Theme	Key action list	Lead	Implementation	
Children and parents	Identify likely numbers of pupils returning and agree required staffing resource and approach and liaise with your local authority on your plans.	JP	Calls made 13/5 to all Yr 6, 1 and Reception. Plans fro yr 10 and 12 to be considered wb 15/5	
	In special schools, specialist post-16 and hospital schools only, agree which additional pupils will return irrespective of year groups to achieve a phased return.			
	Plan content and timing of communications to parents and pupils (including discussing attendance expectations and other specific things that parents should do to help prepare returning pupils, for example, arrangements for drop-off/collection).	NW	Monday 18/5 comms around restart and provision	
	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.	EW/ RB		
	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).	JP/AS	KW provision in place 15 primary and 15 secondary	
	Agree what returning support is available for vulnerable and/or disadvantaged children (including any dual-registered students) and put in place provision for the return of pupils with special educational needs and disabilities (SEND) in conjunction with families and other agencies and engage with partners who will help to provide that support, for example, local authorities.	EW	Key worker support	
	Agree what safeguarding provision is needed in school to support returning children (e.g. where new issues have arisen, or existing ones escalated) and consider any necessary changes and referrals as more children return to school, including those with problems accessing online offers. Check for revised protocols from your local authority and update safeguarding policy if necessary.	EW/ RB/ LA	All available on Day 1 and in position to field cases. Links to DCC requested through Sec Heads to Director	
	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.	EW	Behaviour policy updated on 18/5	
	Work with your catering supplier to ensure meals are available for all children in school. Also, consider your arrangements for those year groups still out of school and eligible for benefits related free school meals.	JG/ NW	Meeting Monday 18/5 to explore provision and look at start up regime. Dining planned in school start up	

Theme	Key action list	Lead	Implementation	
	Agree whether breakfast clubs, lunch clubs and after-school clubs can operate (in line with the implementing protective measures in education and childcare settings guidance), and under what terms.	JP	To be considered	
Staff (teachers, support staff and non-teaching staff)	Decide content and timing of staff communication(s) including if bringing staff in in advance of pupils returning is necessary.	NW	Comms with union 13/5; staff comms Friday 15/Monday 18th. Staff maybe invited into school after Wed 20/5	
	Consider options if necessary staffing levels can't be maintained (including school leaders and key staff like designated safeguarding leads and first aid providers).	NW	Staffing levels will be linked to need	
	Identify staff who can't return to school at this point (for example, those who are extremely clinically vulnerable or those who are clinically vulnerable or living with someone who is extremely clinically vulnerable and stringent social distancing cannot be adhered to on site) and how they can work from home (for example, supporting remote education).	NW	Email to staff to follow this up; plan home tasks and then staffing levels in school	
	Agree any flexible working arrangements needed to support any changes to your usual patterns (for example, staggered start/end times).	NW	What will school look like and what staffing will be required if numbers are down. What will staff do who are not engaged with pupils?	
	Agree staff workload expectations (including for leaders).	NW	School/Home tasks agreed	
	Decide what staff training (either delivered remotely or in school) is needed to implement any changes the school plans to make (for example, risk management, curriculum, behaviour, safeguarding).	LT	What CPL? Safeguarding? SEND? Training is required to be planned for staff. Consider how practically we can encourage socila distancing	
	Put in place measures to check on staff wellbeing (including for leaders).	NW	Safe and well checks for staff who are not in school	
Protective measures and hygiene	Read the guidance on implementing protective measures in education and childcare settings and agree how this will be implemented in your school, including agreeing on any necessary updated health and safety policy and risk assessments.	MS	Risk assessments made and PPE available for staff in context. Dfe guidnace suggests Wearing a face covering or face mask in schools or other education settings is not recommended… *The majority of staff in education settings will not require PPE beyond what they would normally need for their work* " (DfE)	
	Decide the physical and organisational structures needed to limit risks and limit movement around the building(s) (for example, classroom layouts, entry and exit points, staggered starts and break times, class sizes, lunch queues, use of communal staff areas). Agree how safety measures and messages will be implemented and displayed around school.	NW/ JP/ AS	Routines and movement planned. 1 per desk	
	Decide what an enhanced cleaning schedule looks like and how it will be implemented in your school (for example, how often, when/if an additional clean is necessary) and how you will ensure sufficiency of supplies.	MD/ MS	Cleaning regime pre opening and daily established. Limit use of rooms and not all rooms. Rooms/facilities wiped down daily	

Confidential

Theme	Key action list	Lead	Implementation	
	Decide the approach to enhance hygiene (for example, toilet use, hand washing) and decide on policy related to usually shared items (for example, books, toys, practical equipment).	MD/ MS	Washing and sanitising regime daily and pre eating. Primary staff led secondary pupil led. Sanitisers available	
	Plan the school level response should someone fall ill on site (in line with relevant government guidance).	MS	School level response in Risk Assessment. Home and test if positive then close room for 72 hours and then deep clean. Pupils and staff isolate for 14 days	
	Make arrangements for the very small number of cases where personal protective equipment (PPE) supplies will be needed: if your staff provide intimate care for any children or young people and for cases where a child becomes unwell with symptoms of coronavirus while in their setting and needs direct personal care until they can return home.	MS	PPE ordered and available. Needs storing centrally	
Pupil wellbeing	Plan likely mental health, pastoral or wider wellbeing support for children returning to school (for example, bereavement support) and discuss with your local authority what wider support services are available. Work with your local authority to secure services for additional support and early help where possible (for example, around anxiety, mental health, behaviour, social care, or changes to mobility), and consider how these might apply to pupils and students who were not previously affected.	RH	Mental health lead to plan actions and support linked to Safeguarding and pastoral team	
Learning	Agree what learning is appropriate (including the relationship between face-to-face and remote education), for example, identify curriculum priorities, agree revised expectations and required adjustments in practical lessons, and any approaches to 'catch up' support.	JP/ AS/ LD	For those in school plan the curriculum restart and how this will be located. Graduated start but looking to close gaps moving forward. Home learning to continue for those at home. Needs to be sequenced and developmental	
	Work with your local authority or trust (and where applicable NHS Clinical Commissioning Group) and families to identify what provision can be reasonably provided for in line with education, health and care (EHC) plans.	EW/ AMK	All EHCP pupils assessed and provision mapped	
	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.	JP/ AS/ LD	For those in school plan the curriculum restart and how this will be located. Graduated start but looking to close gaps moving forward. Home learning to continue for those at home. Needs to be sequenced and developmental	
	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.	JP/ AS/ LD	For those in school plan the curriculum restart and how this will be located. Graduated start but looking to close gaps moving forward. Home learning to continue for those at home. Needs to be sequenced and developmental	
Other considerations	Work with other school based-provision as necessary (for example, nursery, SEN unit) to ensure policies are aligned where they need to be.	NW	Policies reflect the positin the school is in and the volume of stakeholdres engaging in face to face or virtual	
	Agree approach to any scheduled or ongoing building works.	MD	Work in site to continue. Additional works to be agreed	

Theme	Key action list	Lead	Implementation	
	Plan arrangements with your suppliers and check they are following appropriate social distancing and hygiene measures (for example, food suppliers, grounds maintenance, transport providers), including when in school.	MS	All supplies audited and sticks replenished or lifted to acceptable levels	
	Ensure you have considered the impact on staff and pupils with protected characteristics, including race and disability, in developing your approach.	NW	Overview and respond as the needs of the stakeholders present	