep all governors up to date? Chair and HT</p> <p>Could the health & safety governor and safeguarding governor be involved in some way in a supportive role? All Governors have sight of all documents for consultation purposes</p>	<p>All Government Guidance documents and advice is being sent to Governing Body</p> <p>All plans , risk assessments emailed to governors and email discussions take place</p> <p>Weekly Governors meetings taking place via video conferencing</p>
2. What are governors able to do to support leaders during the various phases of re-opening? How will they assure themselves of the safety of pupils and staff? What will be their determining factors for making the decisions they need to make?			<p>Governors will have sight of all planning and operational arrangements</p> <p>Continual communication via HT/ Chair / Governors</p>	<p>Regular communication been in place with governors.</p> <p>Weekly Gov Meetings</p> <p>Plans sent to governors, discussion in meetings.</p>

<p>3. How will leaders evaluate what is feasible to do and how will they effectively communicate to reassure parents/other stakeholders and communicate with LA/trust authorities?</p>	<p>Working with Health and Safety, DCC advisory staff, Governors, SLT, other DCC Heads to complete planning and prepare risk assessments</p>			
<p>4. What are school leaders doing to ensure governors are aware of what is happening and what input are governors having in the decision-making process?</p>	<p>All Government Guidance documents and advice is being sent to Governing Body</p> <p>All plans , risk assessments emailed to governors and email discussions take place</p> <p>Weekly Governors meetings taking place via video conferencing</p>		<p>Governors will have sight of all planning and operational arrangements</p> <p>Continual communication via HT/ Chair / Governors</p>	<p>All Government Guidance documents and advice is being sent to Governing Body</p> <p>All plans, risk assessments emailed to governors and email discussions take place</p> <p>Weekly Governors meetings taking place via video conferencing</p>
<p>5. How will governors evaluate the impact of their work to re-open the school? What ways can this be achieved?</p>	<p>HT Updates</p>			<p>HT updates daily / weekly for ongoing dynamic assessment of need and evaluating systems etc.</p>
<p>6. How are governors ensuring they are providing support to leaders in this current situation, including considerations around</p>	<p>HT updates and presents all documents and plans</p>			<p>HT has made Governors, Chair and LA advisors aware of undue pressure and lack of work-life balance / mental wellbeing due to number of changes to</p>

safety, work-life balance and wellbeing?				guidance and time constraints.
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4. Consider: Staff	Government Guidance	Local Authority Support	School Actions Needed	School Specific Actions
1. How are leaders going to communicate and consult with staff over the re-opening plan for their school?		<ul style="list-style-type: none"> Janet Crawford – Principle Educational Psychologist 03000 263320 Janet.crawford@durham.gov.uk Ian Shanks – Pupil Placement & Education Safeguarding Manager 03000 265908 ian.shanks@durham.gov.uk SEND/Inclusion leads peter.mulholland@durham.gov.uk Jackie.sharpe@durham.gov.uk Rachel.leonard@durham.gov.uk Dianne.hodgson@durham.gov.uk 	It is important that leaders know staff anxieties so that these can be addressed if possible.	<p>Email / virtual staff meetings. Time for digesting info and questions to HT</p> <p>Face to face communication when in school on rota for Key Worker hub</p> <p>Email all plans and risk assessments to staff</p> <p>Skype meetings to clarify queries</p>
2. What is the availability of current staff and what will need to be increased to accommodate increased demand? Need to consider those	Staff workload and wellbeing Governing boards and senior leaders should be conscious of the wellbeing of all staff, including senior leaders themselves, and the need to implement flexible working	<ul style="list-style-type: none"> Lindsay Burkinshaw Specialist Advisory Teacher (SEMH) & 	Will admin staff be available for work so that the office is manned? If not, how will this be addressed?	We are working at capacity with staff available so will not be able to accommodate more children if they request to come back.

<p>who might need to self-isolate/shield, but also those who can only return once their own children have returned to school.</p>	<p>practices in a way that promotes good work-life balance and supports teachers and leaders. Workload should be carefully managed, and schools and colleges 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.</p>	<p>Behaviour Intervention Team Leader 03000267767 lindsay.burkinshaw@durham.gov.uk</p> <ul style="list-style-type: none"> Phil Hodgson – Strategic Manager, Professional Support & Development 03000 265842 phil.hodgson@durham.gov.uk Julie Rimmer – Support & Provision Lead Officer (CPD enquiries) 03000 265816 julie.rimmer@durham.gov.uk Christine Durand - Support & Provision Lead Officer (Safeguarding support enquiries) 03000 265797 christine.durand@durham.gov.uk Helen Nixon – Support & Provision Lead Officer (Early Years enquiries) 03000 268931 helen.nixon@durham.gov.uk 	<p>Agree any flexible working arrangements needed to support any changes to your usual patterns (for example, staggered start/end times).</p>	
<p>3. How will leaders evaluate the well-being and personal and emotional needs of staff who are dealing with anxiety, loss, fear and upset?</p>	<p>HT in charge of mental well-being - has sent out information to staff as and when received.</p> <p>Regular communication with staff in person and through phonecalls/email</p> <p>DHT staff welfare rep.</p>	<p>HT in charge of mental well-being - has sent out information to staff as and when received.</p> <p>Regular communication with staff in person and through phone calls / email</p> <p>DHT staff welfare rep.</p>	<p>The updated document 'Mental Health is Everybody's Business' can support leaders in directing staff to appropriate support. https://www.durham-scp.org.uk/wp-content/uploads/2020/04/Making-Mental-Health-Everybody-COVID-19-supplementary-document.pdf</p>	<p>HT in charge of mental well-being - has sent out information to staff as and when received.</p> <p>Regular communication with staff in person and through phone calls / email</p> <p>DHT staff welfare rep.</p>

		<ul style="list-style-type: none"> Fay Biddlecombe – Senior Subject Professional Development Advisor (NQT enquiries) 03000 265844 fay.biddlecombe@durham.gov.uk 	Durham EPS Critical Incident, loss and bereavement guidance offers advice and guidance	<p>Staff have been informed by email of additional resources to support them</p> <p>Individual needs will be dynamically assessed and supported as appropriate</p> <p>Staff to run / work in hubs</p>
4. What minimum staffing will you require on a daily basis with the model of phased return?	<p>Phased model of staffing.</p> <p>All staff are needed to work with children discounting the 2 vulnerable staff who will be working within school, but not having contact with children</p>	<ul style="list-style-type: none"> School Leadership Adviser 	<p>Include the key worker/vulnerable groups childcare in this figure.</p> <p>Agree staff workload expectations</p>	<p>Year group staff whose children are not in school to continue to plan for home learning activities – this has been directed in advance to ensure work life balance. Time will also be allocated in school for this.</p> <p>No written marking will take place – verbal feedback and self-marking when appropriate.</p> <p>Online Facebook contact with families not in school will cease on a daily basis 8am - 5pm</p> <p>Activities will be carefully planned for including online as far as possible</p>

<p>5. What models of staffing are required for the school to be able to operate feasibly?</p>			<p>Consider how home learning will be planned for and implemented, alongside staffing of pupils in school.</p> <p>Ensure key staff availability – e.g. DSL, DT, 1st Aid</p>	<p>Home learning planned in advance and will consist of English, Maths – Lexia / Mathletics / topic based work and practical activities</p> <p>Science, writing and humanities will be set as project / research</p> <p>EY will be appropriate to adult led activities at home</p>
<p>6. How will the return be managed with staff changing regularly? How will staff be informed of this information?</p>	<p>Staff will not change unless of an emergency situation</p>			<p>This will be communicated via email / phone if changes are made.</p>
<p>7. What cover plans have been thought of should leaders/teachers have significant absence? (all staff)</p>	<p>Hubs will be unable to attend if staffing changes</p>			<p>Hubs will be unable to attend if staffing changes</p>
<p>8. What staff training (either delivered remotely or in school) might be needed to implement any changes the school plans to make (for example, risk management,</p>	<p>Training will be remote</p>			<p>Staff will be consulted and included in all plans and risk assessments given via email</p> <p>Remote training will take place via Skype</p>

curriculum, behaviour, safeguarding				
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5. Consider: Pupils	Government Guidance	Local Authority Support	School Actions Needed	School Specific Actions
1. How could you adapt the timetable to allow for more socially distant activities (e.g. outdoor learning/use of hall?)		<ul style="list-style-type: none"> • Karen Sproates – School Meals Team Leader 03000 269535 karen.sproates@durham.gov.uk • Janet Crawford – Principle Educational Psychologist 03000 263320 janet.crawford@durham.gov.uk • School Leadership Adviser • Simon Day – IPT Contract & Services Manager 03000 268521 simon.day@durham.gov.uk 	Children’s curriculum including EY will be adapted	<p>Main activities will rely on Mathletics, Spellodrome,, Bug Club, Lexia.</p> <p>Writing activities</p> <p>Worksheets</p> <p>Project led work for science / humanities</p> <p>All need to be at a level where they can be accessed independently by pupils</p> <p>PE – use of external spaces as and when weather is appropriate</p>

		<ul style="list-style-type: none"> Adrian White – Head of Transport & Contracts Services 03000 267455 adrian.white@durham.gov.uk Andrew Leadbetter – Integrated Passenger Transport Manager 03000 268512 andrew.leadbetter@durham.gov.uk 		<p>EY learning will as much as possible be based outdoors. EY to learn rhymes, songs, access phonics through range of resources including online and other interactive EY activities</p> <p>All Y1 / Y6 pupils will be based at individual tables.</p>
2. Do you have a full up-to-date list of all eligible key workers, including those who have not taken up the offer yet, but do qualify?	Yes		May the numbers increase as more access work? Has this been taken into account in staffing ratios?	If key worker number increase significantly we may be unable to accept pupils from other year groups.
3. How are transport arrangements being managed and maintained for pupils? How will this look as increased number of pupils attend school at different times/days?	<p>Parents and children and young people should be encouraged to walk or cycle where possible and avoid public transport at peak times.</p> <p>Schools, trusts and local authorities should work together and with relevant transport providers to put in place arrangements which fit the local circumstances, including the measures being put in place to reduce</p>			<p>Parking around school site is limited so all will be encourage to walk.</p> <p>Taxi provision daily for 2 x vulnerable pupils. Taxi enters school park to drop off and pick up.</p>

	contact. Further guidance is available in Guidance on implementing protective measures .			
4. What do leaders think will be more difficult or not possible to do in school due to social distancing rules? Are there alternatives that could be considered for now and/or in the future?				Playtimes will be the hardest part with very small children - this will need to be supervised carefully and managed sensitively.
5. What will be the provision of meals look like and how will arrangements be made to ensure social distancing?	To ensure food is available for pupils who attend, educational settings are expected to reopen their kitchens and ensure that meals are able to be prepared and served safely.		For specific advice, please contact your catering support officer.	Children will be required to bring a packed lunch unless UFSM / FSM where they can receive a school packed lunch.
6. Have leaders considered whether breakfast or after school can operate?				We will not provide breakfast or after school care to avoid mixing groups and due to lack of space to do this

6.Consider: The curriculum and learning	Government Guidance	Local Authority Support	School Actions Needed	School Specific Actions
<p>1. Support for home learning – how will schools manage the home school curriculum effectively for children not returning or returning part time.</p>		<ul style="list-style-type: none"> • School Leadership Adviser • Janet Crawford – Principle Educational Psychologist 03000 263320 janet.crawford@durham.gov.uk • Specialist Send and Inclusion teams and EPS – contact your link EP and Sen teams or eps@durham.gov.uk • Clare Nicholls – Pupil Placement & Attendance Manager 03000 265535 clare.nicholls@durham.gov.uk 		<p>Main activities will rely on Home learning website pages, including online content - Mathletics, Spellodrome,, Bug Club, Lexia.</p> <p>Writing activities</p> <p>Worksheets</p> <p>Project led work for science / humanities</p> <p>All need to be at a level where they can be accessed independently by pupils</p> <p>PE – internet based / home learning suggestions from staff</p> <p>EY to learn rhymes, songs, access phonics through range of resources including online and other interactive EY activities</p>

2. What changes will need to be made to behaviour policies to reflect the new rules and routines necessary to reduce risk in your setting?			<p>Are behaviour policies fit for purpose in light of the impact of the COVID-19 lockdown on pupils' mental health & well-being?</p> <p>Do any adaptations need to be made?</p> <p>Are there any staff training implications needed in light of this?</p>	<p>Policy remains in place</p> <p>Staff made aware</p> <p>Parents made aware</p> <p>On website</p>
3. What are reasonable expectations for the curriculum in the current circumstances and how will these be developed as the school moves through the phases of re-opening?	<p>Schools and colleges continue to be best placed to make decisions about how to support and educate all their pupils during this period, based on the local context and staff capacity.</p> <p>Where year groups are returning to school, we would expect school leaders and teachers to:</p> <ul style="list-style-type: none"> Consider their pupils' mental health and wellbeing and identify any pupil who may need additional support, so they are ready to learn. 		<p>What is 'reasonable'?</p> <p>What do we want for our children in the summer term?</p> <p>Do we begin with re-engaging pupils with the process of learning?</p> <p>Do we focus on PSHE, wellbeing and the basics at first?</p> <p>What are our revised expectations for the curriculum?</p>	<p>Children will focus on basics of maths, reading , writing & spelling</p> <p>High importance will be given to PSHE</p> <p>We will plan for Y6 transition when we find out plans for the different secondary schools children will be attending.</p>

	<ul style="list-style-type: none"> • Assess where pupils are in their learning and agree what adjustments may be needed to the school curriculum over the coming weeks. • Identify and plan how best to support the education of high needs groups, including disadvantaged pupils, and SEND and vulnerable pupils. • Support pupils in Year 6, who will need both their primary and secondary schools to work together to support their upcoming transition to Year 7. 			
4. How are leaders looking at the development of the curriculum for 2020/2021?			As above, will the full curriculum be gradually introduced?	Curriculum will be reviewed for September with a greater emphasis on PSHE and basic skills.
5. Have leaders planned for addressing mental health, pastoral or wider well-being concerns and considered what additional support			What will priorities be? This document highlights a wide range of evidence based mental health supports relevant to Durham https://www.durham-scp.org.uk/wp-content/uploads/2020/05/M	HT is continually updating services available – support from DCC Trailblazer for Mental Health schools will resume

might be needed for all pupils?			H and EW Support CYP S.pdf	Jigsaw in use throughout and ongoing
6. How will leaders ensure 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)?			SENCO to liaise with SEN casework team to identify what provision can be reasonably provided for in line with education, health and care (EHC) plans.	<p>SENCO has liaised weekly with EHCP children</p> <p>HT has liaised weekly with vulnerable children and families – many of which have attended school during wider closure</p> <p>SENCO has liaised weekly with specific others who have requested support</p> <p>EHCP / funding applications have been completed and will continue to be as we reopen – further top up funding to be sought for September 2020</p>
7. How will leaders consider what the expectations for the quality of education will be during all phases, considering realistically what the phases of admitting pupils will be?	No school will be penalised if they are unable to offer a broad and balanced curriculum to their pupils during this period.			Staff will focus on pupils being settled, happy and engaged in activities

8. How well developed is your curriculum for pupils around mental health and wellbeing. Does it consider principles around say the 'Thrive' Model				Jigsaw PSHE activities can be incorporated into daily routine for all groups returning
9. How will leaders maintain attendance records?	Attendance guidance / register mark guidance will be followed – DfE / DCC to issue in due course			Staff will record daily registers and administration staff will collated attendance.

7.Consider: Communication with pupils/students	Government Guidance	Local Authority Support	School Actions Needed	School Specific Actions
1. What contact will staff have with pupils to share expectations for return to school?		<ul style="list-style-type: none"> School Leadership Adviser 	<p>Letters via email from HT/Chair and DCC as appropriate</p> <p>School to introduce dedicated website pages for pupils and parents on returning to school</p>	<p>Specific letter to outline designated hub. Times to start & finish, social distancing & behaviour expectations. First aid / COVID symptoms expectations, daily routine and meal arrangements to be sent wc 1st June</p> <p>School to provide information on dedicated website pages for pupils and</p>

				parents on returning to school.
2. Are there additional ways to communicate with pupils to prepare them, perhaps integrating this into their learning as groups of pupils have school-based learning extended?			<p>Could photos of the changes of what school & their classroom look like be shared before they arrive in school?</p> <p>Will timetables, routines be shared before pupils return?</p>	<p>School to provide information on dedicated website pages for pupils and parents on returning to school.</p> <p>Virtual Tour of school to be completed along with photo story photos for EHCP</p> <p>NB: Virtual Tour / Photos can be placed on Facebook and school website but must be carefully considered in case of being copied and used via social media.</p>
3. How are staff going to gauge how pupils are feeling about returning to school and link this to their learning throughout the transition through the phases of the re-opening of the school?				<p>Activities will be undertaken on the first morning of their return</p> <p>Children will not as a matter of course be with usual friend / staff so this will be difficult and need to be handled sensitively</p>
4. What opportunities will pupils have to be able to share the experiences they have			Is any staff training or discussion required before reopening to prepare for this?	Children should be allowed to speak openly if they so wish.

had with COVID-19 sensitively?				Staff are trained for dealing with disclosures
5. How will pupils be included in the consultation process at their level so they understand the expectations and the reasons for the differences in their daily school life?				<p>Pupils will be asked at an appropriate level to judge their activities</p> <p>Staff will evaluate through engagement and enthusiasm of the children.</p>

8.Consider: Communication with parents	Government Guidance	Local Authority Support	School Actions Needed	School Specific Actions
1. How will leaders communicate with parents during the various phases of re-opening? Could this be through video link/email/school social media/newsletter?				School communicates via email, school website and class / school Facebook pages.

<p>2. How will leaders manage the different perspectives of parents feeling fearful of sending their child to school and those who are worried about their child falling behind?</p>				<p>Personal conversation with parents to address individual needs.</p>
<p>3. What on-going weekly/regular communication could be used to ensure parents are kept well-informed?</p>				<p>Use of email, school website – return to school pages, school / class Facebook pages</p>
<p>4. Have leaders considered parental choice re sending their children into school – what might this guidance and advice look like and be for parents?</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. The Department will continue to monitor attendance at early years settings, via local authorities.</p>			<p>Parents have been given a choice and being fully supported by the school in their choice. It has been made clear that there will not be any repercussions for any child not attending.</p>
<p>5. What attendance considerations might there be prior to schools returning?</p>	<p>Whilst there will be no penalty for families who do not send their children to school, families will be strongly encouraged to take up these</p>		<p>Plan content and timing of communications to parents and pupils (including discussing attendance expectations and other</p>	<p>Governors / staff and pupils have been sent letters explicitly outlining plans and arrangements so they have</p>

	<p>places - unless the child or a family member is shielding, or the child is particularly vulnerable due to an underlying condition.</p>		<p>specific things that parents should do to help prepare returning pupils, for example, arrangements for drop-off/collection). Plan how children of critical workers and vulnerable children will be accommodated alongside returning year groups and encourage attendance (unless they are extremely clinically vulnerable and shielding, or medical advice or further guidance suggests they should not attend).</p> <p>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.</p> <p>Agree ongoing approach for learning offer for vulnerable children and children of critical workers who are in school but not in the returning year groups.</p>	<p>full knowledge of what their child will be returning to.</p> <p>They have been told that those at home will still receive online learning resources for home</p> <p>Key Worker and vulnerable children are planned for.</p>
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6. How involved are governors in communicating with parents and the school's community?			A communication from governors can be helpful to school leaders in reassuring parents that all safety precautions possible have been actioned.	Letters are communicated from Governors as well as HT. Chairs signature attached to letters
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9.Consider: LA/Trust/Diocese/RSC	Government Guidance	Local Authority Support	School Actions Needed	School Specific Actions
1. What support will leaders require from LA/Trust/RSC throughout each phase?			Contact leadership advisers and/or other appropriate officers for advice.	Support to make parents aware of guidelines, plans, practices and expectations Support if needed with writing letters for breech etc Oversee all paper work and risk assessments and organisation plans to ensure the SLT and LA have not missed out any important information
2. What additional support can be brokered – working together – for example, clusters of schools, within				DCC Health and Safety Team Continued consultation, remotely with other DCC Headteachers.

federations or trusts etc.?				
3. How will leaders share and communicate their planning for re-opening with the Appropriate Body? Is the rationale clear and demonstrates leaders secure oversight and planning for their school?				All documents to be sent to staff, Governors, DCC.

10.Consider: Transition	Government Guidance	Local Authority Support	School Actions Needed	School Specific Actions
1. How will leaders contact and support transition of new children of all phases for September 2020 – and will leaders consider changing induction arrangements?		<ul style="list-style-type: none"> School Leadership Adviser Direct contact with link EP and Send and Inclusion teams, including EWEL team, or eps@durham.gov.uk 		<p>Transitional paper work complete & sent to secondary schools</p> <p>Communication with parents via email, school website and Facebook</p>
2. How will leaders contact and support transition of new early		<ul style="list-style-type: none"> David Wall – Inclusion & Alternative Provision Co-ordinator 	Need to be clear on government guidance	Send new starter letters and pack re organisation such as uniform, lunches, start times, child's information etc

<p>years children for September 2020</p>		<p>03000 265903 david.wall@durham.gov.uk</p>		<p>EY Teacher to provide phonecall to all new starters parents if a face to face meeting is not possible by July 2020.</p> <p>Send Nursery new starter letters and pack regarding organisation such as uniform, lunches, start times, child's information etc</p> <p>Nursery Lead Practitioner to provide phonecall to all new starter Nursery parents if a face to face meeting is not possible by July 2020.</p>
<p>3. Have leaders ensured that pupils' transition from primary to secondary provision is considered and how this will be communicated with the appropriate settings?</p>			<p>Arrangements in place</p>	<p>Transfer CPOMS / SEND files and other info</p>
<p>4. Are there any thoughts about how secondary schools contact/communicate with primary schools to</p>			<p>Through discussions with Leadership Advisors and other Local Authority Officers, have schools identified pupils who could</p>	<p>Liaise with the five different secondary schools Y6 children will attend individually.</p>

ensure effective transition?			be vulnerable to exclusion/attendance through transition.	Consider visits to school by secondary staff provided Govt. guidance allows this.
5. How are leaders ensuring pupils' transition into sixth form and further education settings are considered? What are the transition arrangements and how are pupils/students informed?			N/A	N/A
6. What arrangements have been thought of to ensure all important information is shared – verbally/documentary – between schools and between home and school?			N/A	N/A

DfE guidance (up to date at time of issue):

- **Safeguarding:** <https://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers/coronavirus-covid-19-safeguarding-in-schools-colleges-and-other-providers>
- **Remote learning:** <https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19>
- **Attendance:** <https://www.gov.uk/government/publications/coronavirus-covid-19-attendance-recording-for-educational-settings>
- **Premises:** <https://www.gov.uk/government/publications/managing-school-premises-during-the-coronavirus-outbreak/managing-school-premises-which-are-partially-open-during-the-coronavirus-outbreak>

- Prevention and control- <https://www.gov.uk/government/publications/guidance-to-educational-settings-about-covid-19/guidance-to-educational-settings-about-covid-19>
- Advice: <https://www.gov.uk/government/collections/coronavirus-covid-19-list-of-guidance>
- Data protection: <https://www.gov.uk/government/publications/data-protection-toolkit-for-schools>
- Educational provision guidance: <https://www.gov.uk/government/publications/coronavirus-covid-19-maintaining-educational-provision/guidance-for-schools-colleges-and-local-authorities-on-maintaining-educational-provision>
- Educational settings: <https://www.gov.uk/government/publications/guidance-to-educational-settings-about-covid-19/guidance-to-educational-settings-about-covid-19>
- Guidance on school closures: <https://www.gov.uk/government/publications/covid-19-school-closures/guidance-for-schools-about-temporarily-closing>
- Reporting: <https://www.gov.uk/government/publications/coronavirus-covid-19-attendance-recording-for-educational-settings/educational-settings-self-reporting-online-form-frequently-asked-questions-faq>
- NQT advice: <https://www.gov.uk/government/publications/coronavirus-covid-19-induction-for-newly-qualified-teachers>
- Home learning support: <https://www.gov.uk/government/publications/coronavirus-covid-19-online-education-resources>
- Remote support: <https://www.gov.uk/guidance/get-help-with-technology-for-remote-education-during-coronavirus-covid-19>
- Accountability measures: <https://www.gov.uk/government/publications/coronavirus-covid-19-school-and-college-performance-measures/coronavirus-covid-19-school-and-college-accountability>
- Pupils' mental health support/pastoral care at home: <https://www.gov.uk/government/publications/covid-19-guidance-on-supporting-children-and-young-peoples-mental-health-and-wellbeing/guidance-for-parents-and-carers-on-supporting-children-and-young-peoples-mental-health-and-wellbeing-during-the-coronavirus-covid-19-outbreak#helping-children-and-young-people-cope-with-stress>
- Supporting parents: <https://www.gov.uk/government/publications/covid-19-school-closures/guidance-for-schools-about-temporarily-closing#working-with-parents>
- Social distancing: <https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-social-distancing-in-education-and-childcare-settings/coronavirus-covid-19-implementing-social-distancing-in-education-and-childcare-settings>
- PPE: <https://www.gov.uk/government/collections/coronavirus-covid-19-personal-protective-equipment-ppe>