

**WIDER OPENING OF SCHOOLS - PLANNING AND DECISION-MAKING TEMPLATE – Version 4 1.6.20 (AC)**

Headteachers and Chairs of Governors are responsible for making decisions relating to the expansion of pupil numbers in school. The decisions made by school leaders take account of many local factors and recommendations and guidance issued by the DfE, the local authority and trusts.

This document aims to provide a simple, high-level review mapped against the DfE’s Actions guidance <sup>1</sup>. It can usefully be undertaken with reference to KCC’s Return Guidance<sup>2</sup>

**Using this tool**

- Section 1: RAG your readiness for wider opening against the DfE’s recommended actions in the first column. The statements in the RAG columns are starting points only. You may want to amend, remove or add descriptors so that they apply to your context.
- Section 2: In relation to the areas where you assess readiness to be Red or Amber record possible mitigation strategies and next steps
- Use this tool regularly as the circumstances and guidance change

**SECTION 1**

**1. PUPIL NUMBERS**

DfE Recommended actions	Red	Amber	Green
1.1 Identify likely number of pupils returning <ul style="list-style-type: none"> <li>• Nursery, Yrs R, 1 and 6 in Primary</li> <li>• Yrs 10 and 12 in secondary</li> <li>• According to need in Special</li> </ul>	<ul style="list-style-type: none"> <li>• Do not know how many pupils will attend and have not yet asked parents/carers.</li> </ul>	<ul style="list-style-type: none"> <li>• Have requested information from parents/carers and awaiting responses.</li> </ul>	<ul style="list-style-type: none"> <li>• Have received information from parents/carers and know how many children will be in attendance.</li> </ul>

<sup>1</sup> Actions for education and childcare settings to prepare for wider opening from 1<sup>st</sup> June2020 <https://www.gov.uk/government/publications/actions-for-educational-and-childcare-settings-to-prepare-for-wider-opening-from-1-june-2020/actions-for-education-and-childcare-settings-to-prepare-for-wider-opening-from-1-june-2020>

<sup>2</sup> Add link to KCC Return guidance when published

1.2 Plan how children of critical workers and vulnerable children will be accommodated alongside returning year groups and encourage attendance (unless extremely clinically vulnerable and shielding, or medical advice or further guidance suggests they should not attend)	<ul style="list-style-type: none"> <li>Numbers of key workers/vulnerable pupils will significantly restrict other year groups returning</li> </ul>	<ul style="list-style-type: none"> <li>Numbers of key workers/vulnerable pupils may restrict other year groups returning</li> </ul>	<ul style="list-style-type: none"> <li>Numbers of key workers/vulnerable pupils will not restrict other year groups returning</li> </ul>
1.3 Agree what returning support is available for vulnerable and/or disadvantaged children and put in place provision for the return of pupils with SEND in conjunction with families and other agencies and engage with partners who will help provide that support	<ul style="list-style-type: none"> <li>Having risk assessed individual pupil needs I cannot accommodate all the required pupils with SEND safely</li> </ul>	<ul style="list-style-type: none"> <li>Having risk assessed individual pupil needs I can accommodate some pupils with SEND safely</li> </ul>	<ul style="list-style-type: none"> <li>Having risk assessed individual pupil needs I can accommodate all the required pupils with SEND safely</li> </ul>

## 2. STAFF

DfE Recommended Action	RED	AMBER	GREEN
2.1 Teaching staff resource needed for expected pupil numbers	<ul style="list-style-type: none"> <li>Having surveyed my staff, I do not have sufficient numbers to meet necessary ratios for the likely number of returning pupils</li> <li>We do not know which staff are available</li> </ul>	<ul style="list-style-type: none"> <li>Having surveyed my staff, I have sufficient numbers to meet necessary ratios for the likely number of returning pupils provided there is no sickness</li> <li>We have asked which staff are available and are collating responses</li> <li>Some of our returning staff have not yet been able to make arrangements for their own children to attend school</li> </ul>	<ul style="list-style-type: none"> <li>We know which staff can attend</li> <li>Having surveyed my staff, I have sufficient numbers to meet necessary ratios for the likely number of returning pupils even if there is sickness</li> <li>All returning staff have been able to make arrangements for their own children to attend school</li> </ul>

<p>2.2 Identify staff who can't return to school at this point and how they can work from home</p> <ul style="list-style-type: none"> <li>• Those who are clinically extremely vulnerable groups</li> <li>• Those who live with someone who is clinically extremely vulnerable</li> </ul>	<ul style="list-style-type: none"> <li>• We are not yet clear which staff are unable to return to work in school, either because we are not clear of the criteria or have not been able to collect the information</li> </ul>	<ul style="list-style-type: none"> <li>• We have identified staff who are unable to return to school due to being extremely clinically vulnerable or living with someone who is extremely clinically vulnerable (where we cannot provide stringent social distancing for them on site) but have not agreed roles in supporting the remote learning of pupils not attending school</li> <li>• We are not clear on our position regarding staff who do not meet these criteria but who are fearful of returning to school</li> </ul>	<ul style="list-style-type: none"> <li>• We have identified staff who are unable to return to school due to being extremely clinically vulnerable or living with someone who is extremely clinically vulnerable (where we cannot provide stringent social distancing for them on site) and agreed roles in supporting the remote learning of pupils not attending school</li> <li>• We have a clear position in relation to staff who have concerns / fears about returning</li> </ul>
<p>2.3 Decide content and timing of staff communication(s) including bringing staff in in advance of pupils returning if necessary</p>	<ul style="list-style-type: none"> <li>• We have not consulted with staff representatives or unions on our approach to expanding provision</li> <li>• We have consulted on our approach but the staff representatives are unhappy with it and this is limiting the number of returning staff</li> </ul>	<ul style="list-style-type: none"> <li>• We are in the process of consulting with staff</li> </ul>	<ul style="list-style-type: none"> <li>• Appropriate staff representatives have been consulted with and we have reached a consensus</li> </ul>
<p>2.4 Consider options if necessary staffing levels can't be maintained (including school leaders and key staff like designated safeguarding leads and first aid providers)</p>	<ul style="list-style-type: none"> <li>• We do not have capacity for either a trained DSL and/or trained first aider to be on site all of the time</li> <li>• We are not able to ensure sufficient senior leadership capacity on site</li> </ul>	<ul style="list-style-type: none"> <li>• Our plans include provision of a trained DSL and trained first aider on site at all times but if either person is ill we will not be able to sustain this provision</li> <li>• We hope to be able to ensure sufficient leadership capacity on site for the majority of the time</li> </ul>	<ul style="list-style-type: none"> <li>• We have capacity for trained DSL and trained first aider on site at all times</li> <li>• We are confident that we will be able to provide sufficient leadership capacity on site at all times</li> </ul>
<p>2.5 Agree any flexible working</p>	<ul style="list-style-type: none"> <li>• We will need staff to adopt</li> </ul>	<ul style="list-style-type: none"> <li>• We are in the process of agreeing</li> </ul>	<ul style="list-style-type: none"> <li>• We have agreed with all staff</li> </ul>

arrangements needed to support any changes to your usual patterns (e.g. staggered start / end times)	different working times but have not yet agreed these arrangements	revised staff working times that align with our new patterns of the school day / week	working times that align with our new patterns of the school day / week
2.6 Agree staff workload expectations (including for leaders)	<ul style="list-style-type: none"> <li>We have not yet considered the impact on staff workload and welfare of the planned approach to expanding pupil numbers</li> <li>We are unable to expand numbers to the full expectation without negative impact on staff welfare and workload</li> </ul>	<ul style="list-style-type: none"> <li>We are in the process of working out how to keep staff workload manageable while ensuring provision for all pupils</li> <li>We may need to reduce the number of pupils in order to maintain reasonable workload</li> </ul>	<ul style="list-style-type: none"> <li>We have considered the impact on workload and welfare of staff and are confident that we have reached a reasonable and manageable position</li> <li>We are able to provide for the relevant pupil numbers within reasonable workload parameters</li> </ul>
2.7 Decide what staff training (either delivered remotely or in school) is needed to implement any changes the school plans to make (e.g. risk management, curriculum, behaviour, safeguarding)	<ul style="list-style-type: none"> <li>We have not reviewed what staff training is needed in relation to these changes</li> </ul>	<ul style="list-style-type: none"> <li>We have identified training needs and are developing a training plan</li> </ul>	<ul style="list-style-type: none"> <li>We know what training needs are and we have a plan in place which is ready to deliver</li> </ul>

### 3. SITE MANAGEMENT

DfE Recommended Action	RED	AMBER	GREEN
<b>3.1 Organisation:</b> Decide the physical and organisational structures needed to limit risks and limit movement around the building(s): <ul style="list-style-type: none"> <li>Staggered start time, assembly groups, break times, lunch times, finish times</li> <li>Access rooms from the outside where possible</li> <li>Limit movement around the school</li> </ul>	<ul style="list-style-type: none"> <li>My site severely restricts the capacity for staggered drop offs and pick-ups (few entrances, issues around queuing, busy roads etc.) and it is difficult to effective plans</li> <li>Staffing issues restrict our capacity to undertake staggered drop offs and pick ups</li> </ul>	<ul style="list-style-type: none"> <li>Site restrictions and staff capacity make staggered drop offs and pick-ups impractical although safe this will need close monitoring and may require some improvement</li> <li>Instructions for these transitions are not yet shared</li> <li>Staff are yet to be briefed about these transitions</li> </ul>	<ul style="list-style-type: none"> <li>My site allows me to easily organise staggered and safe drop offs and pick ups</li> <li>Families have received detailed instructions for these transitions</li> <li>Staff have been organised to ensure these transitions run smoothly and the site remains safe</li> </ul>
	<ul style="list-style-type: none"> <li>My school does not have a clear way through, and a one-way</li> </ul>	<ul style="list-style-type: none"> <li>A practical one-way system is difficult, expectations will be</li> </ul>	<ul style="list-style-type: none"> <li>Movement through my school is clear and doesn't require a one-</li> </ul>

<ul style="list-style-type: none"> <li>• Ensure toilets do not get crowded</li> </ul> <p>Agree how safety measures and messages will be implemented and displayed around the school.</p>	<p>system is not feasible</p> <ul style="list-style-type: none"> <li>• The frequent use of external doors adds significant concern or risk</li> </ul>	<p>challenging to explain, and it may require almost constant monitoring</p> <ul style="list-style-type: none"> <li>• Pupils and families are yet to receive explanations about the one-way system</li> <li>• The frequent use of external doors provides some concern or risk</li> </ul>	<p>way system</p> <ul style="list-style-type: none"> <li>• A practical one-way system is in place and all staff are familiar with it</li> <li>• Pupils and families have had the one-way system explained to them</li> <li>• External doors are being used where practical to do are of little concern</li> </ul>
	<ul style="list-style-type: none"> <li>• My site is old or restricted making ventilation and circulation of air inhibited and ineffective</li> <li>• Most doors and windows cannot easily or safely be opened or left open</li> </ul>	<ul style="list-style-type: none"> <li>• A system of door propping and window opening is planned but difficult to undertake by all staff</li> <li>• Additional ventilation is not practical through open windows and doors, but rooms are not usually stuffy</li> <li>• Staff are yet to be informed about the need for good ventilation</li> </ul>	<ul style="list-style-type: none"> <li>• Where safe and practical to do so, windows will remain open and doors can be propped open or ajar</li> <li>• Staff understand the need for good ventilation and reduced door contact</li> </ul>
	<ul style="list-style-type: none"> <li>• We feel unable to provide appropriate space to support staff rest needs and maintain social distancing</li> </ul>	<ul style="list-style-type: none"> <li>• Communal staff areas do not easily lend themselves for social distancing, but we are working with staff to provide flexible capacity</li> <li>• Appropriate resources and organisation (rotas etc) are being organised but not yet in place</li> </ul>	<ul style="list-style-type: none"> <li>• The staffroom and other communal areas have been adequately organised to support social distancing</li> <li>• Appropriate resources and organisation (rotas etc) are in place to support staff refreshment and toileting needs</li> </ul>
	<ul style="list-style-type: none"> <li>• My site and physical resources severely impede my capacity to increase space by moving and storing unneeded furniture</li> </ul>	<ul style="list-style-type: none"> <li>• Moving and storing furniture to increase space throughout the school is in progress but some aspects are not yet complete</li> </ul>	<ul style="list-style-type: none"> <li>• Where practical to do so, unneeded furniture has been moved and stored to increase space throughout functioning parts of the school</li> </ul>
	<ul style="list-style-type: none"> <li>• Site security is considerably</li> </ul>	<ul style="list-style-type: none"> <li>• Some aspects of site security are</li> </ul>	<ul style="list-style-type: none"> <li>• Site security remains tight and is</li> </ul>

	<p>reduced due to required changes therefore a prioritisation review must take place</p> <ul style="list-style-type: none"> <li>I do not yet have an Access Plan under development for opening, closing and site security</li> </ul>	<p>impacted by changes to the school routine and use of facilities, but these will soon be resolved</p> <ul style="list-style-type: none"> <li>Access, opening, closing and security may be hampered through illness, but an Access Plan is being formulated</li> </ul>	<p>not significantly impacted by changes to the school routine or changes in use of facilities</p> <ul style="list-style-type: none"> <li>An access plan for opening, closing and general site security is in place</li> </ul>
	<ul style="list-style-type: none"> <li>We have measured /considered space needed to accommodate additional pupils safely, it is not possible</li> </ul>	<ul style="list-style-type: none"> <li>We have measured /considered space needed to accommodate additional pupils, it is possible to accommodate some year groups safely</li> </ul>	<ul style="list-style-type: none"> <li>We have measured /considered space needed to accommodate additional pupils, it is possible to accommodate all year groups safely</li> </ul>
	<ul style="list-style-type: none"> <li>We have not yet considered how to ensure that office staff can maintain appropriate distance</li> </ul>	<ul style="list-style-type: none"> <li>We are in the process of planning office space to ensure this can be achieved.</li> </ul>	<ul style="list-style-type: none"> <li>We have rearranged offices and/or provided suitable PPE for those working in offices in close proximity.</li> </ul>
<p><b>3.2 Classroom organisation:</b></p> <ul style="list-style-type: none"> <li>Class sizes of no more than 15</li> <li>Classroom layout that facilitates social distancing</li> <li>Children to stay in same classroom all day</li> <li>Children to be led by the same member(s) of staff all day</li> </ul>	<ul style="list-style-type: none"> <li>Given indicative pupil and staff numbers we cannot provide class sizes of 15 or smaller and/or maintain social distancing.</li> </ul>	<ul style="list-style-type: none"> <li>Given indicative pupil and staff numbers we will not be able to provide class sizes of 15 or smaller and maintain social distancing until a date later than 1 June 2020.</li> </ul>	<ul style="list-style-type: none"> <li>Given indicative pupil and staff numbers we will be able to provide class sizes of 15 or smaller and maintain social distancing.</li> </ul>
<p><b>3.3 Building works:</b> Agree approach to any scheduled or ongoing building works</p>	<ul style="list-style-type: none"> <li>I cannot allow the continuation of scheduled or ongoing building work during term time, but this will have a negative impact on our ability to deliver in September</li> </ul>	<ul style="list-style-type: none"> <li>I cannot allow the continuation of scheduled or ongoing building work, but I may be able to postpone planned building works until the summer break and be ready for September</li> </ul>	<ul style="list-style-type: none"> <li>I do not have any scheduled or ongoing building works</li> <li>I have been able to postpone all scheduled or ongoing building works without detrimental impact to the provision of education on the site now or from September</li> <li>We can manage building works</li> </ul>

			that are planned while maintaining safeguarding and social distancing arrangements
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#### 4. CATERING

DfE Recommended Action	RED	AMBER	GREEN
<b>4.1 Catering:</b> Work with your catering supplier to ensure meals are available for all children in school Also, consider your arrangements for those year groups will out of school and eligible for benefits related free school meals	<ul style="list-style-type: none"> <li>Our catering supplier cannot provide staff or meals / our kitchen facilities do not allow for social distancing and we have no plans to mitigate this</li> </ul>	<ul style="list-style-type: none"> <li>Our catering supplier cannot provide staff or meals / our kitchen facilities do not allow for social distancing but we can ask pupils to bring packed lunches and provide these for pupils entitled to FSM</li> </ul>	<ul style="list-style-type: none"> <li>We are able to provide hot meals for pupils in school, both those who purchase meals and those who are eligible for FSM</li> </ul>
<b>4.2 Clubs:</b> Agree whether breakfast clubs, lunch clubs and after-school clubs can operate (in line with necessary protective measures) and under what terms	<ul style="list-style-type: none"> <li>We cannot provide breakfast / lunch / after-school clubs and have not yet communicated this to parents/carers.</li> </ul>	<ul style="list-style-type: none"> <li>We cannot provide breakfast / lunch / after-school clubs and have plans to communicate this to parents/carers.</li> </ul>	<ul style="list-style-type: none"> <li>We can provide some / breakfast / lunch / after-school clubs while maintaining social distancing</li> <li>We cannot provide breakfast / lunch / after-school clubs and have communicated this to parents/carers.</li> </ul>
<b>4.3 Suppliers:</b> Plan arrangements with your catering suppliers and check they are following appropriate social distancing and hygiene measures, including when in school	<ul style="list-style-type: none"> <li>We have not made contact with our suppliers.</li> </ul>	<ul style="list-style-type: none"> <li>We have made contact with our suppliers and are working out how to ensure social distancing and hygiene measures can be assured.</li> </ul>	<ul style="list-style-type: none"> <li>We have ensured consistency of supply and that social distancing and hygiene measures will be in place.</li> </ul>

#### 5. PPE AND HYGIENE

DfE Recommended Action	RED	AMBER	GREEN
<b>5.1 Protective measures:</b> Read the guidance on implementing protective measures in education and childcare	<ul style="list-style-type: none"> <li>We have rearranged offices and/or provided suitable PPE for those working in offices in close</li> </ul>	<ul style="list-style-type: none"> <li>We have rearranged offices and/or provided suitable PPE for those working in offices in close</li> </ul>	<ul style="list-style-type: none"> <li>We have rearranged offices and/or provided suitable PPE for those working in offices in close</li> </ul>

settings and agree how this will be implemented in your school	proximity.	proximity.	proximity.
<b>5.2 Cleaning:</b> Decide what an enhanced cleaning schedule looks like and how it will be implement in your school and how you will ensure sufficiency of supplies	<ul style="list-style-type: none"> <li>• I am not able to provide my usual cleaning regime</li> <li>• I have not been able to make arrangements for enhanced cleaning that covers classrooms, resources, shared equipment</li> <li>• We still have items that are difficult to clean in classrooms and other spaces</li> </ul>	<ul style="list-style-type: none"> <li>• Additional cleaning is not yet possible, but my usual routines are still in place</li> <li>• We are in the process of confirming arrangements for enhanced cleaning of classrooms, and resources</li> <li>• We are in the process of removing items that are difficult to clean</li> <li>• We are in the process of confirming our protocol for cleaning shared equipment between uses</li> </ul>	<ul style="list-style-type: none"> <li>• I am able to include additional cleaning of classrooms, frequently touched areas and resources with appropriate cleaning products as part of our daily routine</li> <li>• We have removed from the classroom any items that would be difficult to clean</li> <li>• We have agreed protocols for the cleaning of equipment (toys, shared equipment) between uses</li> </ul>
<b>5.3 Hygiene:</b> Decide the approach to enhance hygiene (for example toilet use, hand washing) and decide on policy related to usually share items (books, toys, practical equipment)	<ul style="list-style-type: none"> <li>• We have insufficient amounts of hygiene and cleaning products</li> <li>• Our storage will not accommodate additional cleaning products</li> <li>• We have not yet planned or increased/checked staff awareness around cleaning and hygiene products</li> </ul>	<ul style="list-style-type: none"> <li>• Additional cleaning products are ordered, and sufficient stock is currently on site</li> <li>• Storage is planned but still requires refinement</li> <li>• Staff awareness around cleaning materials is underway but incomplete</li> </ul>	<ul style="list-style-type: none"> <li>• Additional cleaning materials have been purchased</li> <li>• All detergents and similar products are able to be safely stored</li> <li>• Staff are aware of safe storage and use of cleaning materials</li> </ul>
	<ul style="list-style-type: none"> <li>• There are insufficient covered bins</li> <li>• Regular emptying of bins will be challenging</li> </ul>	<ul style="list-style-type: none"> <li>• Most functioning classrooms have a covered bin and additional units are ordered</li> <li>• Bin emptying may be increased but is currently part of normal end of day procedures</li> </ul>	<ul style="list-style-type: none"> <li>• Covered bins are available in each functioning building</li> <li>• Bin emptying is routinely increased within the day</li> </ul>
	<ul style="list-style-type: none"> <li>• Handwashing and sanitisations is currently difficult to undertake in classrooms</li> </ul>	<ul style="list-style-type: none"> <li>• Not all classrooms have handwashing facilities or sanitiser, but these should be ready soon</li> </ul>	<ul style="list-style-type: none"> <li>• Hand washing facilities are available within each classroom (sink or sanitizer)</li> </ul>



	<ul style="list-style-type: none"> <li>We have not yet planned or finalised a routine for hand washing and hygiene</li> </ul>	<ul style="list-style-type: none"> <li>Hand washing routine has been planned and sharing of expectations and procedures will happen soon</li> </ul>	<ul style="list-style-type: none"> <li>A practical routine for regular hand washing is in place and staff, pupils and families understand it</li> </ul>
<b>5.4 Classroom resources</b>	<ul style="list-style-type: none"> <li>There are insufficient resources in school for pupils to have individual trays of equipment</li> <li>Some of our pupils will be disadvantaged if they are unable to take shared equipment home</li> </ul>	<ul style="list-style-type: none"> <li>I will need to order additional resources so individual pupils can have their own equipment</li> </ul>	<ul style="list-style-type: none"> <li>There are sufficient resources in school for pupils to have their own equipment</li> </ul>
5.5 Plan the school level response should someone fall ill on site	<ul style="list-style-type: none"> <li>We have no protocols to address this</li> <li>We are unable to provide a suitable isolation room for anyone that becomes unwell on site</li> <li>We can provide an isolation space, but it will be impossible for the supervising member of staff to maintain a distance of 2 metres</li> </ul>	<ul style="list-style-type: none"> <li>We know what we are going to do in the event of a positive test</li> <li>We are in the process of identifying a suitable isolation room for anyone that becomes unwell on site and making arrangements for PPE in the room</li> <li>We are in the process of confirming who and how we will clean all areas where the person with symptoms has been</li> </ul>	<ul style="list-style-type: none"> <li>We have clear procedures for reporting symptoms and positive tests and a clear plan for the action we will take in such circumstances (including arrangements to clean areas where the symptomatic person has been)</li> <li>We are able to provide a suitable isolation room for anyone that becomes unwell on site with accompanying PPE and space for the staff members to maintain social distance</li> </ul>
5.6 Make arrangements for cases where 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	<ul style="list-style-type: none"> <li>We do not have sufficient supplies of necessary PPE and we cannot get it</li> <li>We are not confident that staff who need to provide first aid or treatment will be safe</li> </ul>	<ul style="list-style-type: none"> <li>We do not have sufficient supplies of necessary PPE but we know what we need, have been able to order what we need and are awaiting delivery</li> </ul>	<ul style="list-style-type: none"> <li>We have sufficient supplies of necessary PPE for appropriate staff and a clear policy for its use</li> </ul>

## 6. POLICIES AND PROCEDURES

DfE Recommended Action	RED	AMBER	GREEN
<p><b>6.1 Attendance:</b> 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</p>	<ul style="list-style-type: none"> <li>We are not clear what our policy should be where parents are unwilling for their children to return to school as a result of safety concerns or other practical barriers</li> </ul>	<ul style="list-style-type: none"> <li>We are in the process of developing a clear policy and protocol in place for cases where parents are unwilling for their children to return to school as a result of safety concerns or other practical barriers</li> </ul>	<ul style="list-style-type: none"> <li>We have a clear policy and protocol in place for cases where parents are unwilling for their children to return to school as a result of safety concerns or other practical barriers</li> <li>Our policy includes the provision of home learning for these pupils</li> </ul>
<p><b>6.2 Safeguarding:</b> 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 form LA or Trist and update safeguarding policy if necessary</p>	<ul style="list-style-type: none"> <li>We have not yet reviewed our safeguarding policy or fully identified where changes may need to be made</li> </ul>	<ul style="list-style-type: none"> <li>We have reviewed our safeguarding policy and are in the process of finalising an approved addendum</li> </ul>	<ul style="list-style-type: none"> <li>We have reviewed our safeguarding policy and governors have approved an addendum</li> </ul>
<p><b>6.3 Behaviour:</b> 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</p>	<ul style="list-style-type: none"> <li>We have not yet reviewed our behaviour policy or fully identified where changes may need to be made</li> <li>We have not yet communicated new expectations to parents or planned how to do so with pupils</li> </ul>	<ul style="list-style-type: none"> <li>We have reviewed our behaviour policy and are in the process of finalising changes. Once this is done we will need to communicate the revised expectations clearly to parents, pupils and staff</li> </ul>	<ul style="list-style-type: none"> <li>We have reviewed our behaviour policy to reflect new rules and routines</li> <li>Governors have approved the updated policy</li> <li>Communication to staff and parents has clarified the new expectations, including for uniform and arrangements are in place to communicate to pupils on their return</li> </ul>
<p><b>6.4 Communication with parents:</b> Plan content and timing of communications</p>	<ul style="list-style-type: none"> <li>We do not have agreed communications and a contract set</li> </ul>	<ul style="list-style-type: none"> <li>We have agreed communications and a contract set up for parents</li> </ul>	<ul style="list-style-type: none"> <li>We have agreed communications and a contract set up for parents</li> </ul>

to parents and pupils (including discussing attendance expectations and other specific things that parents should do to help prepare returning pupils, e.g. arrangements for drop-off/collection)	up for parents regarding pupils returning to school and attendance expectations	regarding pupils returning to school and attendance expectations, however this does not reach all parents/carers	regarding pupils returning to school and attendance expectations
<b>6.5 Suppliers:</b> Plan arrangements with your suppliers and check they are following appropriate social distancing and hygiene measures (e.g. food suppliers, grounds maintenance, transport providers), including when in school	<ul style="list-style-type: none"> <li>We have not made contact with these suppliers/contractors.</li> </ul>	<ul style="list-style-type: none"> <li>We have made contact with all suppliers/contractors and are working out how to ensure social distancing and hygiene measures can be assured.</li> </ul>	<ul style="list-style-type: none"> <li>We have confirmed effective social distancing and hygiene measures with all suppliers/contractors.</li> </ul>
<b>6.6 Health and Safety:</b> Agree on any necessary updated health and safety policy and risk assessments	<ul style="list-style-type: none"> <li>We have not yet considered health and safety policy and procedural amendments which might be needed</li> </ul>	<ul style="list-style-type: none"> <li>We have begun to consider health and safety policy and procedural arrangements which reflect amended arrangements for site transit/management</li> </ul>	<ul style="list-style-type: none"> <li>We have reviewed our health and safety policy and procedural arrangements and have drafted an addendum to our health and safety policy which reflects amended arrangements for site transit/management</li> </ul>
<b>6.7 Pupil medication</b>	<ul style="list-style-type: none"> <li>We are not currently clear what medication needs our returning pupils will have</li> <li>We do not have, and have not yet ordered, sufficient medication to ensure that we have adequate supply of up to date medication needed by returning pupils</li> </ul>	<ul style="list-style-type: none"> <li>We have reviewed need and need to order additional medication to ensure that we have adequate supply of up to date medication needed by returning pupils</li> </ul>	<ul style="list-style-type: none"> <li>We have reviewed need and have adequate supply of up to date medication needed by returning pupils</li> </ul>
<b>6.8 PPE:</b> Making decisions on other items of PPE which fall outside of government guidance: for example, will you allow people to wear masks? Gloves? Scrubs/gowns? Face shields?	<ul style="list-style-type: none"> <li>We have not considered our policy on the 'optional' use of PPE beyond that recommended by the DfE (intimate care or a child who displays symptoms at school)</li> </ul>	<ul style="list-style-type: none"> <li>We are forming a view on what we will do about 'optional' items of PPE</li> </ul>	<ul style="list-style-type: none"> <li>We have decided what PPE will be permitted in school on an optional basis and communicated this to all stakeholders</li> </ul>

<p><b>6.9 Impact assessment:</b> Ensure you have considered the impact on staff and pupils with protected characteristics, including race and disability, in developing your approach</p>	<ul style="list-style-type: none"> <li>In order to adhere to safety requirements, the school is not fully able to meet the normal expectations for staff and pupils with protected characteristics</li> </ul>	<ul style="list-style-type: none"> <li>It is unlikely that the school's approach will have a negative impact on pupils or staff with protected characteristics, but we will need to keep this under review</li> </ul>	<ul style="list-style-type: none"> <li>I am confident that our planned approach will not have a negative impact on pupils or staff with protected characteristics</li> </ul>
<p><b>6.10 Aligned policies:</b> Work with other school-based provision as necessary (e.g. nursery, SEN unity) to ensure policies are aligned where they need to be</p>	<ul style="list-style-type: none"> <li>It has not been possible to align policies between the school and on-site provision resulting in risks to safety of staff and pupils</li> </ul>	<ul style="list-style-type: none"> <li>Policies are being developed by the school and on-site providers and work needs to be done to check they are fully aligned or that variation is minimal and low risk</li> </ul>	<ul style="list-style-type: none"> <li>The school has no on-site provision</li> <li>All policies have been developed in tandem with on-site providers and are fully aligned – Satellite not opening</li> </ul>
<p><b>6.11 Test, track and trace</b></p>	<ul style="list-style-type: none"> <li>We do not know how and where people can be tested</li> </ul>	<ul style="list-style-type: none"> <li>We know what the test sites are and the circumstances in which people should be tested</li> </ul>	<ul style="list-style-type: none"> <li>We have a clear statement ready to publish to all stakeholders regarding test sites and when people should seek tests</li> </ul>
	<ul style="list-style-type: none"> <li>We do not yet have a protocol in place in the event of a member of staff or a pupil testing positive</li> </ul>	<ul style="list-style-type: none"> <li>We know what we are going to do in the event of a positive test but need to clarify and communicate the protocol</li> </ul>	<ul style="list-style-type: none"> <li>We have clear procedures for reporting symptoms and positive tests and a clear plan for the action we will take in such circumstances</li> </ul>
	<ul style="list-style-type: none"> <li>We are unable to provide 'pods' of 15 pupils with the same member(s) of staff at all times</li> </ul>	<ul style="list-style-type: none"> <li>We are planning to operate with 'pods' of 15 pupils with the same member(s) of staff at all times but have not yet finalised some of the arrangements relating to this</li> </ul>	<ul style="list-style-type: none"> <li>Pupils will be in 'bubbles' no larger than 15 with the same member(s) of staff at all times</li> </ul>

## 7. WELL-BEING

DfE Recommended Action	RED	AMBER	GREEN
<p><b>7.1 Staff well-being:</b> Put in place measures to check on staff wellbeing (including for leaders)</p>	<ul style="list-style-type: none"> <li>Ways to check on wellbeing are informal and haphazard and do not include all staff. Support is not considered or available.</li> </ul>	<p>A plan is being developed which identifies possible mental health or wider wellbeing issues staff may face when returning to school. This</p>	<ul style="list-style-type: none"> <li>Processes are in place and functioning effectively to sensitively check on staff wellbeing. Knowledge of issues</li> </ul>

		<p>includes:</p> <ul style="list-style-type: none"> <li>Identifying a range of sensitive and appropriate ways to check on wellbeing</li> <li>Considering the ongoing nature of some wellbeing issues.</li> </ul> <p>Exploring the range of support available and where it can be found.</p>	<p>leads to wider or targeted offers of support. Appropriate sources of support have been identified and can be contacted.</p>
<p><b>7.2 Pupil well-being:</b> Plan likely mental health, pastoral or wider well-being support for children returning to school (e.g. bereavement support) and discuss with LA or Trust what wider support services are available. Secure services for additional support and early help where possible (e.g. anxiety, mental health, behaviour, social care, changes to mobility) and consider how these might apply to pupils and students who were not previously affected.</p>	<ul style="list-style-type: none"> <li>Ways to check on wellbeing are informal and haphazard and do not include all children. Support is not considered or available.</li> </ul>	<p>A plan is being developed which identifies possible mental health, pastoral or wider wellbeing issues children may face when returning to school. This includes:</p> <ul style="list-style-type: none"> <li>Identifying a range of sensitive and appropriate ways to check on wellbeing</li> <li>Considering the ongoing nature of some wellbeing issues.</li> <li>Exploring the range of support available and where it can be found.</li> <li>Considering staff training to raise awareness of issues</li> </ul> <p>Identifying specific areas of responsibility</p>	<ul style="list-style-type: none"> <li>Processes are in place and functioning effectively to sensitively identify issues. Knowledge of issues leads to wider or targeted offers of support.</li> <li>Appropriate sources of support have been identified and able to be utilised.</li> </ul>

## 8. LEARNING

DfE Recommended Action	RED	AMBER	GREEN
8.1 Agree what learning is appropriate (including relationship between face to face and remote education), for	<ul style="list-style-type: none"> <li>We are unable to plan and cater for the varying needs of pupils returning to school or those ay</li> </ul>	<ul style="list-style-type: none"> <li>We are able to plan and cater for some of the varying needs of pupils returning to school but not those</li> </ul>	<ul style="list-style-type: none"> <li>We are able to plan and cater for the varying needs of pupils returning to school and those at</li> </ul>

<p>example, identify curriculum priorities, agree revised expectations and required adjustments in practical lessons, and any approaches to 'catch-up'</p>	<p>home</p> <ul style="list-style-type: none"> <li>Curriculum priorities haven't been agreed</li> <li>Expectations have not been agreed by staff</li> </ul>	<p>at home</p> <ul style="list-style-type: none"> <li>Curriculum priorities have been agreed but not actioned</li> <li>Expectations have been agreed by staff, but cannot all be met</li> </ul>	<p>home</p> <ul style="list-style-type: none"> <li>Curriculum priorities have been agreed</li> <li>Expectations have been agreed by staff</li> </ul>
<p>8.2 Work with LA or trust (and where applicable CCG) and families to identify what provision can reasonably be provided for in line with EHCPs</p>	<ul style="list-style-type: none"> <li>Having worked with appropriate professionals/families, we are unable to give appropriate provision to those with EHCPs in school or at home</li> <li>We have not been able to work in collaboration with parents/professionals regarding provision for pupils with EHCP</li> </ul>	<ul style="list-style-type: none"> <li>Having worked with appropriate professionals/families, we are able to give appropriate provision to those with EHCPs <ul style="list-style-type: none"> <li>In school</li> <li>But not those at home</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Having worked with appropriate professionals/families, we are able to give appropriate provision to those with EHCPs <ul style="list-style-type: none"> <li>In school</li> <li>At home</li> </ul> </li> </ul>
<p>8.3 Agree ongoing learning offer for vulnerable children and children of critical workers who are in school but not in returning year groups</p>	<ul style="list-style-type: none"> <li>We do not have an offer in place for pupils of vulnerable families and Key worker pupils not in identified returning year groups</li> </ul>	<ul style="list-style-type: none"> <li>We have an offer in place for some pupils of vulnerable families and Key worker pupils not in identified returning year groups</li> <li>More time needs to be spent on planning learning for these groups</li> </ul>	<ul style="list-style-type: none"> <li>We have an appropriate offer in place for pupils of vulnerable families and Key worker pupils not in identified returning year groups</li> </ul>
<p>8.4 Agree ongoing approach for learning for eligible pupils who can't attend school, as well as offer for those that continue to be out of school</p>	<ul style="list-style-type: none"> <li>We do not have the staff capacity to provide ongoing learning for those pupils who can't/aren't eligible to return</li> </ul>	<ul style="list-style-type: none"> <li>We have an appropriate learning offer in place for some groups pupils who can't/aren't eligible to return</li> <li>This will be affected by staff capacity/technology/engagement</li> </ul>	<ul style="list-style-type: none"> <li>We have an appropriate learning offer in place for pupils who can't/aren't eligible to return</li> </ul>

## 2. READINESS SUMMARY

Where you have rated any of the sections above as Red or Amber, use the table below to explore and record:

- possible mitigation steps,
- the current solution and its rationale
- next steps that you plan to take in order to work towards the recommended practice

If you need support with any areas of the planning, you can:

- consult with LA or trust advisers
- refer your queries to your **Area Task Group** who can support in providing information, recommending strategies, sharing approaches taken by other schools

Barriers (Red and Amber areas)	Possible Mitigation	Current Solution and Rationale	Next Steps
<i>EXAMPLE Insufficient staffing to return expected pupils</i>	<i>None immediately</i>	<i>Take Year R and 1 only – prioritising younger age groups as recommended by DfE</i>	<i>Review staffing levels weekly  Liaise with secondary partners to consider a level of remote support for Year 6 transition</i>

### SUMMARY OF CURRENT EXPANSION APPROACH

Based on the analysis above, our current approach to expansion is as follows:

From 2<sup>nd</sup> June, the school will be open to KW/Vulnerable Nursery pupils and those in Years 2, 3, 4 & 5. (as previously with further expansion of the Nursery)  
From 2<sup>nd</sup> June the school will be able to open to all eligible pupils in Years R, 1 and 6.