

June 2020

Suffolk Principles and Planning Support for Secondary Schools

June 2020

Principles and information to support Suffolk schools and settings in planning for the COVID-19 pandemic response.

This document is intended to support school and setting leaders in preparing, finalising and using risk assessments to inform planning to respond to government information and ambition about a phased return to school from 15 June 2020 and the next phase of the COVID-19 pandemic response. It has been developed through collaboration with sector leads, unions, professional associations and other stakeholders.

This document is intended to be useful to cross reference with your risk assessment process and the planning that you have begun. It also includes guidance about where to go for further information.

Your risk assessment can be presented in any format that suits your need. The Local Authority (LA) template [risk assessment](#) in this document is one option.

Where the term “school” or “schools” is used, this refers to all publicly funded schools and settings.

The underlying principles of this document are:

- The safety of children, young people and staff is paramount.
- You know your school, your pupils and your staff best. Every school and setting in Suffolk has unique circumstances and every decision will be based on careful assessment of the resources available to ensure the safety of all pupils and staff. Be sure to refer to relevant supporting guidance and Health and Safety legislation.
- The LA will support you in your reasonable endeavours to fulfil plans that are based on thorough risk assessments.

- **Central government decides when they will ask schools to start to welcome back more children. This will be from 15 June 2020 at the earliest. Your risk assessment will determine the date when you can achieve this. The term “priority groups” refers to vulnerable children, including children in care, the children of critical workers and those with an Education, Health and Care Plan (EHCP) who continue to be cared for in school.**
- **You may be considering the different approaches for the offer for Year 10 and Year 12 in light of your risk assessments.**
- **Risk assessments will require re-visiting and updating as your circumstances change and new government information becomes available.**
- **You must refer to the most recent government information when preparing risk assessments and plans.**
- **You should let the LA know about your capacity to welcome back more children alongside being open to priority groups of vulnerable children and the children of critical workers. This process will be made clear to all school leaders through the *Suffolk Headlines* daily email bulletin. You will be asked for information about your plans to welcome more children and young people back based on your risk assessment. You will be asked to update this when your risk assessment is revised because we recognise that your risk assessment must be dynamic to ensure the principle of safety first in changing circumstances. Your information will ensure that the LA can monitor demand and capacity of schools to welcome back more children and young people plus the take-up by parents and carers.**

The most recent versions of DfE guidance and previous protocols must be followed where relevant. Please check you are referring to the most up to date versions.

Planning guide for secondary schools opening on 15th June:

<https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june/planning-guide-for-secondary-schools>

Implementing protective measures: <https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings>

All DfE guidance linked to the coronavirus outbreak: <https://www.gov.uk/government/collections/coronavirus-covid-19-guidance-for-schools-and-other-educational-settings>

Actions for schools during coronavirus outbreak: <https://www.gov.uk/government/publications/covid-19-school-closures/guidance-for-schools-about-temporarily-closing>

Critical workers list: <https://www.gov.uk/government/publications/coronavirus-covid-19-maintaining-educational-provision>

Actions to prepare for wider opening: 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?utm_medium=email&utm_source=govdelivery

Information for parents/carers about wider opening: <https://www.gov.uk/government/publications/closure-of-educational-settings-information-for-parents-and-carers/reopening-schools-and-other-educational-settings-from-1-june>

Government Legislation: Employment Rights Act 1996 <http://www.legislation.gov.uk/ukpga/1996/18/contents>

All documents sent through *Suffolk Headlines* on Suffolk Learning are stored here: <https://www.suffolklearning.co.uk/leadership-staff-development/coronavirus-docs>

The FAQs on the SCC website are regularly being updated for further guidance and support: <https://www.suffolk.gov.uk/coronavirus-covid-19/schools-guidance/>

The document is set out into the following key areas which will require careful consideration to determine your planning and actions.

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This document was developed using previous Suffolk protocols and documents relating to COVID-19 and government information. We also took into consideration documents from other local authorities, unions, professional bodies and other stakeholders. We are grateful to all who shared their documents with us.

Focus Area: Safeguarding

Guidance links:


<https://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers>

<https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people>

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

LA support:

Education Officer: Alison.Jones@suffolk.gov.uk 07912 596974

These areas require careful planning and actions. Consider:	Opening wider (15 June 2020 at the earliest)		Further increasing of pupil numbers moving towards fully operational for ALL pupils
	Actions required: (who? when? etc.)		Actions required: (who? when? etc.)
What safeguarding provision is needed in school to support returning young people (e.g. where new issues have arisen, or existing ones escalated) and consider any necessary changes and referrals as more young people return to school, including those with problems accessing online offers			
The LA's appendix to the model Child Protection and Safeguarding Policy , reflecting the DfE updated guidance			
Amendments to the school's safeguarding policy and procedures by governors, in line with the latest DfE guidance for COVID-19			

Follow-up by the designated safeguarding lead (DSL) of any issues that might emerge from safeguarding concerns that may have arisen for individual pupils whilst they have not been attending school and are not known to the school. Also follow up by the DSL of non-attendance of vulnerable children, including those defined as 'vulnerable' by the school			
Staff may need additional or refresher training to enable them to be alert for any changes in presentation or behaviours of pupils since they were last in school and seen by staff that might indicate a safeguarding concern			
Ensuring all staff have read and follow the statutory guidance in 'Keeping Children Safe in Education'			
Updating behaviour policies to reflect the new rules and routines necessary to reduce risk in your setting			
Further actions if necessary levels of staffing can't be maintained (including school leaders and key staff such as DSLs and first aid providers).			

Focus Area: Health and Safety / Premises

Guidance links:

<https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings>


<https://www.gov.uk/government/publications/managing-school-premises-during-the-coronavirus-outbreak>

<https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings>

LA support:

Suffolk (Maintained) Schools Health and Safety Advisor: nina.bickerton@suffolk.gov.uk 07860 824019

Head of Schools Infrastructure: joy.stodart@suffolk.gov.uk 01473 265331

These areas require careful planning and actions. Consider:	Opening wider (15 June 2020 at the earliest)		Further increasing of pupil numbers moving towards fully operational for ALL pupils
	Actions required: (who? when? etc.)		Actions required: (who? when? etc.)
<p>Reviewing all risk assessments regularly and ensuring these are shared and reviewed with all staff.</p> <p>To include a quarter of Year 10/12 pupils being in school on any one day, staff ratios, premises layout, arrival and departure times, break and lunchtimes, activities, transport arrangements and minimising mixing of pupils from all groups considering the current situation and newest DfE guidance (see above). COVID-19 specific risk assessment templates and other supporting documents can be accessed via Suffolk Learning. Also refer to the</p>			

<i>Social Distancing</i> considerations within this document.			
Acquiring additional supplies e.g. soap, paper towels, lidded bins, tissues, feminine hygiene products (ensuring accessibility for all) and alternative resources e.g. posters			
Reviewing Health and Safety policies and procedures in line with the guidance above e.g. practising fire drills in the first week when more pupils return. Schools should note that fire officers are able to provide advice on the impact of COVID-19 measures on a school's fire safety strategy e.g. fire doors should not be wedged open to allow the flow of air (as part of the COVID-19 measures). If anyone is considering holding open fire doors, the impact of this must be fully assessed/justified by a competent fire risk assessor			
Checking that the additional statutory compliance checks such as those for water safety, fire safety, lifts, boilers or air conditioning have been completed and, where appropriate, certified in line with the school's timetable. See link below Maintaining Building Compliance			
Arrangements for suppliers and checking they are following appropriate social distancing and hygiene measures (e.g. food suppliers, grounds maintenance, transport providers) including when in school			
Working with your catering supplier to ensure meals are available for all pupils in school. Considering your arrangements for those year groups still out of school and eligible for benefits-related free school meals			

Under what terms breakfast clubs, lunch clubs and after-school clubs will operate in line with the guidance: https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings			
Enhanced cleaning schedules and how they will be implemented in your school (for example, how often, when/if an additional clean is necessary) https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings			
Deciding on approach to enhanced hygiene procedures: <ul style="list-style-type: none"> ▪ Cleaning hands frequently, washing hands for 20 seconds with running water and soap and drying thoroughly, or use alcohol rub or sanitiser ensuring all parts of the hands are covered ▪ Ensuring good respiratory hygiene by promoting “catch it, bin it, kill it” ▪ Cleaning frequently touched surfaces often, using standard products such as detergents and bleach 			
Reviewing individual pupil risk assessments to address any shared/personal items that children/young people use as a strategy to access learning e.g. weighted blanket, stress relief tools			
Planning the school level response should someone fall ill on site and subsequent isolation requirements following the guidance: https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings			

Minimising contact with individuals who are unwell by ensuring that pupils or staff who have coronavirus symptoms, or have someone in their household who does, do not attend school			
Making arrangements for where personal protective equipment (PPE) supplies will be needed e.g. if your staff provide intimate care for any children or young people, disposal of bodily fluids, cases where a child becomes unwell with symptoms of coronavirus while in their setting and needs direct personal care until they can return home: https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings			
COVID-19 testing for pupils and staff (when required); follow the guidance: https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings			
Arranging for the premises to be cleaned if the school has had exposure to the COVID-19 virus, in line with the Public Health England guidance: https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings			
New protocols for support staff e.g. administrators in reception and caretakers/cleaning staff			
Approach to any scheduled or ongoing building works being temporarily suspended			

Focus Area: Social Distancing

Guidance links:


<https://www.gov.uk/government/publications/staying-alert-and-safe-social-distancing>

<https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings>

LA support:

Head of Children and Young People's (CYP) Health Improvement and Sexual Health, Public Health:

sharon.jarrett@suffolk.gov.uk 07850 975254

These areas require careful planning and actions. Consider:	Opening wider (15 June 2020 at the earliest)		Further increasing of pupil numbers moving towards fully operational for ALL pupils
	Actions required: <i>(who? when? etc.)</i>		Actions required: <i>(who? when? etc.)</i>
<p>Practising social distancing in line with measures the government is asking everyone to adopt in public and workplaces, including keeping pupils 2 metres apart from each other where possible. This is easier to achieve in secondary school and is more important than mixing groups. This may mean that classes are no more than half their usual size and rotas could be used to achieve social distance (avoiding split days) See guidance below: https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june/planning-guide-for-secondary-schools</p>			

https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings			
<p>Decisions on the physical and organisational structures needed to limit risks and limit movement around the building(s) and prevent overcrowding (e.g. rotas, classroom layouts, entry and exit points, wet break and lunchtimes, staggered starts and break times, one-way systems, reduced class sizes to accommodate social distancing, flexible use of teaching spaces, toilet arrangements, lunch queues, use of communal staff areas</p> <p>https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings</p>			
<p>How to minimise the contact between any Year 10 and Year 12 pupils who begin to attend from 15 June and the full-time children of critical workers and vulnerable children. Some mixing may be unavoidable to provide face to face support from</p>			

subject teachers. These groups would be smaller than normal			
Agreeing how safety measures and messages will be implemented and displayed around school, ensuring accessibility for all e.g. visually impaired pupils and those for whom English is an additional language (EAL)			
Processes/support for pupils who are unable to socially distance e.g. due to challenging behaviours, complex needs, requirement of intimate care, anxieties around returning to school following lockdown			
Minimising contact and mixing as far as possible, by keeping pupils in small groups for face to face support and keeping those groups as consistent as possible whilst in school (e.g. for arrival, lunchtime, breaks and departure) and altering the school environment (e.g. change in classroom layouts so desks are further apart or dividing groups into different classrooms)			
Ensuring that no pupils are on the school grounds unless for agreed contact time or attendance for priority groups			
<i>Referring to the Health and Safety/Premises considerations within this document</i>			


Focus Area: Communication

Guidance links:

<https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings#how-to-implement-protective-measures-in-an-education-setting-before-wider-opening-on-1-june>

LA support:

Standards and Excellence Officers

These areas require careful planning and actions. Consider:	Opening wider (15 June 2020 at the earliest)		Further increasing of pupil numbers moving towards fully operational for ALL pupils
	Actions required: <i>(who? when? etc.)</i>		Actions required: <i>(who? when? etc.)</i>
Notifying the LA (01473 263942) with regards to the new opening arrangements, including staffing arrangements, risk assessment and additional services or support required so that the https://schoolclosures.suffolk.gov.uk/ information is accurate after consultation with parents to assess potential numbers			
Supporting parents and pupils in relation to anxieties linked to returning to school, e.g. emotional support and practical support provision. Guidance for supporting parents and pupils can be found in the following links: https://www.gov.uk/government/publications/coronavirus-covid-19-online-education-resources/online-science-pe-wellbeing-and-send-resources-for-home-education#mental-wellbeing			

<p>The Suffolk Mental Health First Aid Team (MHFAs): mhfa@suffolk.gov.uk The Source: www.thesource.me.uk/ Healthy Suffolk: https://www.healthysuffolk.org.uk/</p>			
<p>How learning and teaching provision is explained to parents/carers and accessible via online learning platforms and/or paper resources to ensure ALL pupils have appropriate, differentiated learning at home to support the curriculum and individual needs</p>			
<p>Referring to the 'communicating your plans' section in the guidance above for communication with pupils ensuring accessibility for all e.g. rotas, travel plans, ensuring that no pupils are on the school grounds unless for agreed contact time or attendance for priority groups, clear messages to about minimising the use of public transport, socialising with broader groups of young people outside of school, changes to behaviour policy, uniform expectations, how to reduce the risks of transmission outside of school, any other changes to 'usual' practice: learning linked to pupil wellbeing and health and safety first</p>			

<p>Referring to the 'communicating your plans' section in the guidance above for communication with parents/carers ensuring accessibility for all e.g. rotas, travel plans, ensuring that no pupils are on the school grounds unless for agreed contact time or attendance for priority groups changes to any individual pupils' risk assessments, whether their child will be able to attend from 15th June, protective measures to make school a low risk place, no parents/carers to enter the school site unless by appointment, only one parent/carer to drop the child off at school, drop off and collection timings, attendance expectations, curriculum offer, approach to uniform for parents who are unable to replace outgrown uniform and wash and replace uniform on a daily basis</p>			
<p>Referring to the 'communicating your plans' section in the guidance above for communication with staff, e.g. rotas, travel plans, gathering relevant information on pupils' engagement with home learning to inform curriculum planning, ensuring that no pupils are on the school grounds unless for agreed contact time or attendance for priority groups, online staff meetings before wider opening, bringing relevant staff on site in advance to prepare for wider opening and sharing relevant DfE guidance. Ensuring all staff are trained in the new rules and routines, including the use of sanctions and rewards, so that they can support pupils to understand them and enforce them consistently. Staff will need to explicitly teach and supervise health and hygiene arrangements such as handwashing, tissue disposal and toilet procedures</p>			

Referring to the ' communicating your plans ' section in the guidance above for communication with other relevant adults including contractors and suppliers, e.g. Transport providers be clear with contractors and suppliers regarding your expectations, be clear with cleaning contractors/staff about the additional cleaning requirements.			
Opening lines of regular communication with staff working from home for a variety of reasons, e.g. shielding, providing remote learning			
Opening lines of regular communication with key families including children deemed vulnerable			
Communication with pupils regarding the changes made in response to COVID-19 and where applicable using age-appropriate recommended resources, e.g. https://campaignresources.phe.gov.uk/schools			
Communication with governors (<i>refer to the Governance considerations within this document</i>)			
Communication with relevant Virtual Schools for children in care, regarding provision for individual pupils			
Referring to Travel to/from school considerations within this document			


Focus Area: Staff Wellbeing and Safety

Guidance links:

<https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings>

LA support:

leadershipwellbeingsupport@suffolk.gov.uk (01473) 260163.

These areas require careful planning and actions. Consider:	Opening wider (15 June 2020 at the earliest) Actions required: <i>(who? when? etc.)</i>		Further increasing of pupil numbers moving towards fully operational for ALL pupils Actions required: <i>(who? when? etc.)</i>
Measures to be taken to acquire an indication of potential pupil numbers before opening to assess appropriate staffing to support the curriculum and smaller class sizes, considering social distancing measures and safety of staff			
The wellbeing of school leaders facilitated through calls with the LA and the use of the LA wellbeing support team. leadershipwellbeingsupport@suffolk.gov.uk (01473) 260163. Appropriate wellbeing support for other staff members, actioned as required e.g. Employee Assistance Programme			

Risk assessments, staff anxiety linked to returning to work, new working practices and social distancing advice for schools and setting. <i>Also refer to Health and Safety/Premises and Social Distancing considerations within this document</i>			
Ensuring appropriate 'breaks' for staff, while maintaining statutory requirements for safeguarding, first aid and health and safety			
Expectations for staff working practices, including flexible working and childcare provision, to support workload, expectations and staff wellbeing https://schoolschoice.org/How-Schools'-Choice-Will-Continue-to-Support-Schools-and-Academies-During-Covid-19			
Regular checks on all staff wellbeing (resources to support, 7 May 2020: https://www.suffolklearning.co.uk/leadership-staff-development/coronavirus-docs)			
Potential impact on staff with protected characteristics, including race and disability, in developing your approach			
Staff with who are clinically extremely vulnerable and those who live with someone who is clinically extremely vulnerable , and provision for working from home e.g. providing remote learning: https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings#shielded-and-clinically-vulnerable-adults			

Focus Area: Pupil Wellbeing and Safety

Guidance links:

<https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings>


LA support:

For enquiries regarding Children in Care, Virtual School Head Matthew Cooke SuffolkVirtualSchool@suffolk.gov.uk

For the Locality Virtual Schools, the LA Lead is also Matthew Cooke, contact suffolkvulnerablechildrenLVS@suffolk.gov.uk

Headteacher Specialist Education Services Izzy Connell: Izzy.Connell@suffolk.gov.uk 07540 673775

Principal Educational Psychologist Claire Darwin: Claire.darwin@suffolk.gov.uk 07515 191604

These areas require careful planning and actions. Consider:	Opening wider (15 June 2020 at the earliest)		Further increasing of pupil numbers moving towards fully operational for ALL pupils
	Actions required: (who? when? etc.)		Actions required: (who? when? etc.)
Mental health, pastoral or wider wellbeing support for young people (e.g. bereavement support) as part of the face to face offer/curriculum			
Vulnerable learners including children with special educational needs and disabilities (SEND)/children with a social worker i.e.Children in Care (CiC), Children in Need (CiN), Child Protection (CP) and children who are previously Looked-After (pLAC) e.g. further risk assessments , adaptations to safety and hygiene, staffing provision, curriculum delivery, annual reviews, provision for vulnerable learners and clinically extremely vulnerable not in school and regular communication with parents / carers			

Referring to Teaching and Learning/Curriculum considerations within this document.			
Referring to Health Safety/Premises, Social Distancing and Communication considerations within this document			
External support and guidance from other agencies and services e.g. Virtual School, Specialist Education Services, Sign Health , Psychology and Therapeutic Services, Emotional Wellbeing Hub . Implications for pupils who were not previously affected. For specialist services information: https://infolink.suffolk.gov.uk/kb5/suffolk/infolink/advice.page?id=9-4-gMINCZ8			
Potential impact on pupils with protected characteristics, including race and disability, in developing your approach			
Changes to Behaviour Policy and alternative behaviour management for those pupils not able to co-operate with social distancing measures			
Preparation work with pupils and families prior to returning to school to share modifications e.g. physical layout. Acknowledging those pupils who have and have not attended since lockdown and the differences that they will experience e.g. emotional support etc.			
The nature of support and staff involved for specific pupils, such as a 'safe space' for a young person if they need time to process change or regulate their emotions. Communicating information about any modifications with parents/carers and pupils			
Providing: <ul style="list-style-type: none"> ▪ Opportunities for young people to talk about their experiences over the last few weeks ▪ Opportunities for 1:1 conversations ▪ Re-focussed lessons on relevant topics e.g. mental wellbeing and staying safe ▪ Pastoral activities e.g. renewing and developing friendships Other enriching developmental activities 			

Focus Area: Teaching and Learning / Curriculum

Guidance links:

<https://www.gov.uk/government/publications/closure-of-educational-settings-information-for-parents-and-carers/reopening-schools-and-other-educational-settings-from-1-june#will-education-be-provided-as-normal-to-children-and-young-people-who-are-attending>

<https://www.gov.uk/guidance/remote-education-during-coronavirus-covid-19>

<https://www.gov.uk/government/publications/coronavirus-covid-19-maintaining-further-education-provision/maintaining-education-and-skills-training-provision-further-education-providers>


LA support:

Jacqui Cant, Assessment and Moderation Officer Jacqueline.Cant@suffolk.gov.uk 07713 092755

Kathryn Roper, Senior Standards and Excellence Officer, Kathryn.Roper@suffolk.gov.uk 07595 091940

Headteacher Specialist Education Services Izzy Connell: Izzy.Connell@suffolk.gov.uk 07540 673775

Principal Educational Psychologist Claire Darwin: Claire.darwin@suffolk.gov.uk 07515 191604

These areas require careful planning and actions. Consider:	Opening wider (15 June 2020 at the earliest)		Further increasing of pupil numbers moving towards fully operational for ALL pupils
	Actions required: (who? when? etc.)		Actions required: (who? when? etc.)
How face to face support will supplement the remote education of Year 10 and Year 12 pupils			
Flexibly determining how best to provide full - time provision for vulnerable children and children of critical workers in Year 10 and Year 12. Exploring bringing these groups			

back to their normal school if they are attending a hub, subject to risk assessments			
The government's stated expectations from the 15th June 2020 outlined in the guidance below: https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june/planning-guide-for-secondary-schools			
Flexibility; implementing face to face support for Year 10 and Year 12 pupils in the way that best suits circumstances, staff availability, staff workload and the individual needs of the young people based on your risk assessment			
Acknowledging and rewarding work completed during lockdown within the school's normal policies			
Learning which is appropriate (relationship between face to face and remote education) e.g. identify curriculum priorities, differentiation, expectations and adjustments in practical lessons, and approaches to "catch up" support based on remote learning experiences young people have had			

Ensuring that any assessment processes consider pupils' well-being with appropriate sensitivity			
Reviewing the resources being used for remote learning during wider opening due to more staff involved in face to face lessons e.g. BBC Bitesize , Oak National Academy or other remote education platforms, including specialised resources for children with additional needs			
The importance of teaching and learning of PSHE considering COVID-19, e.g. using the RSHE curriculum for September, resources in the guidance above and 4 May 2020 resource to support: https://www.suffolklearning.co.uk/leadership-staff-development/coronavirus-docs			
Agreeing the returning support available for vulnerable and/or disadvantaged children (including any dual-registered students), putting in place provision for the return of pupils with SEND in conjunction with families and other agencies and engaging with partners who will help to provide that support, for example, local authorities			

The adapted provision that can reasonably be provided for in line with changes to EHCPs by the DfE. Guidance here: https://www.gov.uk/government/publications/changes-to-the-law-on-education-health-and-care-needs-assessments-and-plans-due-to-coronavirus?utm_source=bda			
The ongoing learning offer for all pupils that continue to be out of school, particularly those in priority groups eligible to be educated in school			
Opportunities for some pupils to attend more frequently if they have not engaged in remote education			
The ongoing learning offer for vulnerable children and children of critical workers who are in school but not yet in the returning year groups			
How accurate assessments will be made to make a judgement of curriculum need or can be used as an informal baseline			
Availability of IT to address accessibility for ALL learners while accessing remote learning e.g. SEND pupils, EHCP, vulnerable learners			

How the curriculum offer will be adapted to follow social distancing and hygiene guidance e.g. adaptations to PE (Youth Sport Trust resources), drama, music and the use of shared resources			
Adjusting marking and feedback procedures in line with social distancing e.g. no active/live marking			


Focus Area: Transition

LA support:

Headteacher Specialist Education Services Izzy Connell: Izzy.Connell@suffolk.gov.uk 07540 673775

Principal Educational Psychologist Claire Darwin: Claire.darwin@suffolk.gov.uk 07515 191604

Post 16 Transition Support (Tues Wed Thurs) Clive Mobbs: Clive.Mobbs@suffolk.gov.uk 01473 264314

These areas require careful planning and actions. Consider:	Opening wider (15 June 2020 at the earliest)		Further increasing of pupil numbers moving towards fully operational for ALL pupils
	Actions required: (who? when? etc.)		Actions required: (who? when? etc.)
Support for transition year groups (Year 6 into 7, Year 11-12, new starters) e.g. transition days, virtual tours			
Establishing which assessment information will be needed about pupils entering year 7 and what is available from feeder primary schools taking in to account that Year 6 statutory tests did not happen this year. and how Year 11 assessment information will be transferred to Further Education (FE) settings			
Prioritising disadvantaged pupils and other vulnerable groups including CiC, and adjusting learning provision to accelerate progress			
Additional transition support for vulnerable pupils, including CiC and pupils with SEND			
Pupils in Year 11 at risk of being Not in Education, Employment or Training (NEET) i.e. appropriate Common Assessment			

Framework (CAF) referrals being made for a Young Persons Worker where needed			
Induction of new staff and newly qualified teachers following safeguarding guidance and coronavirus guidance https://www.gov.uk/government/publications/coronavirus-covid-19-induction-for-newly-qualified-teachers			

Focus Area: Attendance

Guidance links:

<https://www.gov.uk/government/publications/school-attendance>

<https://www.gov.uk/government/publications/coronavirus-covid-19-attendance-recording-for-educational-settings/process-for-recording-attendance-and-using-the-educational-setting-status-form>

<https://www.gov.uk/government/publications/covid-19-school-closures/guidance-for-schools-about-temporarily-closing#attendance>


<https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people#attendance-expectations-and-encouraging-attendance>

<https://www.gov.uk/government/publications/closure-of-educational-settings-information-for-parents-and-carers/reopening-schools-and-other-educational-settings-from-1-june#if-my-child-is-eligible-is-it-compulsory-for-them-to-attend-school>

https://www.gov.uk/government/publications/parental-responsibility-measures-for-behaviour-and-attendance?utm_source=57647e7e-11d8-41c0-8154-a18141e0c29f&utm_medium=email&utm_campaign=govuk-notifications&utm_content=immediate

LA support:

Stuart Hudson Stuart.Hudson@suffolk.gov.uk 07718 100876

These areas require careful planning and actions. Consider:	Opening wider (15 June 2020 at the earliest)		Further increasing of pupil numbers moving towards fully operational for ALL pupils
	Actions required: <i>(who? when? etc.)</i>		Actions required: <i>(who? when? etc.)</i>
Planning to resume taking attendance registers and continuing to complete the online DfE data returns on the portal to provide daily updates on how many children and staff are in school			

Reasons for absence from eligible year groups and priority groups			
Sensitively following up non-attendance with the parent or carer – and social worker/local authority, where appropriate – to explore reasons for absence, although no fines will be issued			
The expectation that all vulnerable children (risk assessed: including those with social workers and learners with EHCPs) should attend school (unless extremely clinically vulnerable, shielding, acting on medical advice or are at less risk at home) alongside critical workers' children across all year groups as outlined in guidance: https://www.gov.uk/government/publications/closure-of-educational-settings-information-for-parents-and-carers/reopening-schools-and-other-educational-settings-from-1-june#do-all-vulnerable-children-and-young-people-who-are-not-currently-attending-have-to-go-back-to-childcare-settings-school-or-college-now			
Information relating to children who have underlying health conditions or live with someone in a vulnerable group as outlined in guidance: https://www.gov.uk/government/publications/closure-of-educational-settings-information-for-parents-and-carers/reopening-schools-and-other-educational-settings-from-1-june#should-i-keep-my-child-at-home-if-they-have-an-underlying-health-condition-or-live-with-someone-in-a-clinically-vulnerable-group			

Dealing with Children Missing Education (CME) and the need to ensure that all schools continue to report all children that are placed on roll or taken off a school roll to the local Authority in line with normal LA procedures			
Continuing to allow new admissions as per the normal schools' admissions process and allow an appeals process in line with usual government guidance			
School Attendance Order (SAO) applications to schools, only made in cases where there are real safeguarding concerns and the child is not receiving a suitable education. These will be cases where the parent/carer of the child concerned are not able to make school applications.			
Working with the wellbeing services and school nursing service to identify strategies and processes using Public Health England advice to help children who because of COVID-19 have become school refusers or are too anxious to return to school. This may also apply to the parents and carers of children who may have similar worries about allowing children to return to schools			
Ensuring all efforts are made not to encourage families to elect EHE for their children. If they do elect such a course, then there should be a month's cooling off period and the LA is to be informed so consultation with the family can take place regarding their options for education of the child			

The use of Educational Welfare Officers (EWO) to make contact with families who are not sending their children to school when there is an offer available. This will potentially free up valuable time for teaching staff and allow a sensitive communication by an independent person to establish the reasons for non-attendance as well as putting strategies in place to help the children to return to school			
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Focus Area: Travel to / from School


Guidance links:

<https://www.gov.uk/government/publications/closure-of-educational-settings-information-for-parents-and-carers/reopening-schools-and-other-educational-settings-from-1-june#how-should-my-child-travel-to-and-from-their-childcare-school-or-college>

LA support:

CYP School Travel: Jan Scott Jan.Scott@suffolk.gov.uk 07920 466310

Passenger Transport Senior Network Planners - Email at transport.serviceops@suffolk.gov.uk or, call 01473 26506

These areas require careful planning and actions. Consider:	Opening wider (15 June 2020 at the earliest)		Further increasing of pupil numbers moving towards fully operational for ALL pupils
How many pupils in Year 10 and Year 12 will be travelling at the same time, how those pupils are likely to travel and the likelihood of pupils mixing with each other and coming into contact with other people on the journey to and from school	Actions required: (who? when? etc.)		Actions required: (who? when? etc.)
Pupils and staff minimising use of public transport to get to school (encourage to walk or cycle) and supporting families to find alternative ways of travel			

<p>Modifications needed if pupils/staff are using public transport e.g. staggered start times. Pupils/staff should follow guidance below.</p> <p>https://www.gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-for-passengers</p> <p>Please note the guidance from The Passenger Transport Senior Network Planners is that they will try to support any temporary arrangements you are putting in place, such as to meet staggered start and finish times. However, this will not always be possible as it is incredibly difficult to change transport arrangements to collect pupils at other times during the school day, such as lunchtimes, and we ask you to avoid this wherever possible so parents and carers do not need to collect their children from school and to minimise any potential increase in traffic on our roads and congestion around school sites.</p>			
<p>Adjusting transport arrangements as necessary and checking that guidance is being followed as outlined: https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings#how-to-implement-protective-measures-in-an-education-setting-before-wider-opening-on-1-june e.g. communicating with parents/carers/contractors' regarding pick-up and drop-off times, and communicating with LA regarding transport provision via the links above</p>			

How to communicate travel plans to pupils, parents and staff and direct them to sources of further information e.g. www.suffolkonboard.com/FAQs www.suffolkonboard.com/schooltravel			
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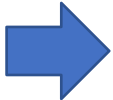
Focus Area: Accountability

Guidance links:

<https://www.gov.uk/guidance/ofsted-coronavirus-covid-19-rolling-update>

LA support:

Contact with Standards and Excellence Officers

These areas require careful planning and actions. Consider:	Opening wider (15 June 2020 at the earliest)		Further increasing of pupil numbers moving towards fully operational for ALL pupils
	Actions required: (who? when? etc.)		Actions required: (who? when? etc.)
Ofsted's plans for changes to inspection process (refer to link above)			
Normal LA accountability processes that may be modified to take into account the COVID-19 situation e.g. communication with Standards and Excellence Officers (SEOs)			
Statutory duties that all schools should be continuing to fulfil e.g. safeguarding, premises compliance checks, meeting the needs of all groups of children and young people.			


Focus Area: Governance

Guidance links:

<https://www.gov.uk/government/publications/coronavirus-covid-19-financial-support-for-schools>

LA support:

Senior Governance Advisor: Joanna Howell Joanna.Howell@suffolk.gov.uk 07834 174217

These areas require careful planning and actions. Consider:	Opening wider (15 June 2020 at the earliest)		Further increasing of pupil numbers moving towards fully operational for ALL pupils
	Actions required: (who? when? etc.)		Actions required: (who? when? etc.)
Usual statutory duties e.g. Headteacher performance management, finance, pay policy, ensuring the school is fully staffed (recruitment process in place if required), safeguarding policy and procedure, website compliance (potential adaptations linked to COVID-19), school improvement planning and review, checking the robustness of risk assessments and regular review essential to welcome more children and young people on site			
Frequent and regular checks on school leader's and staff wellbeing. Resources are available from the British Safety Council			

Methods of communication e.g. technology for virtual meetings, recording of governor minutes			
Financial implications, support in guidance above			
Governors' awareness of DfE guidance regarding COVID-19 and checking that these are fully implemented in school policies and procedures (e.g. health and safety, premises adaptations, transition year group focus)			
Checking relevant sources e.g. Governor Headlines, National Governance Association (NGA), current union advice for updates and guidance so governors understand how to fulfil their duty to and support the school in a dynamic period of leadership			
Working with other school-based provision as necessary (for example, before and after school provision, SEND unit) to ensure policies are aligned where needed			
Governors working with school leaders to make appropriate wider opening plans and endorsing communications with parents/carers (e.g. staffing ratios, provision for vulnerable learners, FSM, curriculum offer, impact on learning and regularly check on these plans			