

**RECOVERY PLANNING: SUPPORTING THE IMPLEMENTATION OF**  
**NATIONALLY DETERMINED EXPANSION MILESTONES**  
**THROUGH EFFECTIVE LOCAL DECISION MAKING**

**Birchwood May 2020, updated July 2020, February 2021, September 2021**

**Phase I - Current** - It is important to note that Phase I at Birchwood is operating with zero pupils on site. Risk assessment of each vulnerable pupil (in consultation with social services) concluded that pupils were safer at home than in school. There were no key worker parents at the point of closure. Parents who became key workers after closure did not take up the offer of a school place.

**Phase II – Gradual managed expansion** – during Phase II Birchwood will not accept new pupils from schools as the maximum number of pupils that can be safely socially distanced is 14. Birchwood will not be able to support sixth day provision during this Phase.

**Phase III – Sustained provision until elimination of risk** – new pupils will be transitioned into Birchwood when it is safe for pupil numbers to be increased to the full PAN. Birchwood will be able to take a small number of sixth day students during this Phase.

**Phase III will start on September 1<sup>st</sup> and the risk assessment will take account of the DFE guidance published on 2<sup>nd</sup> July 2020. Birchwood will run as a “one bubble” school where all pupils and staff form the same bubble. This will allow the school to run in a way which is effective regarding outcomes and progress but is also as safe as possible for all pupils and staff.**

**Updated 22 February 2021 to comply with School Coronavirus (COVID-19) Operational Guidance**

**Checklist 1: Safeguarding**

DSL's: Jane Waters, Emma Easby, Lee Palmer

<b>Consider:</b>	<b>Phase I: Actions needed (if any): Risk/support required/additional considerations</b>	<b>Phase II:</b>	<b>Phase III:</b>
<b>What additional risk assessments/amendments need to be in place for safeguarding of pupils – what these will look like for setting/schools and pupils (individually identified vulnerability)</b>	All pupils who have a Social Worker have had an additional Covid-19 risk assessment completed and added to their school RA.	All pupils on roll will have an additional Covid-19 risk assessment Phase II completed and added to their school RA (appendix 1) (EE)	All pupils on roll will have an additional Covid-19 risk assessment Phase III completed and added to their school RA (appendix 1) EE
<b>How has the safeguarding policy been reviewed and amended in light of the current situation?</b>	Reviewed yes, amended by adding on the Covid-19 addendum. Also the Education People Covid 19 Safeguarding Toolkit for Education Settings has been completed.	The Safeguarding Toolkit will be updated to reflect Phase II actions (appendix 2) (RH).	Return to School Child Protection Addendum has been completed and agreed by the Management Committee. It is on the school website.
<b>Have you adopted a 'COVID-19 outbreak' addendum to your child protection policy to include the specific issues for these circumstances?</b>	Yes, taken from Kelsi.	The Child Protection Policy Covid-19 Addendum will be updated to reflect Phase II actions (appendix 3) (RH).	Return to School Child Protection Addendum has been completed and agreed by the Management Committee. It is on the school website.
<b>What could the specific safeguarding issues be for your school?</b>	All issues managed before closure with daily safeguarding calls put into place, counselling for pupils who need additional mental health support and regular	Pupils will continue to mix with peers and others in the community and will not adhere to social distancing putting	Additional welfare and mental health support will be available to the pupils from the DSL team, tutors and the CHATTs counsellor due to pupils

	<p>contact maintained with social workers and other agencies. Since the closure of the school there have been growing concerns over a number of pupils going out into the community and mixing with friends rather than social distancing. The police have also shared information regarding drugs dealing with us. The police and social workers have been made aware of any information we have found out via daily calls to families.</p>	<p>themselves and the staff at Birchwood at increased risk. Pupils may continue to be involved in criminal activity such as drug use or drug selling.</p> <p>The Phase II Covid 19 Pupil Risk Assessment will cover the risk around social distancing (Appendix 1) (EE)</p>	<p>suffering from anxiety or stress during the Covid-19 period.</p> <p>Birchwood will liaise with PC Joshua Clarke who is the new community Police Officer attached to Birchwood. There is an operation Lucille in progress at the moment to support a number of community situations which have involved five Birchwood pupils.</p>
<p><b>How are you ensuring that someone is responsible for ensuring the policy actions are completed?</b></p>	<p>The team of three DSL's are responsible with the Acting Head taking the lead.</p>	<p>The team of three DSL's are responsible with the Acting Head taking the lead.</p>	<p>The team of three DSL's are responsible with the Acting Head taking the lead.</p>
<p><b>Are governors aware of the Government's interim safeguarding guidance and how this has been included in their school policy?</b></p>	<p>Yes, Management Committee are all Headteachers and are following this guidance themselves.</p>	<p>The Management Committee will remain updated with Government updated guidance.</p>	<p>Yes, Management Committee are all Headteachers and are following this guidance themselves.</p>
<p><b>How are you making sure that someone is responsible for continuity in safeguarding leadership?</b></p>	<p>Safeguarding daily update to the DSL team from EE. EE monitoring concerns.</p>	<p>Safeguarding daily update from the DSL team during staff briefing. Safeguarding Team weekly meetings. EE monitoring concerns.</p>	<p>Safeguarding daily update from the DSL team during staff briefing. Safeguarding Team weekly meetings. EE monitoring concerns.</p>

<p><b>How might you ensure a trained DSL is available, in-person, by phone or video link when required?</b></p>	<p>The Acting Head has her school email address on the website and has email access 24/7 on her phone. The Deputy DSL has a school mobile and this number is on the school website and is contactable 24/7. If there is a need for an in-person, phone or video link the person to be available will be decided by the Acting Head. Safeguarding concerns in Edukey alerted to all DSLs immediately via email with the Acting Head accessing emails 24/7.</p>	<p>The Acting Head has her school email address on the website and has email access 24/7 on her phone. The Deputy DSL has a school mobile and this number is on the school website and is contactable 24/7. If there is a need for an in-person, phone or video link the person to be available will be decided by the Acting Head. Safeguarding concerns in Edukey alerted to all DSLs immediately via email with the Acting Head accessing emails 24/7.</p>	<p>The Head has her school email address on the website and has email access 24/7 on her phone. The Deputy DSL has a school mobile and this number is on the school website and is contactable 24/7. If there is a need for an in-person, phone or video link the person to be available will be decided by the Head. Safeguarding concerns in Edukey alerted to all DSLs immediately via email with the Head accessing emails 24/7.</p>
<p><b>Is there a nominated senior leader to be the onsite safeguarding lead?</b></p>	<p>Currently pupils are not on site and safeguarding calls are being made daily by a DSL.</p>	<p>Yes, at all times. All DSL's are part of the wider SLT.</p>	<p>Yes, at all times. All DSL's are part of the wider SLT.</p>
<p><b>Are all staff aware of the new arrangements for DSLs and reporting concerns?</b></p>	<p>Staff will continue to report concerns via the online safeguarding system on ClassCharts. This automatically sends emails to the DSL team.</p>	<p>Staff will continue to report concerns via the online safeguarding system on ClassCharts. This automatically sends emails to the DSL team.</p>	<p>Staff will continue to report concerns via the online safeguarding system on ClassCharts. This automatically sends emails to the DSL team.</p>
<p><b>Are the leaders aware of any LA/Trust changes there may be for contacting the LADO?</b></p>	<p>There are no changes in Kent.</p>	<p>EE to monitor any changes in Kent for contacting the LADO.</p>	<p>EE to monitor any changes in Kent for contacting the LADO.</p>
<p><b>Are leaders aware of changes there may be for contacting/referring to the</b></p>	<p>There are no changes in Kent.</p>	<p>EE to monitor any changes in Kent.</p>	<p>EE to monitor any changes in Kent.</p>

<b>Front Door or other external services?</b>			
<b>Are leaders aware of changes there may be for contacting social workers?</b>	Email obtained from SW Lead at the start of lockdown for procedures if unable to contact SW. Front Door details have been shared with all staff.	EE to monitor any changes and to update staff as appropriate.	EE to monitor any changes and to update staff as appropriate.
<b>Are all who need to, aware of which children have social workers and how to contact them?</b>	Yes – All DSL's have an updated list produced by EE.	EE will continue to share any updates with DSL's.	EE will continue to share any updates with DSL's.
<b>Do all who need to, know which children are CLA/PCLA, who their Virtual School Head is and how to contact them?</b>	Yes	Yes	Yes
<b>If you are a hub, how are you making sure that all staff understand that you have the responsibility for safeguarding all children and staff?</b>	N/A	N/A	N/A
<b>Are leaders able to evaluate the risks and include this information in their rationale for assessing which pupils come into school first and when?</b>	All vulnerable pupils and pupils with Key Worker parents were offered a place during the Covid-19 Phase I. All families chose not to take up the place. This was then agreed with Social Workers and other agencies.	All pupils who have a social worker will be offered a place in Phase II. All pupils with an EHCP will be offered a place in Phase II. All LAC will be offered a place in Phase II. Listed below are the pupil initials and the Social Worker:  VH - Lucy Sparkes	All pupils will return on 2 <sup>nd</sup> September.

		<p>HL - Kerry Fuller AD - Alex Punt HJ - Amy Douglas</p> <p>Other places will be allocated to the year groups identified by the DfE.</p>	
<b>Are leaders considering remote safeguarding based upon teacher knowledge from their pupils and the daily/weekly contact they have with their pupils and families?</b>	Remote safeguarding is taking place daily with Safeguarding calls home from a DSL. Daily safeguarding update from EE via an Excel spreadsheet sent by email.	Remote safeguarding will continue to take place daily for pupils who are on a home learning programme with Safeguarding calls home from a DSL. Daily safeguarding update from EE via an Excel spreadsheet sent by email.	Remote safeguarding will take place for pupils who have unauthorised absence as all pupils are due back on-site.
<b>Do all who need to know, know which children should be in school and follow up where they do not attend?</b>	Currently the school is closed to all pupils.	Yes. EE will co-ordinate attendance and inform staff daily at briefing and follow up on non-attendance.	All pupils will attend from September 2 <sup>nd</sup> .
<b>Who is ensuring emergency numbers and alternatives are kept up to date?</b>	The Office Manager (RH)	The Office Manager (RH)	Multi-Agency Lead (EE)
<b>Are there new staff deployed to the school/volunteers? How are they made aware of the safeguarding processes they should adhere to?</b>	No N/A	No N/A	Supply staff will attend on the development day on 1 <sup>st</sup> September and take part in the CPD training.

<b>How might you make sure new staff, staff relocated to the school, and volunteers understand the staff code of conduct?</b>	N/A	When new staff are appointed or supply staff contracted they will be given a copy of the staff code of conduct (appendix 4) (RH) and the Teaching and Learning Handbook (appendix 5) (RH)	When new staff are appointed or supply staff contracted they will be given a copy of the staff code of conduct (appendix 4) (JW) and the Teaching and Learning Handbook (appendix 5) (JW)
<b>How have you ensured that any volunteers have been individually risk-assessed?</b>	N/A	N/A	N/A
<b>How are you making sure that each vulnerable child/pupil has an easily transferable record of why they are vulnerable, a copy of the EHCP and/or CIN or CP Plan, the name of their social worker and contact details, for LAC children the name of the relevant Virtual School Head?</b>	This is kept up to date by the Multi-Agency Lead (EE) and the information is shown on the Pupil Risk Assessment (appendix 1). All safeguarding information is stored in Edukey and easily produced into a document to share.	This is kept up to date by the Multi-Agency Lead (EE) and the information is shown on the Pupil Risk Assessment (appendix 1). All safeguarding information is stored in Edukey and easily produced into a document to share.	This is kept up to date by the Multi-Agency Lead (EE) and the information is shown on the Pupil Risk Assessment (appendix 1). All safeguarding information is stored in Edukey and easily produced into a document to share.
<b>How are you keeping track and recording which staff are onsite daily?</b>	Staff sign in and out using the staff signing in book in the school office. Staff are going on-site to complete planning for the curriculum that will be delivered for Phase II or for admin reasons.	Staff sign in and out using the staff signing in book in the school office.	Staff sign in and out using the staff signing in book in the school office.
<b>Have you checked that the SCR is up to date with any relocated staff or volunteers and made</b>	N/A	N/A	N/A

<p><b>sure that the appropriate checks have been made?</b></p>			
<p><b>Have leaders ensured that the safer recruitment processes are clear and adhered to, for example, being aware of anyone unknown to the school offering themselves as a volunteer?</b></p>	<p>Yes. The school is not accepting volunteers.</p> <p>There are two posts vacant – they will be interviewed for following the safer recruitment policy when the lock down rules permit.</p>	<p>Yes. The school is not accepting volunteers.</p> <p>There are two posts vacant – they will be interviewed for following the safer recruitment policy when the lock down rules permit. Until then a supply teacher has been contracted to continue working with Birchwood as he was working at Birchwood in Term 4 and is fully cleared by his agency.</p>	<p>Yes. The school is not accepting volunteers.</p> <p>There is one vacant post which will be advertised in September for a January start with all safer recruitment guidance followed.</p>
<p><b>How are you ensuring staff are aware and understand that there may be an impact on the mental health of pupils, parents and staff or volunteers; and therefore, have access to whatever support may be available?</b></p>	<p>Staff have access to Support Line, a counselling service offered to all KCC staff. The pupils who need support are getting it from the NHS counsellor that the school has a service level agreement with. All families have been sent a copy of a wide range of support group details.</p>	<p>Staff have access to Support Line, a counselling service offered to all KCC staff. The pupils who need support are getting it from the NHS counsellor that the school has a service level agreement with. All families have been sent a copy of a wide range of support group details. The information on support groups will be added to the website (RH)</p>	<p>Staff have access to Support Line, a counselling service offered to all KCC staff. The pupils who need support are getting it from the NHS counsellor that the school has a service level agreement with. All families have been sent a copy of a wide range of support group details. The information on support groups has been added to the website.</p>
<p><b>Have you checked that the school has an online teaching and learning/curriculum policy which considers safeguarding</b></p>	<p>Home learning is not being offered as online learning. Paper packs are sent home and staff</p>	<p>Due to the lack of engagement and lack of access to laptops any pupils who are still home learning in Phase II will be completing work</p>	<p>The DSL's and teachers have all completed the National Online Safety training so that the Doodle learning platform and</p>



risks for those pupils accessing home learning?	make calls to offer tutorial sessions to support the learning.	sent home as paper packs. A teacher or TA will offer a daily tutorial session to help complete the work. The pack will focus on English and Maths.	Zoom lessons can be used with pupils. The online safety policy will be updated (KA).
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<p><b>DfE Guidance:</b></p> <ul style="list-style-type: none"> <li>• Safeguarding: <a href="https://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers/coronavirus-covid-19-safeguarding-in-schools-colleges-and-other-providers">https://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers/coronavirus-covid-19-safeguarding-in-schools-colleges-and-other-providers</a></li> <li>• Remote learning: <a href="https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19">https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19</a></li> <li>• Attendance: <a href="https://www.gov.uk/government/publications/coronavirus-covid-19-attendance-recording-for-educational-settings">https://www.gov.uk/government/publications/coronavirus-covid-19-attendance-recording-for-educational-settings</a></li> </ul>
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<b>Checklist 2: Premises</b>
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<b>Consider:</b>	<b>Phase I: Actions needed (if any): Risk/support required/additional considerations</b>	<b>Phase II:</b>	<b>Phase III:</b>
<b>What physical changes and adaptations will leaders need to think about to ensure a safe entry and safe exit to the school for all?</b>	N/A as pupils are not attending school in Phase I.	<p>Markings on the path to distance pupils waiting to come into school and to be searched (RH) Staff on gate allowing pupils to enter &amp; exit in a way which ensures appropriate social distancing.</p> <p>Hand sanitizer on entry / exit (RH to source and purchase).</p>	<p>Markings on the path to distance pupils waiting to come into school and to be searched. Staff on gate allowing pupils to enter &amp; exit in a way which ensures appropriate social distancing.</p> <p>Hand sanitizer on entry / exit.</p>

		<p>Pupils will go directly into classrooms and not into the central area.</p> <p>Desks will be moved to maintain a suitable social distance. The school Handyman will be asked to fix the tables to the floor in each room (RH). Pupils will have a named desk in a named room and will only be allowed to use that desk in Phase II (EE).</p> <p>Pupils will be provided with a personal pencil case so that equipment doesn't have to be shared.</p> <p>Classes will be released one at a time.</p>	<p>Pupils will go directly into classrooms and not into the central area.</p> <p>Desks have been moved to maintain a suitable social distance.</p> <p>Pupils will be provided with a personal pencil case so that equipment doesn't have to be shared.</p> <p>Classes will be released one at a time.</p>
<p><b>How will the entry and exit be supervised and labelled/marked out including appropriate signage?</b></p>	<p>N/A as pupils are not attending in Phase I.</p>	<p>All staff on duty to supervise.</p> <p>Mark the floors with tape at the appropriate social distance inside &amp; out (RH).</p> <p>Posters on each door to remind all staff and pupils about the Phase II rules (RH) (appendix 6)</p>	<p>All staff on duty to supervise.</p> <p>Posters on each door to remind all staff and pupils about the Phase III rules (RH)</p>
<p><b>Has the school site been measured to ascertain what the maximum capacity/proportion of pupils</b></p>	<p>Yes: KS3 - 7m x 5m Would fit 3 pupils 2m apart or 5 pupils 1m apart, with 3 pupils sat</p>	<p>Yes: KS3 - 7m x 5m Would fit 3 pupils 2m apart or 5 pupils 1m apart, with 3 pupils</p>	<p>Yes – 1m distanced used in Phase III KS3 - 7m x 5m</p>

<p><b>that can physically be in school at any one time with the social distancing applied?</b></p>	<p>against the wall where the windows are plus a teacher and TA</p> <p>Yr10 - 7.1m x 7m / without the cupboard, space available 7.1m x 5.1m (see plan) Would fit 5 pupils 2m apart and 8 pupils at 1m apart plus a Teacher and TA</p> <p>Yr11 - 8.8m x 5.85m / without the cupboard, the space available is 7.2m x 5.85m (see plan) Would fit 7 pupils 2m apart and 9 pupils at 1m apart plus a Teacher and TA</p> <p>Central Area - 8.8m x 7m would fit 7 pupils at 2m apart or 9 pupils at 9m apart plus 3 members of staff</p> <p>Intervention Room - 7m x 6.6m would fit 5 pupils at 2m apart or 7 pupils at 1m apart plus a Teacher and TA.</p> <p>Path with black railings leading to entrance - 1.2m x 6.6m and therefore 2 pupils can wait to be searched.</p>	<p>sat against the wall where the windows are plus a teacher and TA</p> <p>Yr10 - 7.1m x 7m / without the cupboard, space available 7.1m x 5.1m (see plan) Would fit 5 pupils 2m apart and 8 pupils at 1m apart plus a Teacher and TA</p> <p>Yr11 - 8.8m x 5.85m / without the cupboard, the space available is 7.2m x 5.85m (see plan) Would fit 7 pupils 2m apart and 9 pupils at 1m apart plus a Teacher and TA</p> <p>Central Area - 8.8m x 7m would fit 7 pupils at 2m apart or 9 pupils at 9m apart plus 3 members of staff</p> <p>Intervention Room - 7m x 6.6m would fit 5 pupils at 2m apart or 7 pupils at 1m apart plus a Teacher and TA.</p>	<p>5 pupils 1m apart, with 3 pupils sat against the wall where the windows are plus a teacher and TA</p> <p>Yr10 - 7.1m x 7m / without the cupboard, space available 7.1m x 5.1m (see plan) 8 pupils at 1m apart plus a Teacher and TA</p> <p>Yr11 - 8.8m x 5.85m / without the cupboard, the space available is 7.2m x 5.85m (see plan) 9 pupils at 1m apart plus a Teacher and TA</p> <p>Central Area - 8.8m x 7m would fit 9 pupils at 1m apart plus 3 members of staff</p> <p>Intervention Room - 7m x 6.6m 7 pupils at 1m apart plus a Teacher and TA.</p>
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	<p>Outside path leading from front gate to step - 20m x 2.4m and therefore 6 pupils can queue for entry with duty staff x 2. (appendix 7 – Plan of School)</p> <p>Although a lot of pupils can be spread out between the five rooms there is a concern that there is only one way into and out of the school (apart from fire exits) and all entry and exit is through the central area. A maximum of 14 pupils at a time should be on site at any one time in addition to the 10 staff. The maximum number of pupils on site in Phase II will be 14. This is the current KS3 and year 10 roll. Year 11 will have a small number of face to face meetings with the Multi-Agency Lead and the CIEG advisor by appointment only (EE). New pupils will not start in Phase II.</p>	<p>Path with black railings leading to entrance - 1.2m x 6.6m and therefore 2 pupils can wait to be searched.</p> <p>Outside path leading from front gate to step - 20m x 2.4m and therefore 6 pupils can queue for entry with duty staff x 2. (appendix 7 – Plan of School)</p> <p>Although a lot of pupils can be spread out between the five rooms there is a concern that there is only one way into and out of the school (apart from fire exits) and all entry and exit is through the central area. A maximum of 14 pupils at a time should be on site at any one time in addition to the 10 staff. The maximum number of pupils on site in Phase II will be 14. This is the current KS3 and year 10 roll. Year 11 will have a small number of face to face meetings with the Multi-Agency Lead and the CIEG</p>	
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		advisor by appointment only (EE).	
<b>Has the capacity and availability of cleaning staff been considered to meet the increased need for cleanliness and hygiene of the premises?</b>	Deep clean in progress by normal cleaner in normal hours due to no pupils on site in Phase I.	An additional 2 hours of cleaning per day has been booked for Phase II (RH).	TA's have been allocated touch point cleaning at various duty points during the day.
<b>What is the availability of current staff and what will need to be increased to accommodate increased demand?</b>	All staff are available to work and are all working from home to support home learning via phone tutorials or are planning a Phase II and onwards curriculum.	All staff are available for work but some will need adjusted times. There are no staff who need to shield. There is one TA with a primary age child who will need adjusted hours. The Acting Head and the Multi-Agency Lead may need adjusted hours as they have children in Year 7 who may not be able to access school and it is not appropriate to leave them at home on their own from 7am to 6pm.	All staff are available to work.
<b>Have the site team/assigned person increased stock levels for cleaning, toilet and hygiene products, first aid, soap and hand sanitiser? This will take time to order and be delivered – staff need to communicate the time scales for this to be in place.</b>	The site is closed in Phase I and therefore not additional stock is required.	The Office Manager has sourced stocks for Phase II through the school cleaning company (RH).	The Office Manager has sourced stocks for Phase III through the school cleaning company. There is now a large supply of stock in school.

<p><b>How will leaders ensure it is checked that staff maintain higher than normal levels of essential supplies to prepare for more frequent cleaning or the possibility of a second outbreak of COVID-19/or cases of COVID-19 and additional 'deeper' cleaning needing to take place?</b></p>	<p>The Office Manager will organise stocks to ensure enough cleaning materials and cleaning staff are available(RH).</p>	<p>The Office Manager will organise stocks to ensure enough cleaning materials and cleaning staff are available(RH).</p>	<p>Large stock of cleaning materials now sourced and added to as necessary through the cleaning company.</p>
<p><b>How will leaders ensure staff responsible arrange for extra cleaning of the school, especially for areas, furniture and equipment still in use by the children of key workers and vulnerable children and additional pupils as the attendance of pupils increases?</b></p>	<p>N/A in Phase I.</p>	<p>The cleaning contract has been increased by 2 hours daily (RH).</p>	<p>Cleaning touch points has been added to the TA duty rota at various points throughout the day.</p>
<p><b>How are leaders making sure the use of school space both inside and outside is used effectively to ensure the safety of all pupils adhering to social distancing recommendations?</b></p>	<p>N/A in Phase I.</p>	<p>Limited amount of tables &amp; chairs in classrooms and the tables will be fixed to the floor (RH). Classes will break at different times. Pupil numbers will be limited to 14 on site at any one time due to all entry and exit through the central area. This will be</p>	<p>All pupils are on site in 4 large rooms and one central area. The small external space can be utilised at break and lunch time.</p>

		revised further is pupils are unable to maintain safe social distancing.	
<b>How will classes be set out to ensure all pupils can follow social distancing effectively?</b>	N/A in Phase I.	Pupils will be split into different classrooms with a maximum of 7 in the largest classroom sat at 2m apart. There will be a maximum of 14 pupils on site at any one time during Phase II.	Pupil singular tables are placed 1m apart with all pupils facing the front of the room. Tables are fixed to the floor so that the pupils can't move them closer to each other or group them.
<b>With social distancing in mind, how many pupils can be safely taught in the classroom areas?</b>	N/A in Phase I.	A maximum of 14 pupils on site at any one time can be achieved in Phase II.	A maximum of 9 pupils in the largest room. All pupils on roll can be catered for at 1m apart and 2m away from teaching and support staff.
<b>What areas are safe to be used by pupils for different purposes than the school premises were used for previously to achieve better social distancing?</b>	N/A in Phase I.	The Nurture Room can be used as a teaching room.	The Nurture Room will be used as a teaching room.
<b>Have leaders considered a premises risk assessment if any cases of COVID-19 occur? What will happen and who will be responsible for overseeing this/doing this?</b>	N/A in Phase I.	A premises risk assessment will be sourced from KCC (RH) for Phase II.	A premises risk assessment will be taken from Kelsi if one becomes available (RH)
<b>Have leaders looked at premises use for lettings to make decisions about whether</b>	N/A	N/A	N/A

these will be stopped/some restarted/fully operational again? (May have financial implications for schools as well as in 'normal' times, care for pupils for working parents)			
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**DfE Guidance:**

- Premises: <https://www.gov.uk/government/publications/managing-school-premises-during-the-coronavirus-outbreak/managing-school-premises-which-are-partially-open-during-the-coronavirus-outbreak>

**Checklist 3: Health and safety including PPE**

<b>Consider:</b>	<b>Phase I: Actions needed (if any): Risk/support required/additional considerations</b>	<b>Phase II:</b>	<b>Phase III:</b>
<b>How have leaders added to/adapted the health and safety policy and other associated policies to</b>	No – RH to check on Kelsi and consult with KCC to adapt their amendments.	No – RH to check on Kelsi and consult with KCC to adapt their amendments.	No updates available from KCC. JW will continue to monitor for new updates.



<p><b>include aspects linked to COVID-19 management?</b></p>			
<p><b>How will the health and safety policy and other associated policies (it may be across a number of policies or all in one policy document) be reviewed?</b></p>	<p>Current H &amp; S policy just been reviewed updates to be checked for, KCC advice followed (RH). (appendix 8)</p>	<p>Current H &amp; S policy just been reviewed updates to be checked for, KCC advice followed (RH).</p>	<p>H&amp;S policy has been updated and ratified by the Management Committee.</p>
<p><b>What procedures will be in place for staff to safely return to school and prepare classrooms for the phased return of pupils?</b></p>	<p>N/A in Phase I.</p>	<p>Staff will be able to access the school for preparations the day prior to pupils returning and will be fully briefed on the new procedures (JW).</p>	<p>Staff will be briefed fully on the CPD day on 1<sup>st</sup> September.</p>

<p><b>What are the PPE needs for the staff at school? Consider contact and risk assess?</b></p>	<p>N/A in Phase I.</p>	<p>Hand sanitising gel will be required for day to day purposes. Aprons, gloves and masks will be worn if a pupil is unwell and Covid-19 is suspected. RH to source a suitable amount of PPE. PPE will be worn for searching on arrival at school.</p>	<p>Hand sanitising gel will be required for day to day purposes. Aprons, gloves and masks will be worn if a pupil is unwell and Covid-19 is suspected.  Where social distancing can't be achieved the staff and pupils will wear face masks.</p>
<p><b>Have staff been trained in the use of PPE?</b></p>	<p>N/A in Phase I</p>	<p>Correctly used, PPE will provide a level of protection to the wearer from the COVID-19. This use includes the discipline whilst wearing it. Most teachers and school staff will have no experience in using PPE and formal training is advised using the guides found on the following website. Staff have been asked to make themselves familiar with the information: <a href="https://www.gov.uk/government/publications/COVID-19-personal-protective-equipment-use-for-non-aerosol-generating-procedures">https://www.gov.uk/government/publications/COVID-19-personal-protective-equipment-use-for-non-aerosol-generating-procedures</a></p>	<p>Correctly used, PPE will provide a level of protection to the wearer from the COVID-19. This use includes the discipline whilst wearing it. Most teachers and school staff will have no experience in using PPE and formal training is advised using the guides found on the following website. Staff have been asked to make themselves familiar with the information: <a href="https://www.gov.uk/government/publications/COVID-19-personal-protective-equipment-use-for-non-aerosol-generating-procedures">https://www.gov.uk/government/publications/COVID-19-personal-protective-equipment-use-for-non-aerosol-generating-procedures</a></p>
<p><b>Have leaders explored how PPE equipment will be obtained and the timing for this as this will impact upon the pupils entering the school and</b></p>	<p>N/A in Phase I.</p>	<p>The school cleaning company is able to provide PPE for Birchwood. This is a reliable and sustainable source and orders can be made as necessary with limited delay in receiving supplies (RH)</p>	<p>The school cleaning company is able to provide PPE for Birchwood. This is a reliable and sustainable source and orders can be made as necessary with limited delay in receiving supplies</p>

<b>staff attending? Risk assess and gain support where required.</b>			
<b>What assurance is gained about continual supply of PPE to sustain a phased re-opening safely? Especially for schools where intimate care and physical care is required on a regular basis?</b>	N/A in Phase I.	Birchwood is a very small school with a PAN of 26. There are no intimate care needs and therefore a limited need for PPE supplies. RH will manage supplies through the school cleaning company.	Birchwood is a very small school with a PAN of 26. There are no intimate care needs and therefore a limited need for PPE supplies. JW will manage supplies through the school cleaning company.
<b>Has consideration been given for cases of COVID-19 and what will happen following this?</b>	N/A in Phase I.	If a case is suspected the pupil will be sat in the meeting room with all of the windows open. Any member of staff supporting the pupil will wear PPE (face mask, apron and gloves). Parents will be asked to collect the pupil immediately. If the pupil is in dire medical need 999 will be called. Public Health England will be called and may suggest full and immediate closure for deep	If a case is suspected the pupil will be sat in the meeting room with all of the windows open. Any member of staff supporting the pupil will wear PPE (face mask, apron and gloves). Parents will be asked to collect the pupil immediately. If the pupil is in dire medical need 999 will be called. Public Health England will be called and may suggest full and immediate closure for deep

<p><b>For example, deep clean, temporary halt to re-opening process.</b></p>		<p>cleaning, or say that Birchwood can continue teaching.  In hours: 0344 225 3861 (option 0 then option 1)  Out of hours: 0844 967 0085  Email: <a href="mailto:KPU-Kent@phe.gov.uk">KPU-Kent@phe.gov.uk</a></p> <p>If PHE say the school needs to be closed for deep cleaning the school will be closed for a minimum of 48 hours for a deep clean which will be carried out by the school cleaning company (Calibre) at a cost of £500. An emergency pack of work for each pupil, consisting of a reading book and full set of comprehension questions, has been prepared and stored for this eventuality. KCC will be informed of the case and further advice on re-starting Phase II will be taken from them. All other pupils in that class will be asked to isolate at home for 7 days if the case is confirmed.</p> <p>There may be a need to report to RIDDOR, report under RIDDOR (The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013) when:</p> <ul style="list-style-type: none"> <li>• an unintended incident at work has led to someone’s possible or actual exposure to coronavirus. This must be reported as a dangerous occurrence.</li> <li>• a worker has been diagnosed as having COVID 19 and there is reasonable</li> </ul>	<p>cleaning, or say that Birchwood can continue teaching.  In hours: 0344 225 3861 (option 0 then option 1)  Out of hours: 0844 967 0085  Email: <a href="mailto:KPU-Kent@phe.gov.uk">KPU-Kent@phe.gov.uk</a></p> <p>If PHE say the school needs to be closed for deep cleaning the school will be closed for a minimum of 48 hours for a deep clean which will be carried out by the school cleaning company (Calibre) at a cost of £500. The school will immediately offer blended learning using the Doodle learning platform and Zoom lessons. KCC will be informed of the case and further advice on re-starting Phase III will be taken from them. All other pupils in that class will be asked to isolate at home for 7 days if the case is confirmed.</p> <p>There may be a need to report to RIDDOR, report under RIDDOR (The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013) when:</p> <ul style="list-style-type: none"> <li>• an unintended incident at work has led to someone’s possible or actual exposure to coronavirus. This must be reported as a dangerous occurrence.</li> <li>• a worker has been diagnosed as having COVID 19 and there is reasonable evidence that it was caused by exposure at</li> </ul>
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		<p>evidence that it was caused by exposure at work. This must be reported as a case of disease.</p> <ul style="list-style-type: none"> <li>• a worker dies as a result of occupational exposure to coronavirus.</li> </ul> <p><a href="https://www.hse.gov.uk/news/riddor-reporting-coronavirus.htm">https://www.hse.gov.uk/news/riddor-reporting-coronavirus.htm</a></p> <p>Latest advice will be sought through:</p> <ul style="list-style-type: none"> <li>• NHS Guidance: <a href="https://www.nhs.uk/conditions/COVID-19-COVID-19/">https://www.nhs.uk/conditions/COVID-19-COVID-19/</a></li> <li>• Government Guidance: <a href="https://www.gov.uk/COVID-19">https://www.gov.uk/COVID-19</a></li> <li>• Public Health England: <a href="https://www.gov.uk/government/organisations/public-health-england">https://www.gov.uk/government/organisations/public-health-england</a></li> <li>• Getting tested guidance: <a href="https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested">https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested</a></li> </ul>	<p>work. This must be reported as a case of disease.</p> <ul style="list-style-type: none"> <li>• a worker dies as a result of occupational exposure to coronavirus.</li> </ul> <p><a href="https://www.hse.gov.uk/news/riddor-reporting-coronavirus.htm">https://www.hse.gov.uk/news/riddor-reporting-coronavirus.htm</a></p> <p>Latest advice will be sought through:</p> <ul style="list-style-type: none"> <li>• NHS Guidance: <a href="https://www.nhs.uk/conditions/COVID-19-COVID-19/">https://www.nhs.uk/conditions/COVID-19-COVID-19/</a></li> <li>• Government Guidance: <a href="https://www.gov.uk/COVID-19">https://www.gov.uk/COVID-19</a></li> <li>• Public Health England: <a href="https://www.gov.uk/government/organisations/public-health-england">https://www.gov.uk/government/organisations/public-health-england</a></li> <li>• Getting tested guidance: <a href="https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested">https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested</a></li> </ul>
<b>What risk assessments will be needed</b>	Pupil risk assessments have been updated	A premises risk assessment for a potential suspected case of Covid-19 will be sourced from KCC (RH) for Phase II.	A premises risk assessment will be used if one becomes available on Kelsi (RH)

<p><b>or how are leaders adjusting their risk assessments to meet the current needs of the school?</b></p>	<p>(EE) (appendix one).</p>		
<p><b>How are leaders ensuring that a named person has responsibility for reviewing and adapting the risk assessments as the school re-opening moves through the phases and pupil attendance increases?</b></p>	<p>Through regular SLT meetings.</p>	<p>Through regular SLT meetings (RH to diarise weekly meetings).</p>	<p>Through regular SLT meetings (JW to diarise meetings).</p>
<p><b>How will leaders stagger</b></p>	<p>N/A in Phase I.</p>	<p>At the start of Phase II pupils will start at 10.30am and finish at 12.30. There will not be any break times nor a lunch time. Pupils will eat lunch off</p>	<p>As Birchwood will be operating as a single bubble from September there will not be a need to stagger start times or breaks.</p>

<p><b>start/finish times/playtimes and lunchtimes to support social distancing measures?</b></p>		<p>site (FSM pupils will be either given a packed lunch from the school caterer or they can opt to stay into the Edenred voucher system).</p> <p>If pupils can successfully follow the Phase II rules (appendix 6) then the length of the day will be increased for both key stages and during Phase II pupils will move to a full day from 9-2.30. When this happens the two key stages will have breaks and lunch at different times. Pupils will be provided with a free packed lunch provided by the school caterer if they are FSM or they can provide a packed lunch themselves. Birchwood will not provide food made by staff in Phase II.</p>	
<p><b>How will parents drop off and collect pupils at the beginning and end of the school day? What will this look like in your school and how will the social distancing be implemented visually and</b></p>	<p>N/A for Phase I.</p>	<p>Only a small number of parents drop off and pick up pupils. A letter will be sent with guidance on where to drop off (EE).</p>	<p>Only a small number of parents drop off and pick up pupils. A letter has been sent with guidance on where to drop off.</p>

<b>supervised if necessary?</b>			
<b>Have leaders checked the building and grounds for health and safety issues? Are all 'normal' tasks being carried out/planned such as fire alarm testing, legionella risk assessments, repairs, grass cutting, servicing of equipment or PAT testing? Check if the boiler and heating, utilities, and internet services are working? (especially if the school</b>	Yes – RH carrying out checks, some have already been completed. Before school opens to pupils all other checks will be completed	All normal checks will continue as booked into the diary (RH)	All normal checks will continue as booked into the diary (JW)



<p><b>building has been closed for a period of time)</b></p>			
<p><b>What additional checks need carrying out to ensure all aspects associated with COVID-19 are thought about and actions taken?</b></p>	<p>N/A</p>	<p>No additional checks currently identified.</p>	<p>No additional checks currently identified.</p>
<p><b>Have leaders considered the sharing of resources to think about cost and resource especially amongst smaller schools and within cluster working groups?</b></p>	<p>N/A</p>	<p>Where resources could be shared JW will approach the Management Committee for support.</p>	<p>Where resources could be shared JW will approach the Management Committee for support.</p>

<b>What additional covid-19 first aid training has been offered to school first aiders?</b>	N/A	Staff who are first aiders have been asked to familiarise themselves with the advice give by St John’s Ambulance: <a href="https://www.sja.org.uk/get-advice/first-aid-advice/covid-19-advice-for-first-aiders/">https://www.sja.org.uk/get-advice/first-aid-advice/covid-19-advice-for-first-aiders/</a>	Staff who are first aiders have been asked to familiarise themselves with the advice give by St John’s Ambulance: <a href="https://www.sja.org.uk/get-advice/first-aid-advice/covid-19-advice-for-first-aiders/">https://www.sja.org.uk/get-advice/first-aid-advice/covid-19-advice-for-first-aiders/</a>
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<p><b>DfE Guidance:</b></p> <ul style="list-style-type: none"> <li>• Prevention and control- <a href="https://www.gov.uk/government/publications/guidance-to-educational-settings-about-covid-19/guidance-to-educational-settings-about-covid-19">https://www.gov.uk/government/publications/guidance-to-educational-settings-about-covid-19/guidance-to-educational-settings-about-covid-19</a></li> </ul>
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<b>Checklist 4: HR</b>
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<b>Consider:</b>	<b>Phase I: Actions needed (if any): Risk/support required/additional considerations</b>	<b>Phase II:</b>	<b>Phase III:</b>
<b>How are leaders ensuring there is a communication link with staff who are shielding so they are supported and their</b>	N/A – there are no shielding staff.	N/A – there are no shielding staff.	N/A – there are no shielding staff.

<p><b>situation is monitored to ensure their well-being?</b></p>			
<p><b>Are all staff clear on the absence reporting system linked to COVID-19? How do leaders know?</b></p>	<p>Yes – email sent to all staff with a reminder of the normal way of reporting absence and an acknowledged response requirement.</p>	<p>Staff will continue to be required to follow the normal way of reporting absence.</p>	<p>Staff will continue to be required to follow the normal way of reporting absence.</p>
<p><b>When looking at staffing and the changes being made, are there staff that could potentially be redeployed to support the school working effectively?</b></p>	<p>Yes – TA’s have taken over the tutoring role (by phone) to all students on a daily basis. Teachers have been tasked with preparing a robust and appropriate curriculum for Phase II onwards so that pupils can catch up on gaps in learning and access their full potential in the Level 1 and 2 exams/controlled assessment.</p>	<p>Phase II will start in term 6 and pupils will start the curriculum intended for their next academic year so that they can have an extra term to complete the Level 1 and 2 curriculum. The maximum number of pupils on site in Phase II (14) means that new pupils will not start at Birchwood so there will not be a KS3 class. The KS3 teacher will be re-deployed to teach KS4 classes.</p>	<p>N/A</p>
<p><b>Is there a clear system of support through the bereavement policy that ensures staff are clear about the support and systems in place?</b></p>	<p>The Special Leave policy covers bereavement. Staff have access to Support Line which is a counselling service offered to all staff. EE will signpost families to suitable agencies that offer support and make applications to these services on behalf of families where necessary.</p>	<p>The Special Leave policy covers bereavement. Staff have access to Support Line which is a counselling service offered to all staff. EE will signpost families to suitable agencies that offer support and make applications to these services on behalf of families where necessary.</p>	<p>The Special Leave policy covers bereavement. Staff have access to Support Line which is a counselling service offered to all staff. EE will signpost families to suitable agencies that offer support and make applications to these services on behalf of families where necessary.</p>

<p><b>Are staff aware of the bereavement policy and what this may require following the impact of COVID-19? How are staff supported to follow this within their own situations and that of pupils and colleagues?</b></p>	<p>The Special Leave policy covers bereavement. Staff have access to Support Line which is a counselling service offered to all staff. EE will signpost families to suitable agencies that offer support and make applications to these services on behalf of families where necessary.</p>	<p>The Special Leave policy covers bereavement. Staff have access to Support Line which is a counselling service offered to all staff. EE will signpost families to suitable agencies that offer support and make applications to these services on behalf of families where necessary.</p>	<p>The Special Leave policy covers bereavement. Staff have access to Support Line which is a counselling service offered to all staff. EE will signpost families to suitable agencies that offer support and make applications to these services on behalf of families where necessary.</p>
<p><b>What support is offered to staff through the local authority/trust to help staff who are anxious and/or concerned?</b></p>	<p>KCC have sign posted schools to the DfE support service: The Department for Education coronavirus helpline is available to answer questions about COVID-19 relating to education and children’s social care. Phone: 0800 046 8687</p>	<p>KCC have sign posted schools to the DfE support service: The Department for Education coronavirus helpline is available to answer questions about COVID-19 relating to education and children’s social care. Phone: 0800 046 8687</p>	<p>KCC have sign posted schools to the DfE support service: The Department for Education coronavirus helpline is available to answer questions about COVID-19 relating to education and children’s social care. Phone: 0800 046 8687</p>
<p><b>How are leaders inducting new staff during this period of time? Are the appropriate checks being made and overseen including the SCR checks and records?</b></p>	<p>N/A in Phase I.</p>	<p>N/A at the start of Phase II. When social distancing rules are relaxed then the two vacant posts will be advertised, recruited and staff induced in the normal manner including all checks and records necessary. In the meantime supply staff from an Agency will be used and the Agency completes all</p>	<p>There will a supply teacher new to the school in Phase III. They will be inducted as per school policy on a 1:1 basis with a 2m social distance in place.</p>

		checks and provides the necessary evidence for the SCR.	
<b>How will recruitment be managed?</b>	N/A in Phase I.	There is a post for a TA being advertised on Kent Teach, the interviews will take place once social distancing rules are relaxed. The Teacher post will be covered by supply until December, with an advertisement running in Kent Teach in September, and potentially a new teacher can start in January after the interview process.	A new teacher will be appointed for a January start. Interviews on site will be held with social distance measures in place. The interviewees will teach one bubble during the interview process.
<b>Check any staff contracts that need to be issued, extended or amended in light of the current situation and for the future.</b>	One member of staff has a new contract starting 1 <sup>st</sup> May. RH is chasing SPS to ensure the change in contract has been processed.	Two contracts will need to be issued once the posts of TA and Teacher have been appointed.	No contracts will need to be issued, extended or amended until appointment of a new teacher for January.
<b>Check current advice about staff appraisal and pay. If this is paused, what arrangements have been made and how has this been communicated with the staff it involves?</b>	Support staff appraisals have been completed in term 5 and pay adjustments made via SPS.	Teacher appraisals will take place in September as normal although there will be consideration of target meeting due to the Covid-19 closure.	Teacher appraisals will take place in September as normal although there will be consideration of target meeting due to the Covid-19 closure.
<b>Prior to the current situation, were there any outstanding HR matters that require appropriate communication within timescales and</b>	New contract needs to be confirmed for one member of staff (RH).	N/A in Phase II.	N/A in Phase III.

<b>deadlines, for example, redundancy consultations?</b>			
<b>Are there any external staff required to be furloughed? How has this been communicated and what agreements have been made?</b>	All external contracts have been honoured (cleaner and gardener).	All external contracts will continue to be honoured (cleaner and gardener).	All external contracts will continue; cleaner and gardener.

<b>DfE Guidance:</b> <ul style="list-style-type: none"> <li>• Advice: <a href="https://www.gov.uk/government/collections/coronavirus-covid-19-list-of-guidance">https://www.gov.uk/government/collections/coronavirus-covid-19-list-of-guidance</a></li> <li>• Data protection: <a href="https://www.gov.uk/government/publications/data-protection-toolkit-for-schools">https://www.gov.uk/government/publications/data-protection-toolkit-for-schools</a></li> </ul>
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<b>Checklist 5: Governance</b>
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<b>Consider:</b>	<b>Phase I: Actions needed (if any): Risk/support required/additional considerations</b>	<b>Phase II:</b>	<b>Phase III:</b>
<b>How are governors involved in the discussion and planning for the school re-opening?</b>	This recovery planning document will be shared with the Management Committee and discussed at the MC meetings held via Zoom.	This recovery planning document will be shared with the Management Committee and discussed at the MC meetings held via Zoom.	This recovery planning document will be shared with Management Committee.
<b>What are governors able to do to support leaders during the various phases of re-opening?</b>	The MC will have this recovery planning document plus all of the appendices attached to make their	The MC will have this recovery planning document plus all of the appendices attached to	All pupils will be on site for full time education as expected by the DfE. The school will run as

<p><b>How will they assure themselves of the safety of pupils and staff? What will be their determining factors for making the decisions they need to make?</b></p>	<p>decisions on safety. Ultimately the MC will want to be satisfied that the maximum numbers of pupils on site is correct. There are no pupils on site in Phase I.</p>	<p>make their decisions on safety. Ultimately the MC will want to be satisfied that the maximum numbers of pupils on site is correct. The maximum number of pupils on site in Phase II will be 14. This is the current KS3 and year 10 roll. Year 11 will have a small number of face to face meetings with the Multi-Agency Lead and the CIEG advisor by appointment only (EE).</p>	<p>a single bubble. The school is large enough to accommodate all pupils with 1m social distancing in place between pupils and 2m social distancing from staff. This recovery planning document will outline all of the risk assessment information which will enable the Management Committee to make their decision around the safe running of Birchwood.</p>
<p><b>How will leaders evaluate what is feasible to do and how will they effectively communicate to reassure parents/other stakeholders and communicate with LA/trust authorities?</b></p>	<p>Parents are communicated with via daily calls and texts. All information is published on the website too. The Lead SIP for PRU's (Peter Stewart) is in email and phone contact with the Acting Head. The Chair of the Management Committee is in contact with the Acting Head via email and phone.</p>	<p>Parents are communicated with via daily calls and texts as appropriate. All information is published on the website too. The Lead SIP for PRU's (Peter Stewart) is in email and phone contact with the Acting Head. The Chair of the Management Committee is in contact with the Acting Head via email and phone.</p>	<p>Parents are communicated with via calls and texts as appropriate. All information is published on the website too. The Lead SIP for PRU's (Peter Stewart) is in email and phone contact with the Head. The Chair of the Management Committee is in contact with the Head via email and phone.</p>
<p><b>What are leaders doing to ensure governors are aware of what is happening and what input are governors having in the decision-making process?</b></p>	<p>The Management Committee is getting a weekly update report from the Acting Head that the Clerk is posting in Governor Hub. The Management Committee are having input via the MC termly meetings or</p>	<p>The Management Committee is getting a weekly update report from the Acting Head that the Clerk is posting in Governor Hub. The Management Committee are having input via</p>	<p>The Management Committee are having input via the MC termly meetings or via the Chair who is in regular contact with the Head.</p>

	via the Chair who is in regular contact with the Acting Head.	the MC termly meetings or via the Chair who is in regular contact with the Acting Head.	
<b>How do leaders decide what governors need to know and how frequently they receive information? How might this be being determined?</b>	KCC have provided a pro forma for the weekly report that the Acting Head produces for the MC (appendix 10) during Phase I.	The Acting Head will complete the format of reporting required by KCC and the Management Committee during Phase II.	The Head will complete the format of reporting required by KCC and the Management Committee during Phase III.
<b>How involved are governors in communicating with parents and the school's community?</b>	The Management Committee approve the work of Birchwood through the Management Committee meetings and do not have direct communication with parents.	The Management Committee approve the work of Birchwood through the Management Committee meetings and do not have direct communication with parents.	The Management Committee approve the work of Birchwood through the Management Committee meetings and do not have direct communication with parents.
<b>Are governors able to work with leaders to review what is happening on a regular basis? What might this look like for the school?</b>	The Management Committee is getting a weekly update report from the Acting Head that the Clerk is posting in Governor Hub. The Management Committee are having input via the MC termly meetings or via the Chair who is in regular contact with the Acting Head.	Regular Management Committee meetings will continue.	Regular Management Committee meetings will continue.
<b>How will governors know that the plans they have participated in are being followed and adhered to?</b>	This will be reported to the Management Committee via the weekly reports posted in Governor Hub.	This will be reported to the Management Committee via termly Management Committee meetings.	This will be reported to the Management Committee via termly Management Committee meetings.
<b>How will governors evaluate the impact of their work to re-open the school? What ways</b>	The Management Committee will be evaluated and feedback on this	The Management Committee will be evaluated and feedback on	The Management Committee will be evaluated and feedback on



<b>can this be achieved that would not cause additional work?</b>	recovery planning document and the appendices.	this recovery planning document and the appendices.	this recovery planning document and the appendices.
<b>What agencies are governors working with to ensure they are aware of the staffing situation? What can be planned? And how are staff used effectively as the school moves through the phases of re-opening fully?</b>	The Management Committee are updated on staffing issues via the weekly report posted in Governor Hub.	The Management Committee will be updated at termly Management Committee meetings.	The Management Committee will be updated at termly Management Committee meetings.
<b>What aspects of governance are being put to one side to deal with the immediate situation? When do leaders envisage these to be reviewed as being or not being required?</b>	All governance is being carried out as normal in Phase I.	It is assumed that governance will continue as normal in Phase II. There will be a need for a teaching and learning visit but this might need to be delayed until Phase III.	Governance will continue as normal in Phase III.
<b>How are governors ensuring they are providing support to leaders in this current situation?</b>	There is regular contact with the Acting Head, Chair of the Management Committee and the Clerk of the Management Committee.	There is regular contact with the Acting Head, Chair of the Management Committee and the Clerk of the Management Committee.	There is regular contact with the Head, Chair of the Management Committee and the Clerk of the Management Committee.

**DfE Guidance:**

- Educational provision guidance: <https://www.gov.uk/government/publications/coronavirus-covid-19-maintaining-educational-provision/guidance-for-schools-colleges-and-local-authorities-on-maintaining-educational-provision>
- Educational settings: <https://www.gov.uk/government/publications/guidance-to-educational-settings-about-covid-19/guidance-to-educational-settings-about-covid-19>

- Guidance on school closures: <https://www.gov.uk/government/publications/covid-19-school-closures/guidance-for-schools-about-temporarily-closing>
- Reporting: <https://www.gov.uk/government/publications/coronavirus-covid-19-attendance-recording-for-educational-settings/educational-settings-self-reporting-online-form-frequently-asked-questions-faq>

#### Checklist 6: Staffing/well-being

Consider:	Phase I: Actions needed (if any): Risk/support required/additional considerations	Phase II:	Phase III:
<b>How are leaders going to communicate and consult over the re-opening plan for their school?</b>	Email, Whatsapp video meetings and phone calls.	Email, Whatsapp video meetings and phone calls.	This recovery planning document will be shared with all staff and a CPD day on the 1 <sup>st</sup> of September will finalise any arrangements and update all staff on policy and procedure.
<b>How will staff keep themselves safe and be kept safe?</b>	Staff are all working from home in Phase I.	By following procedures & guidance identified in this recovery planning document and the appendices.	By following procedures & guidance identified in this recovery planning document and the appendices.
<b>How will leaders evaluate the well-being and personal and emotional needs of staff who are dealing with anxiety, loss, fear and upset?</b>	The Acting Head will be available by phone or email for any discussions that staff wish to have. Offer counselling through Support Line.	The Acting Head will be available in person, by email or phone for any discussion staff wish to have. Offer counselling through Support Line.	The Head will be available in person, by email or phone for any discussion staff wish to have. Birchwood will offer counselling through Support Line.

<p><b>What minimum staffing will you require on a daily basis with the model of phases of pupil entry leaders choose?</b></p>	<p>Staff are all working at home in Phase I.</p>	<p>All teaching staff will be required on site for Phase II to ensure that pupils can be split into very small groups for teaching due to the size of the classrooms. There is an issue with childcare for 3 members of staff who might need different working hours or working from home in order to ensure the safety of their own children.</p>	<p>All staff will be required on site daily for Phase III.</p>
<p><b>What models of staffing are required for the school to be able to operate feasibly?</b></p>	<p>N/A in Phase I.</p>	<p>All four teachers will be required to teach to reduce the class sizes down to a safe level. Pupils will be grouped to ensure that they have limited contact with the smallest number of people possible when in school (safety bubble). At the beginning of Phase II Year 10 pupils will come into school and be split into two teaching groups and will follow the year 11 curriculum so they have longer to complete the year 11 curriculum and fill in the gaps in learning.  The amended timetable for the part-time return for all pupils shows the lessons that will be</p>	<p>All staff will be required on site to deliver the full time curriculum to all pupils.</p>

		<p>covered and the staffing (appendix 11)</p> <p>Assuming all pupils can follow the Birchwood School Rules – Covid-19 Phase II (appendix 4) then a return to a full timetable will resume as quickly as possible (appendix 12)</p>	
<p><b>What are the variables that will need to be considered to staff the school and what are the options if this changes from day-to-day?</b></p>	<p>N/A in Phase I.</p>	<p>The variable that will affect the day to day operation of the school the most will be staff sickness. If staff are unwell or need to isolate then there could be only one TA or teacher in with each class rather than two which is the preferred model due to the needs of the pupils. In a worse case scenario where there isn't enough staff to run a full time timetable (appendix 12) then the school will revert to the amended timetable (appendix 11).</p>	<p>The variable that will affect the day to day operation of the school the most will be staff sickness. If staff are unwell or need to isolate then there could be only one TA or teacher in with each class rather than two which is the preferred model due to the needs of the pupils. In a worse case scenario where there isn't enough staff to run a full time timetable then supply staff will be used.</p>
<p><b>What support will staff require to effectively manage the return of pupils to school?</b></p>	<p>N/A Phase I</p>	<p>The support of social workers, early help workers and other external agencies will be required for successful re-integration of vulnerable pupils at Birchwood. The support of the parents will</p>	<p>The support of social workers, early help workers and other external agencies will be required for successful re-integration of vulnerable pupils at Birchwood. The support of the parents will</p>

		also be key and all expectations will be communicated in advance by text, call or in person (EE)	also be key and all expectations will be communicated in advance by text, call or in person. An end of term letter has gone home to all parents outlining the expectations of a full return to school for all pupils.
<b>How will the return be managed with staff changing regularly? How will staff be informed of this information?</b>	N/A in Phase I.	It is unlikely that staff will change regularly unless there is sickness and supply staff have to be used. Supply staff will be provided with induction training and this recovery planning document and the appendices (RH).	It is unlikely that staff will change regularly unless there is sickness and supply staff have to be used. Supply staff will be provided with induction training and this recovery planning document and the appendices (RH).
<b>How will staff working arrangements be different and how will you involve them in this process?</b>	Staff have been provided with a working at home advice sheet. Wellbeing calls have been made to staff as appropriate. Daily Whatsapp communication has been made with the full staff team to keep them updated with arrangements.	Staff will be updated via a daily briefing on-site. Anyone absent will be updated on their return (JW).	Staff will be updated via a daily briefing on-site. Anyone absent will be updated on their return (JW).
<b>What cover plans have been thought of should leaders/teachers have significant absence? (all staff)</b>	N/A in Phase I.	Birchwood uses 3 different supply agencies and has a good relationship with each of them which enables supply staff to be secured immediately.	Birchwood uses 3 different supply agencies and has a good relationship with each of them which enables supply staff to be secured immediately.
<b>How could leaders redeploy staff whose roles are outside the reduced provision (e.g. catering</b>	N/A	N/A	N/A

staff or after school play leaders?)			
<b>What is the staffing capacity to support while increasing numbers of pupils attend school – consider how this will led/overseen?</b>	N/A in Phase I.	There is enough staff capacity to support all pupils and school needs during Phase II provided that staff do not fall ill or need to self isolate. Supply agency staff will be used in this situation as per normal procedure.	There is enough staff capacity to support all pupils and school needs during Phase III provided that staff do not fall ill or need to self isolate. Supply agency staff will be used in this situation as per normal procedure.
<b>How will Leaders support the return to work for anxious staff?</b>	Staff have been offered Support Line and CHATTS counselling. Staff have been offered free online access to Kent Webinars:  <a href="https://register.gotowebinar.com/register/1149286925889761549">https://register.gotowebinar.com/register/1149286925889761549</a>	Staff have been offered Support Line and CHATTS counselling. Staff have been offered free online access to Kent Webinars:  <a href="https://register.gotowebinar.com/register/1149286925889761549">https://register.gotowebinar.com/register/1149286925889761549</a>	Staff have been offered Support Line and CHATTS counselling. Staff have been offered free online access to Kent Webinars:  <a href="https://register.gotowebinar.com/register/1149286925889761549">https://register.gotowebinar.com/register/1149286925889761549</a>

**DfE Guidance:**

- NQT advice: <https://www.gov.uk/government/publications/coronavirus-covid-19-induction-for-newly-qualified-teachers>

**Checklist 7: Phased return of pupils**

<b>Consider:</b>	<b>Phase I: Actions needed (if any): Risk/support required/additional considerations</b>	<b>Phase II:</b>	<b>Phase III:</b>
<b>What is leaders' rationale as to which year groups/pupils are considering as a priority to have in school first?</b>	N/A in Phase 1 as all parents and social workers deemed the risk of attending school higher than staying at home.	<p>All pupils who have a social worker will be offered a place in Phase II.</p> <p>All pupils with an EHCP will be offered a place in Phase II.</p> <p>All LAC will be offered a place in Phase II. Listed below are the pupil initials and the Social Worker:</p> <p>VH - Lucy Sparkes HL - Kerry Fuller AD - Alex Punt HJ - Amy Douglas</p> <p>Other places will be allocated to the year group identified by the DfE. It is planned that all of KS3 and year 10 will return part time for the first part of Phase II and return to a full time provision as soon as possible but this might be adapted after the guidance is given by the DfE.</p>	All pupils will return to school on a full time basis. Attendance warning letters and fines will be issued where attendance doesn't meet expectation.

<b>What are leaders' thoughts and rationale about the phased return for all pupils?</b>	N/A in Phase I.	Provided that pupils adhere to the Birchwood School Rules – Covid-19 Phase II (appendix 6) the rationale for having all KS3 and year 10 pupils back is a realistic goal. The extension of the time in school for all pupils is dependent on if they can follow the rules.	Pupils will need to adhere to the Birchwood School Rules - Covid-19 Phase III (appendix 15). If they do so then Birchwood can operate safely for all pupils.
<b>How could you adapt the timetable to allow for more socially distant activities (e.g. outdoor learning/use of hall?)</b>	N/A in Phase I.	Birchwood has very little outside space and no indoor space other than classrooms and the central area to utilise.	Birchwood has very little outside space and no indoor space other than classrooms and the central area to utilise.
<b>How will leaders manage siblings/what will be the offer to families with siblings?</b>	N/A	N/A	N/A
<b>Do you have a full up-to-date list of all eligible key workers, including those who have not taken up the offer yet, but do qualify?</b>	Yes – CA / HL / VW / KBW None of these families have taken up the offer.	Yes – CA / HL / VW / KBW All of these pupils will return to school in Phase II.	All pupils will return in Phase III.
<b>What has worked well from being currently open to key workers that you would wish to continue?</b>	N/A	N/A	N/A
<b>What will need changing to accommodate more pupils than the key worker groups?</b>	N/A	Pupils will need to be split into smaller classes so each year	Pupils will socially distance by 1m rather than 2m. Tables will be fixed to the floor to prevent



		group will be split into 2 classes rather than just one class. Pupils will start on a two hour timetable to ensure they can follow the new rules.	pupils sitting closer together. All desks will face the front.
<b>Who are the children that will need continued shielding and what will be the provision for them?</b>	There are no shielding pupils.	There are no shielding pupils.	There are no shielding pupils.
<b>What do leaders think will be more difficult or not possible to do in school due to social distancing rules? What is the rationale behind this decision? Are there alternatives that could be considered for now and/or in the future?</b>	N/A	Break times and lunch times will be difficult with limited outside space & little control over social distancing. At the beginning of Phase II there will not be any lunch or break times as pupils will only attend for two hours per day. Once pupils return to a full time provision the break times and lunch times will need to be different for the different year groups. New pupils and sixth day pupils will not be accepted in Phase II.	Break times and lunch times will be difficult with limited outside space and little control over social distancing. There are only 17 pupils on roll for September 2 <sup>nd</sup> so there is room within the building to accommodate all staff and pupils safely if they are mindful of the social distancing rules.
<b>Have leaders looked at the weekly model of attendance based upon smaller class sizes? How could this work?</b>	N/A in Phase I.	Raw figure attendance for Birchwood for the academic year stands at 64%. This will impact significantly on class size but Birchwood will be working	Raw figure attendance for Birchwood for the academic year stands at 64%. This will impact significantly on class size but Birchwood will be working

		closely with PIAS to ensure this figure improves after opening.	closely with PIAS to ensure this figure improves in Phase III.
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**DfE Guidance:**

- **Cluster and hubs:** <https://www.gov.uk/government/publications/using-clusters-and-hubs-to-maintain-educational-provision/cluster-and-hub-provision-coronavirus-covid-19>

**Checklist 8: Vulnerable pupils (FSM/SEND/Identified groups)**

<b>Consider:</b>	<b>Phase I: Actions needed (if any): Risk/support required/additional considerations</b>	<b>Phase II:</b>	<b>Phase III:</b>
<b>What is the current level of knowledge leaders have about the vulnerable groups of pupils? How will this inform future planning for their provision?</b>	All vulnerable groups were offered a place at school during Phase I but in consultation with the social workers and other agencies it was decided that the pupils were safer studying at home rather than in school.	All pupils who have a social worker will be offered a place in Phase II. All pupils with an EHCP will be offered a place in Phase II. All LAC will be offered a place in Phase II. Listed below are the pupil initials and the Social Worker:  VH - Lucy Sparkes HL - Kerry Fuller AD - Alex Punt HJ - Amy Douglas	All pupils will attend full time in Phase III.

<p><b>While schools have been closed, how have leaders ensured vulnerable pupils are safe, attend school and/or are accessing learning? Is this effective for all? Where it is, how can this be continued while re-opening? If it is not, what can be done to improve this aspect?</b></p>	<p>All pupils have had a paper pack of materials sent home to study from. All pupils get a daily tutoring phone call off a TA or teacher. All pupils get a daily safeguarding call off EE. All safeguarding information has been shared with appropriate agencies. Phone tutoring has been partially successful with 20% engagement. It is imperative that pupils return to school as soon as it is safe for them to do so to reduce the risk of increased gaps in learning.</p>	<p>Phase II will see all pupils in KS3 and Year 10 back on site for lessons. Year 11 will have a small number of face to face meetings with the Multi-Agency Lead and the CIEG advisor by appointment only (EE).</p>	<p>If the school goes into a local or school lockdown blended learning will be instantly available to all pupils using the Doodle online learning platform and Zoom lessons with daily tutor phone calls.</p>
<p><b>While schools are closed, have families accessed support for pupils – free meals; food banks; support from social workers etc? How will these services be continued and maintained?</b></p>	<p>Yes FSM vouchers have been issued up to 31/5/20. Social workers are engaging with families and sharing information with Birchwood.</p>	<p>FSM vouchers will continue at the start of Phase II as food will not be given to pupils when a part time timetable is running.</p>	<p>All pupils will receive break time toasties and lunches in Phase III.</p>
<p><b>How are pupils currently shielded being supported? What will this look like while working through the phases of re-opening?</b></p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>
<p><b>What support will families require as the school re-opens? Can this be from within, or are external agencies needing to be</b></p>	<p>Families have had daily safeguarding calls and home tutoring calls. Agencies have kept in touch with Birchwood to update the school on the needs of the pupils.</p>	<p>Families will need clearly communicated information to update them on school timings, expectations around attendance, new school rules</p>	<p>Families have all been written to outlining information on the full return to school and the Birchwood School Rules –</p>

<b>planned for and planned in for different phases of re-opening?</b>		and school meals. This will be done by letter, text and call as appropriate (EE) (appendix 13)	Covid-19 Phase III (appendix 15).
<b>How are leaders making sure vulnerable pupils are safe and accounted for?</b>	Families are getting a daily safeguarding call and any actions followed up with agencies (EE)	EE will continue to monitor safeguarding issues and update or refer to agencies as appropriate and following the Birchwood Child Protection Policy.	First day calls will be made where pupils don't attend as expected.
<b>What additional support measures will require consideration for pupils with SEND to understand social distancing? (thinking about the younger pupils/varying independence levels)</b>	Phone calls are being made to parents to remind them of the lock down rules when there is evidence of pupils out in the community from teachers, agencies or pupils themselves.	A few practice runs & demonstrations on Day 1 of the return will be necessary for all pupils. Where pupils do not comply with the rules parental meetings alongside with agencies will be called immediately to re-iterate expectations. (JW)	Some pupils have attended at some point in term 6 and will be familiar with expectations around social distancing. All pupils will get verbal reminders throughout the day and where they do not comply parental/agency meetings will be held by the Head.
<b>How will leaders manage the reintegration of EHCP pupils especially those with allocated 1:1 support?</b>	N/A	All current EHCP pupils will be moving to new schools within a term. Prior to moving to a new school EHCP pupils will follow the re-integration process in place for Phase II. There is no 1:1 support required for those with an EHCP and therefore no PPE requirements for re-integration.	N/A
<b>What arrangements have been made with the local authority</b>	There is regular contact with the SEN team at KCC including phone calls	There is regular contact with the SEN team at KCC including	There is regular contact with the SEN team at KCC including

<b>to ensure the EHCPs are picked up and continue?</b>	and emails. There has been no delay to the process due to Covid-19.	phone calls and emails. There has been no delay to the process due to Covid-19.	phone calls and emails. There has been no delay to the process due to Covid-19.
<b>Have leaders considered what transition will be required for pupils to access the EHCP arrangements?</b>	N/A in Phase I.	The SENCo will support any transition programme put into place for Birchwood pupils moving onto a new provision. This will be arranged via consultation with KCC and the new school.	N/A in Phase III
<b>Will leaders have a phased or separate return day for those pupils more likely to find transition back to school more difficult?</b>	N/A in Phase I.	As only one year group will be in school at one time at the start of Phase II the small numbers of pupils will mean that anxious pupils can have 1:1 attention if necessary.	All pupils will return on 2 September. With only 17 pupils on roll there are enough staff to dedicate 1:1 support to pupils finding the transition difficult.
<b>How are resources being adapted for vulnerable pupils?</b>	All learning is paper based. There is no online learning being set in order to reduce the risk of online exploitation which Birchwood pupils may be more at risk of.	The majority of learning is paper based but where online learning is used the school ICT firewalls on the laptops will prevent online exploitation.	The majority of learning is paper based but where online learning is used the school ICT firewalls on the laptops will prevent online exploitation.

**DfE Guidance:**

- **Vulnerable:** <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>
- **Extremely vulnerable:** <https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19>
- **SEND -** <https://www.gov.uk/government/publications/coronavirus-covid-19-send-risk-assessment-guidance/coronavirus-covid-19-send-risk-assessment-guidance>

**Checklist 9: Curriculum home/school**

<b>Consider:</b>	<b>Phase I: Actions needed (if any): Risk/support required/additional considerations</b>	<b>Phase II:</b>	<b>Phase III:</b>
<p><b>What has the curriculum for pupils at home looked like since the school closed? How are leaders ensuring this is working effectively?</b></p>	<p>All pupils had a paper pack of 8 weeks worth of work posted home to them. The pupils get a daily tutorial phone call to support them with accessing the work. The Acting Head is tracking the success of the tutorials via ClassCharts which the TA's are updating daily. The success rate of engagement in tutorials is 20%. This appears low but 50% of the cohort are year 11 and they will not have to sit any more exams and therefore are not willing to engage in school work.</p> <p>From Term 6 (if we are still in Phase I) there will be a change in the curriculum for all pupils. Pupils will follow the next academic year's curriculum so KS3 will follow year 10 and year 10 will follow year 11 curriculum. Pupils will get the same</p>	<p>The curriculum at the start of Phase II will be limited to 4 subjects per year group on a part time timetable for all. The amended timetable can be seen in appendix 11. Once the pupils have proved they can follow the Birchwood School Rules – Covid-19 Phase II the pupils will follow their normal timetable (appendix 12). It is hoped this will be achieved within 2/3 weeks of the start of Phase II.</p> <p>Pupils will follow the next academic year's curriculum when Phase II starts so KS3 will follow the year 10 curriculum and year 10 will follow the year 11 curriculum. This will allow</p>	<p>All pupils will access a full curriculum on site each day. Where the school is locked down or there is a local lock down blended learning will be offered via Zoom lesson and Doodle learning platform.</p>

	<p>curriculum by phone tutorial as they will have on the amended Phase II timetables. All pupils will get an English and Maths call. KS3 will get a health and fitness and an RSHE lesson. Year 10 will get a business and a science lesson.</p>	<p>extra time in term 6 (if school opens on 1<sup>st</sup> June) to make up for gaps lost during the Covid-19 closure.</p>	
<p><b>What school routines could be transferred remotely – assemblies in small groups; group discussions etc?</b></p>	<p>N/A in Phase I.</p>	<p>Pupils will not gather in the central area on arrival. They will need to go to their classrooms as the central area is not big enough for all pupils to congregate in safely. School assembly will take place within their class group (safety bubble) rather than as a whole school.</p> <p>PE will not take place until local sports centres open for bookings as Birchwood doesn't have a PE space indoors or outdoors.</p> <p>Break times and lunch time will be different for each year group when all pupils are attending full time at some point within Phase II.</p> <p>Food and Catering will not be able to run until Goldwyn</p>	<p>The school will run as a single bubble due to the small number of pupils on roll. Assemblies will run as normal in the largest space in the school (central area).</p>

		school can start the hire of their cooking room again.	
<b>What changes are being made/is being kept the same to secure a consistent approach to home-school learning?</b>	Birchwood has kept a consistent approach in Phase I with the addition of ordering some reading books for pupils who expressed an interest in doing additional reading.	The same 4 subjects will be taught to pupils during Phase II until the pupils are back on full time timetables when their normal curriculum will run.	A full curriculum will be delivered on site. In the event of a lockdown all subjects will be delivered via Zoom lessons and the Doodle learning platform.
<b>What does learning currently look like for those pupils at home and at school?</b>	All pupils are completing home work packs. Some are spending more time than others on work and some are getting supported by their parents while others are only getting the phone tutorial support from Birchwood.	Learning will look the same for all Birchwood pupils as all pupils currently on roll (excluding year 11) will be attending school daily on a reduced timetable.	All pupils will be educated full time on site.
<b>How will the school displays be adapted for the phased approaches to the curriculum?</b>	N/A in Phase I.	The new rules will be displayed (FJ)	The new rules will be displayed (JW)
<b>How will learning be developed so it improves virtually for all?</b>	The learning packs are appropriate for all of the pupils as the work was selected for each individual and their needs.	All pupils on roll (except year 11) will be attending in Phase II and there will not be a need for virtual learning.	All pupils will be educated full time on site.
<b>What might learning look like for pupils at the different levels of phased return? Consider rationale for decision about who returns first/last based upon leaders' priorities for the gradual</b>	N/A in Phase I.	All pupils on roll (except year 11) will be attending in Phase II so the learning will look the same for all pupils. Teachers will continue to differentiate according to need within the classroom and when planning the SOW.	All pupils will be educated full time on site.



<p><b>implementation of the curriculum.</b></p>			
<p><b>How will pupils' behaviour be managed – break with school routines and expectations – how is this being re-addressed while home schooling so impact upon return is minimised?</b></p>	<p>Tutors are reminding pupils about sleep routines and work routines whilst making the phone calls home. This message is also being given by the Multi-Agency Lead. Discussions with parents and pupils have shown that most pupils are sleeping in much later and staying up much later than normal. Pupils, parents and staff have all expressed concerns over these changes to routine.</p>	<p>Pupils will start on a reduced timetable of 2 hours so that behaviour can be well managed and routines put back into place. Birchwood pupils struggle with behaviour and meeting expectations, which is why they attend a PRU, so this aspect will need careful and significant support by all staff. The pupils will be expected to meet the new Birchwood School Rules – Covid-19 Phase II before the school day is extended. These rules will be rewarded or sanctioned through Classcharts (EE)</p>	<p>The pupils will be expected to meet the new Birchwood School Rules – Covid-19 Phase III. These rules will be rewarded or sanctioned through Classcharts and parent/agency meetings will be held to help ensure pupils meet expectations.</p>
<p><b>Review of the school's pupil behaviour policy to ensure that it covers COVID-19-related incidents</b> <b>Make provision for the school to be able to sanction, up to and including exclusion, pupils who wilfully refuse to adhere to arrangements of social distancing and deliberately</b></p>	<p>N/A during Phase I</p>	<p>The pupils will be expected to meet the new Birchwood School Rules – Covid-19 Phase II and the rules will be rewarded or sanctioned through Classcharts.</p> <p>The Behaviour Policy has been updated to include the new Covid-19 rules, the additional</p>	<p>The Behaviour Policy Addendum has been completed and shared with the Management Committee (appendix 16)</p>

<p><b>cough or spit at pupils or staff, putting them at risk.</b></p>		<p>COvid-19 risk assessment for all pupils and the expectation that any pupil who can't follow the rules will be expected to work at home for a period of time. All external agencies including Social Workers have been asked to discuss the new rules with the pupils that they work with to ensure that they understand the importance of them and the consequences of breaking them (EE)</p>	
<p><b>Have pupils been disadvantaged by accessing learning from home? Evaluate to what extent for your school (from this plans/actions to look at what actions to be taken from this)</b></p>	<p>Pupils have all been disadvantaged by home learning to some extent. Pupils have only currently missed 6 weeks of learning (9<sup>th</sup> May) and this will be caught up with careful curriculum planning which teachers are currently focusing on full time. Birchwood pupils have gaps in their learning as a result of lack of engagement in education over a long period of time so the additional loss of school time will add to the gaps in their learning.</p>	<p>The curriculum offer was reviewed in Phase I by the Acting Head and all teachers have worked full time on curriculum mapping and writing schemes of work for the entire time of school closure (currently 6 weeks). As all pupils will return in Phase II to a more appropriate and wider curriculum offer, which has been extensively planned for, it is expected that pupils will be able to achieve their full potential.</p>	<p>All pupils have been disadvantaged by working from home. An extensive catch up programme is planned with intervention work delivered to small groups and 1:1 by the HLTA and the team of TA's.</p>
<p><b>How will the curriculum address the impact upon</b></p>	<p>The curriculum is not impacting on well-being in Phase I. The school</p>	<p>RSHE is statutory from September 2020 and will be</p>	<p>RSHE is statutory from September 2020 and will be</p>

<p><b>learning for pupils linked to well-being – loss/stress/concern?</b></p>	<p>counsellor is supporting pupils who have well-being needs. Families have also had information on well-being websites and support agencies posted to them.</p>	<p>delivered as soon as Phase II starts at Birchwood. The NCFE Level 2 RSHE Award will be delivered across both KS3 and 4 and has a significant element of work around well-being. Birchwood has purchased the iAchieve RSHE learning platform to support the delivery of this Award and there are numerous resources that can be used to support pupil well-being on the platform.</p>	<p>delivered as soon as Phase III starts at Birchwood. The NCFE Level 2 RSHE Award will be delivered across both KS3 and 4 and has a significant element of work around well-being. Birchwood has purchased the iAchieve RSHE learning platform to support the delivery of this Award and there are numerous resources that can be used to support pupil well-being on the platform.</p>
<p><b>How will pupils' learning be balanced appropriately with their personal experiences and well-being? How will this inform their curriculum?</b></p>	<p>This is being supported by the TA's doing the tutorial sessions and the daily safeguarding call made by EE.</p>	<p>Pupils will have a daily tutor session which will allow them opportunities to share their experiences. The school counsellor will be available to support any pupils who need additional support. The DSL team will work individually with pupils who need someone to talk to about their fears or worries. The RSHE curriculum will support well-being and mental health.</p>	<p>Pupils will have a daily tutor session which will allow them opportunities to share their experiences. The school counsellor will be available to support any pupils who need additional support. The DSL team will work individually with pupils who need someone to talk to about their fears or worries. The RSHE curriculum will support well-being and mental health.</p>
<p><b>What adaptations are being made to the curriculum to take account of the home/school</b></p>	<p>The pupils are focusing on maths and English in Phase I.</p>	<p>The pupils will all start with four subjects only in order to be able to catch up with</p>	<p>There are no changes to the planned curriculum intent as a variety of modular courses are</p>

<p><b>learning and the full time/part time schooling pupils have received?</b></p>	<p>Term 6 will include additional subjects: RSHE, business studies, health and fitness and science.</p>	<p>learning gaps. Once pupils have settled back into school and are able to follow the Birchwood School Rules – Covid-19 Phase II, they will return to a full time timetable.</p>	<p>offered with instant online testing which enables progress to be assessed frequently and intensive intervention offered as necessary. Pupils will “bank” units at different times to each other and be offered personalised learning packages to ensure they pass at least 5 subjects including maths and English.</p>
<p><b>What are reasonable expectations for the curriculum in the current circumstances and how will these be developed as the school moves through the phases of re-opening?</b></p>	<p>The current reasonable expectation is that pupils spend one hour per day on Maths and one hour per day on English. Pupils are then encouraged to tackle some of the work in their packs from other subjects.</p>	<p>The pupils will all start with four subjects only in order to be able to catch up with learning gaps. Once pupils have settled back into school and are able to follow the Birchwood School Rules – Covid-19 Phase II, they will return to a full time timetable.</p>	<p>A challenging and robust curriculum offer is essential for all pupils and the Birchwood curriculum intent offers this as per DfE expectation.</p>
<p><b>Have leaders reviewed the school’s typical annual calendar of events to decide when decisions will be taken about cancelling or going ahead with them; summer initially; autumn as planning ahead, ‘leaving’ events, residential visits, parent evenings, sporting events. How</b></p>	<p>Reports were completed and posted out to parents in Phase I.  All other events were put on hold in Phase I.</p>	<p>PE lessons will not be able to be run until local sports centres are able to hire out their hall space as Birchwood doesn’t have any indoor or outdoor PE space.  Pupil Review Days can still go ahead with social distancing rules implemented or completed by phone.</p>	<p>There are no trips planned. PE lessons will resume when local sports centres are able to hire out their hall space.</p>

<p><b>can these aspects be achieved differently?</b></p>		<p>There are currently no trips or sporting events planned.</p>	
<p><b>How are leaders looking at the development of the curriculum for 2020/2021? Will it need to be rethought as a transition to ensure the re-opening phases can be accommodated safely and so pupils are able to cope academically, personally, socially and emotionally?</b></p>	<p>The curriculum offer was reviewed in Phase I by the Acting Head and all teachers have worked full time on curriculum mapping and writing schemes of work for the entire time of school closure (currently 6 weeks). As all pupils will return in Phase II to a more appropriate and wider curriculum offer, which has been extensively planned for, it is expected that pupils will be able to achieve their full potential.</p>	<p>The pupils will all start with four subjects only in order to be able to catch up with learning gaps. Once pupils have settled back into school and are able to follow the Birchwood School Rules – Covid-19 Phase II, they will return to a full time timetable.</p>	<p>Intensive work was done on the curriculum intent over the Covid-19 period and Birchwood is ready to offer a challenging and robust curriculum using modular qualifications which allow pupils to have external verification of their success at varied and appropriate times for their ability.</p>
<p><b>How will the curriculum change and what is the rationale for this as you move through the phases of re-opening?</b></p>	<p>Focus on maths and English via home learning packs and phone tutorials daily.</p>	<p>The pupils will all start with four subjects only in order to be able to catch up with learning gaps. Once pupils have settled back into school and are able to follow the Birchwood School Rules – Covid-19 Phase II, they will return to a full time timetable</p>	<p>Intensive work was done on the curriculum intent over the Covid-19 period and Birchwood is ready to offer a challenging and robust curriculum using modular qualifications which allow pupils to have external verification of their success at varied and appropriate times for their ability.</p>
<p><b>What will the whole school approach to teaching be during the phases? How will this be developed and how will leaders and staff ensure there are opportunities for pupils to</b></p>	<p>All pupils are completing home learning packs with tutorial support via phone. Pupils and parents are sharing their experiences with the TA's and the DSL through the daily phone calls.</p>	<p>Phase II will start with reduced timetables but the learning approach will revert back to normal expectations prior to Phase I. Teachers will deliver well planned lessons that meet</p>	<p>Pupils will be placed into teaching groups of 6 pupils or less and there will be significant TA support for those pupils who need intensive intervention work.</p>

<p><b>share their home and school experiences as a key part of their current education?</b></p>		<p>the individual needs of their pupils via differentiation and positive behaviour management.</p>	
<p><b>How will leaders consider what the expectations for the quality of education will be during all phases, considering realistically what the phases of admitting pupils will be?</b></p>	<p>The quality of the education provided (if the full offer of daily tutorials is engaged with) is high quality. The packs were designed for each individual child and the content is relevant and appropriate, supporting progress in maths and English as well as other foundation subjects.</p>	<p>The quality of education provided will be high. The review of the curriculum and the extensive planning completed by teachers in Phase I will result in pupils being able to access their full potential even though they have missed out on a period of normal schooling. Pupils can only access this high quality of education if they attend school each day. The Multi-Agency Lead will be working to ensure that families are supported and attendance for all pupils is at 100%.</p>	<p>The quality of education provided will be high. The review of the curriculum and the extensive planning completed by teachers in Phase I will result in pupils being able to access their full potential even though they have missed out on a period of normal schooling. Pupils can only access this high quality of education if they attend school each day. The Multi-Agency Lead will be working to ensure that families are supported and attendance for all pupils is at 100%.</p>
<p><b>How will leaders work towards meeting pupils' entitlement to a curriculum through the phases so pupils are prepared and emotionally 'ready' to learn again?</b></p>	<p>There are 2 calls home daily, a tutoring call and a safeguarding call. These calls include opportunities to discuss being ready to learn at home and in a traditional way once Phase II starts.</p>	<p>All pupils will start on a reduced timetable to enable them to readjust and be ready to learn.</p>	<p>All pupils have been offered blended learning throughout Phase II and are aware of the need and expectation of a full time return to on site education.</p>
<p><b>How will the curriculum be adapted and communicated to parents to meet the needs of</b></p>	<p>There are 2 calls home daily, a tutoring call and a safeguarding call. These calls include opportunities to</p>	<p>The curriculum offer to parents will be communicated by letter (EE) and on the website (RH).</p>	<p>The curriculum offer to parents has been communicated by letter and is on the website.</p>

<p><b>pupils – emotionally and personally following long periods of time not in school, gaps in being able to access home schooling and differing attitudes between being at home and at school?</b></p>	<p>discuss being ready to learn at home and in a traditional way once Phase II starts.</p>	<p>Follow up calls will be made by the SLT team to ensure that all pupils and families have an opportunity to discuss fears and worries.</p>	<p>Home visits have been made by the Head to all families of pupils on roll. Follow up calls will be made by the SLT team to ensure that all pupils and families have an opportunity to discuss fears and worries during the academic year.</p>
<p><b>What support, time and resources need to be made available to teachers and other staff to make any necessary preparations for the change in learning during each phase?</b></p>	<p>TA's supported teachers to get packs of home learning ready for all learners during the 2 weeks prior to the school closing. The Acting Head took all of the packs to the post office for posting. One TA has worked on producing additional comprehension materials during Phase I for use in Phase II. All teachers have been given the sole task of writing maps, SOW and producing resources for the new 2020-21 curriculum during the 8 weeks between the school closing and June 1<sup>st</sup>. A TA has been available to print off all preparation work emailed to her ready for the teachers in Phase II. The TA has also been tasked to printing off resources the teachers want to be sent out to pupils if they remain home schooled in Phase II.</p>	<p>All Teachers will be working on a reduced number of subjects during the amended timetable period of Phase II. They will also gain PPA time across the week so they will have time to prepare any resources needed for face to face delivery or home schooling for pupils who are not attending.</p>	<p>All planning for the new curriculum offer for 20-21 has been completed during the Phase I and Phase II period when there was ample planning and preparation time for all staff due to the limited face to face teaching taking place.</p>

**DfE Guidance:**

- Home learning support: <https://www.gov.uk/government/publications/coronavirus-covid-19-online-education-resources>
- Remote support: <https://www.gov.uk/guidance/get-help-with-technology-for-remote-education-during-coronavirus-covid-19>
- Accountability measures: <https://www.gov.uk/government/publications/coronavirus-covid-19-school-and-college-performance-measures/coronavirus-covid-19-school-and-college-accountability>

**Checklist 10: Communication - pupils**

<b>Consider:</b>	<b>Phase I: Actions needed (if any): Risk/support required/additional considerations</b>	<b>Phase II:</b>	<b>Phase III:</b>
<b>How are leaders/staff evaluating pupils' preparation and response to return to school – what will happen if that is not positive? What will be in place to support and give additional home support to alleviate this?</b>	Questions to be asked on daily calls & fears/worries to be passed to EE. EE is making additional calls to parents and families are necessary to give additional support.	There is an expectation that some parents will have reservations about sending their child back to school. The SLT team will call parents to discuss these worries and involve external agencies such as PIAS or social services to support as necessary.	There is an expectation that some parents will have reservations about sending their child back to school. The SLT team will call parents to discuss these worries and involve external agencies such as PIAS or social services to support as necessary.
<b>What contact will staff have with pupils to share expectations for return to school?</b>	The TA's will be able to update the pupils on the expectations regarding the return to school in the daily tutorial phone calls.	All staff will share the Birchwood expectations with pupils on their return to school in tutor time, in small groups or individually as appropriate.	All staff will share the Birchwood expectations with pupils on their return to school in tutor time, in small groups or individually as appropriate.
<b>Are there additional ways to communicate with pupils to</b>	As Birchwood only has a small number of pupils on roll it is feasible	Once Phase II starts all pupils (except year 11) will be on site	All pupils will be on site and can access 1:1 support as required.



<b>prepare them, perhaps integrating this into their learning as groups of pupils have school-based learning extended?</b>	to have numerous telephone conversations with each pupil and give them as much time as they need to ask about the return to school and what it will look like.	so pupils can have additional 1:1 support as required.	
<b>How are staff going to gauge how pupils are feeling about returning to school and link this to their learning throughout the transition through the phases of the re-opening of the school?</b>	Staff will ask the pupils how they are feeling about a return to school during the phone call tutorials.	Staff will ask the pupils how they are feeling during daily tutor phone calls and during face to face teaching on site.	Staff will ask the pupils how they are feeling on entry to school each day, during tutor period and during lessons as necessary and appropriate.
<b>How will leaders communicate with pupils returning to school?</b>	Pupils will get a letter and a phone call. They will also get a copy of the Birchwood School Rules – Covid-19 Phase II (appendix 6)	Pupils will all be attending in Phase II (except year 11)	All pupils will attend in Phase III.
<b>What opportunities will pupils have to be able to share the experiences they have had with COVID-19 sensitively and how will this shape how staff support pupils to communicate and provide alternative ways for pupils to share and express their thoughts?</b>	Pupils who need support are having telephone counselling sessions with the CHATTs counsellor. Any information that pupils wish to share with staff is then passed onto the DSL team via email and acted on accordingly.	Pupils will be able to discuss their experiences during tutor time or they can chat with the Multi-Agency Lead (EE).	Pupils will be able to discuss their experiences during tutor time or they can chat with the Multi-Agency Lead (EE).
<b>How will pupils be included in the consultation process at their level so they understand the expectations and the</b>	Pupils have been able to discuss the differences in their education with the DSL team and the TA's during daily phone calls.	Pupils can discuss their concerns and wishes in tutor time and share their thoughts directly with the Acting Head if they wish to do so.	Pupils can discuss their concerns and wishes in tutor time and share their thoughts directly with the Head if they wish to do so.

reasons for the differences in their daily school life?			
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**DfE Guidance:**

Pupils' mental health support/pastoral care at home: <https://www.gov.uk/government/publications/covid-19-guidance-on-supporting-children-and-young-peoples-mental-health-and-wellbeing/guidance-for-parents-and-carers-on-supporting-children-and-young-peoples-mental-health-and-wellbeing-during-the-coronavirus-covid-19-outbreak#helping-children-and-young-people-cope-with-stress>

**Checklist 11: Communication – parents**

<b>Consider:</b>	<b>Phase I: Actions needed (if any): Risk/support required/additional considerations</b>	<b>Phase II:</b>	<b>Phase III:</b>
<b>How will leaders communicate with parents during the various phases of re-opening? Could this be through video link/email/school social media/newsletter?</b>	Parents will have a letter home (EE), information will be on the web site (RH) and follow up calls will be made (EE).	Parents will have a letter home (EE), information will be on the web site (RH) and follow up calls will be made (EE).	Letters have been sent home to all families and the information is on the website.
<b>How will leaders manage the different perspectives of parents feeling fearful of sending their child to school and those who are worried about their child falling behind?</b>	There is an expectation that some parents will have reservations about sending their child back to school. The SLT team will call parent to discuss these worries and involve external agencies such as PIAS or social services to support as necessary. Currently there have not been any concerns about pupils	There is an expectation that some parents will have reservations about sending their child back to school. The SLT team will call parent to discuss these worries and involve external agencies such as PIAS or social services to support as necessary.	There is an expectation that some parents will have reservations about sending their child back to school. The SLT team will call parents to discuss these worries and involve external agencies such as PIAS or social services to support as necessary.

	falling behind and families have been very positive about the daily tutorial phone calls and safeguarding daily calls.		
<b>What will leaders do to effectively communicate the balance of thought between pupils' learning and their well-being and safety with parents so parents' views are considered and a phased approach with an emphasis on safety and well-being is established based on trusting leaders to keep their children safe?</b>	The SLT team has communicated with all external agencies including the police and social services to ensure that it was safer for all pupils to remain at home during Phase I.	The SLT team will continue to work with all external agencies with the intention that during Phase II all pupils will attend school starting with a reduced two hour daily timetable. If advice or guidance changes during Phase II then this will change in accordance.	The SLT team will continue to work with all external agencies to ensure that concerns and viewpoints are all considered and effective plans agreed.
<b>What on-going weekly/regular communication could be used to ensure parents are kept well-informed?</b>	Daily calls are being made in Phase I.	Weekly or more regular update texts and calls will be made to parents as necessary.	Weekly or more regular update texts and calls will be made to parents as necessary.
<b>How could a parent group support the school's work with communication?</b>	N/A – Birchwood doesn't have a parent group currently.	N/A – Birchwood doesn't have a parent group currently.	N/A – Birchwood doesn't have a parent group currently.
<b>Have leaders considered their current means of communication and the strengths of these to use as the school plans and implements re-opening over phases?</b>	Birchwood uses text and calls to communicate as the parents prefer these methods of communication and respond to them.	Birchwood uses text and calls to communicate as the parents prefer these methods of communication and respond to them.	Birchwood uses text and calls to communicate as the parents prefer these methods of communication and respond to them.

<b>Have leaders considered reasonable expectations of parents sending their children to school?</b>	All vulnerable pupils were offered a place during Phase I but in agreement with social services it was deemed safer for these pupils to be educated at home.	Birchwood will refer to DFE/KCC advice and share with parents/carers. Support will be sought from PIAS as necessary to ensure that attendance expectations are met by all families.	Birchwood will refer to DFE/KCC advice and share with parents/carers. Support will be sought from PIAS as necessary to ensure that attendance expectations are met by all families.
<b>How will leaders communicate the messages about safety for children and manage the anxiety parents will have?</b>	Parents will have a letter home (EE), information will be on the web site (RH) and follow up calls will be made (EE).	Discussion will continue with the pupils in school and with parents via phone calls (EE)	Discussion will continue with the pupils in school and with parents via phone calls (EE)
<b>Have leaders considered parental choice re sending their children into school – what might this guidance and advice look like and be for parents?</b>	Birchwood has followed the advice given by the DfE and KCC throughout this Phase.	Birchwood has followed the advice given by the DfE and KCC throughout this Phase.	The DfE expects all pupils to attend a full time education placement from September and there no longer is a parental choice about attendance.
<b>How will communication alleviate the anxiety parents have?</b>	Parents have been able to discuss concerns and seek additional support daily through phone conversations. Additional services have been signposted or referrals made to support families.	Additional services will be signposted as necessary or referrals will be made to support families throughout Phase II.	Additional services will be signposted as necessary or referrals will be made to support families throughout Phase III.
<b>How will leaders manage attendance with parents considering the various phases of attendance as the re-opening extends further and more pupils are regularly attending school?</b>	N/A in Phase I.	Birchwood will refer to DFE/KCC advice and share with parents/carers. Support will be sought from PIAS as necessary to ensure that attendance expectations are met by all	Birchwood will refer to DFE/KCC advice and share with parents/carers. Support will be sought from PIAS as necessary to ensure that attendance expectations are met by all

<b>How can the attendance of pupils be supported during the early stages to alleviate parental anxiety and still share expectations for the future?</b>		families. All pupils will be expected to attend in Phase II.	families. All pupils will be expected to attend in Phase III.
<b>How will leaders share expectations of home learning which will not pressurise parents but equally reiterate set expectations that are realistic, doable and can be transferred seamlessly when pupils attend school more regularly?</b>	Communication has been with a TA offering a daily tutorial and with a DSL calling regarding safeguarding daily.	All pupils will be expected to attend during Phase II.	All pupils will attend full time in Phase III.

<p><b>DfE Guidance:</b></p> <ul style="list-style-type: none"> <li>• Parents: <a href="https://www.gov.uk/guidance/supporting-your-childrens-education-during-coronavirus-covid-19">https://www.gov.uk/guidance/supporting-your-childrens-education-during-coronavirus-covid-19</a></li> <li>• Parents with pupils with SEND: <a href="https://www.gov.uk/guidance/help-children-with-send-continue-their-education-during-coronavirus-covid-19">https://www.gov.uk/guidance/help-children-with-send-continue-their-education-during-coronavirus-covid-19</a></li> <li>• Supporting parents: <a href="https://www.gov.uk/government/publications/covid-19-school-closures/guidance-for-schools-about-temporarily-closing#working-with-parents">https://www.gov.uk/government/publications/covid-19-school-closures/guidance-for-schools-about-temporarily-closing#working-with-parents</a></li> </ul>
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<b>Checklist 12: Local Authority</b>
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<b>Consider:</b>	<b>Phase I: Actions needed (if any):</b>	<b>Phase II:</b>	<b>Phase III:</b>
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	<b>Risk/support required/additional considerations</b>		
<b>Who are the key contacts in the Appropriate Bodies</b>	<p>KCC contacts are Peter Stewart and Celia Buxton:  <a href="mailto:Peter.stewart@theeducationpeople.org">Peter.stewart@theeducationpeople.org</a>  <a href="mailto:Celia.buxton@theeducationpeople.org">Celia.buxton@theeducationpeople.org</a></p> <p>The Chair of the Management Committee is Sonette Schwartz:  <a href="mailto:sschwartz@brockhill.kent.sch.uk">sschwartz@brockhill.kent.sch.uk</a></p> <p>The Clerk to the Management Committee is Amanda Duckett:  <a href="mailto:Amanda.Duckett@theeducationpeople.org">Amanda.Duckett@theeducationpeople.org</a></p>	<p>KCC contacts are Peter Stewart and Celia Buxton:  <a href="mailto:Peter.stewart@theeducationpeople.org">Peter.stewart@theeducationpeople.org</a>  <a href="mailto:Celia.buxton@theeducationpeople.org">Celia.buxton@theeducationpeople.org</a></p> <p>The Chair of the Management Committee is Sonette Schwartz:  <a href="mailto:sschwartz@brockhill.kent.sch.uk">sschwartz@brockhill.kent.sch.uk</a></p> <p>The Clerk to the Management Committee is Amanda Duckett:  <a href="mailto:Amanda.Duckett@theeducationpeople.org">Amanda.Duckett@theeducationpeople.org</a></p>	<p>KCC contacts are Peter Stewart and Celia Buxton:  <a href="mailto:Peter.stewart@theeducationpeople.org">Peter.stewart@theeducationpeople.org</a>  <a href="mailto:Celia.buxton@theeducationpeople.org">Celia.buxton@theeducationpeople.org</a></p> <p>The Chair of the Management Committee is Sonette Schwartz:  <a href="mailto:sschwartz@brockhill.kent.sch.uk">sschwartz@brockhill.kent.sch.uk</a></p> <p>The Clerk to the Management Committee is Amanda Duckett:  <a href="mailto:Amanda.Duckett@theeducationpeople.org">Amanda.Duckett@theeducationpeople.org</a></p>
<b>Have leaders accessed all the information relevant during this time from Appropriate Bodies?</b>	All information has come directly from either a letter sent by email from Matt Dunkley or the daily DFE email with links to all documents that have been updated or are new.	All information has come directly from either a letter sent by email from Matt Dunkley or the daily DFE email with links to all documents that have been updated or are new.	All information has come directly from either a letter sent by email from Matt Dunkley or the daily DFE email with links to all documents that have been updated or are new.
<b>What support will leaders require from LA/Trust throughout each phase?</b>	The Acting Head will seek for the LA and the MC to approve this recovery planning document and provide guidance if they disagree with the planning proposed within it.	The Acting Head will seek for the LA and the MC to approve this recovery planning document and provide guidance if they disagree with the planning proposed within it.	The Head will seek for the LA and the MC to approve this recovery planning document and provide guidance if they disagree with the planning proposed within it.

<p><b>What additional support can be brokered – working together – for example, clusters of school, within federations or trusts etc.?</b></p>	<p>The Acting Head will seek support as necessary off the Management Committee (the MC is made up of Headteachers of Folkestone and Hythe schools).</p>	<p>The Acting Head will seek support as necessary off the Management Committee (the MC is made up of Headteachers of Folkestone and Hythe schools).</p>	<p>The Head will seek support as necessary off the Management Committee (the MC is made up of Headteachers of Folkestone and Hythe schools).</p>
<p><b>Where applicable, do you have consistency with neighbouring/cluster/local schools in terms of your offer/systems? Would it be helpful to do this within trust and/or cluster groups?</b></p>	<p>Birchwood is a very different school set up as it is a Pupil Referral Unit and careful consideration was needed for each pupil before a decision on provision could be made in Phase I. This involved collaboration with social workers and other agencies who agreed that education at home was safer for all pupils.</p>	<p>Birchwood is a very different school set up as it is a Pupil Referral Unit with only a PAN of 26. It will be able to offer a return to school for all pupils, except year 11, immediately in Phase II. This will start as a reduced timetable and move to a full time offer within Phase II.</p>	<p>With such a small PAN Birchwood will be able to operate on a single bubble which will be very different to local schools. The single bubble will mean that a normal curriculum can run with the specialist teachers delivering their subjects to each group. The school will operate with a normal classroom arrangement due to the small group sizes.</p>
<p><b>How will leaders take account and implement the agreed guidance from Appropriate Bodies while sustaining a considered, do-able re-opening of the school to meet DfE statutory guidance?</b></p>	<p>N/A in Phase I.</p>	<p>Due to the number of pupils on roll it will be possible to offer all pupils a place in school during Phase II (except year 11, currently the DfE advice is that year 11 will be expected to attend for some face to face meetings. Birchwood will facilitate this on an appointment system where one year 11 will attend their meeting at a time rather than running year 11 classes).</p>	<p>Under a one bubble scenario Birchwood will be able to run effectively while following all DfE and KCC guidance.</p>

<p><b>How will leaders share and communicate their planning for re-opening with the Appropriate Body? Is the rationale clear and demonstrates leaders secure oversight and planning for their school?</b></p>	<p>This recovery planning document and the appendices will be shared with the Management Committee and KCC.</p>	<p>This recovery planning document and the appendices will be shared with the Management Committee and KCC.</p>	<p>This recovery planning document and the appendices will be shared with the Management Committee and KCC.</p>
<p><b>Have leaders considered sharing of ideas about monitoring of their work to ensure realistic expectations shared and communicated for how the re-opening plan will impact upon the quality of learning and outcomes?</b></p>	<p>The focus in Phase I has been on maintaining education provision in Maths and English. If Phase I runs for a significant amount of time there will be a large impact on pupil learning outcomes including the risk of not achieving the number of qualifications to access a college or sixth form place. Ideally Phase II will start in term 6 allowing pupils to access their wider curriculum offer and make up the gaps in learning.</p>	<p>Phase II will immediately offer all pupils on roll (except year 11) a place in school on a reduced timetable. All pupils will follow the intended curriculum for the next academic year in term 6 and begin their curriculum offer immediately to ensure there is time to fill learning gaps and meet their full potential. It is intended that within 2/3 weeks the pupils will be accessing a full time timetable.</p>	<p>Opening full time to all pupils will greatly enhance the quality of learning and outcomes for all pupils.</p>
<p><b>Are leaders ensuring they are communicating with the Appropriate Body about their planning so appropriate support is allocated?</b></p>	<p>The Management Committee is updated via a weekly report. KCC are updated upon request via email or phone call.</p>	<p>The Management Committee will be updated via the MC meetings held termly. KCC have a representative on the MC and are therefore updated termly or more frequently upon request.</p>	<p>The Management Committee will be updated via the MC meetings held termly. KCC have a representative on the MC and are therefore updated termly or more frequently upon request.</p>



<b>Has the Appropriate Body's guidance and supportive directives been applied and discussed appropriately to ensure consistency and support is used effectively?</b>	All DfE guidance has been followed.	All DfE guidance will be followed as it is released.	All DfE guidance has been followed.
<b>While considering the plans to re-open, are there any thoughts about what additional support will be required that is additional to the offer that is usually applied?</b>	N/A in Phase I.	Currently there hasn't been any identification of additional support needed. This may change as the Government updates schools with information on re-opening.	Currently no additional support is needed.

**DfE Guidance:**

- Local authority: <https://www.kelsi.org.uk/>

**Checklist 13: Transition of pupils**

<b>Consider:</b>	<b>Phase I: Actions needed (if any):</b>	<b>Phase II:</b>	<b>Phase III:</b>
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	<b>Risk/support required/additional considerations</b>		
<b>How will leaders contact and support transition of new early years children for September 2020 - will leaders consider changing induction arrangements or completing this process online?</b>	N/A – Birchwood is a 11-16 provision only.	N/A	N/A
<b>Have leaders ensured that pupils' transition from primary and secondary provision is considered and how this will be communicated with the appropriate settings?</b>	N/A in Phase I as new pupils will not join Birchwood until Phase III.	N/A in Phase II as new pupils will not join the Birchwood roll until Phase III.	Normal transition meetings have taken place for all new pupils following social distancing regulations.
<b>Are there any thoughts about how secondary schools contact/communicate with primary schools to ensure effective transition?</b>	N/A as Birchwood only takes pupils from the local secondary schools and this will not take place until Phase III.	N/A as Birchwood only takes pupils from the local secondary schools and this will not take place until Phase III.	N/A
<b>How are leaders ensuring pupils' transition into sixth form and further education settings are considered? What are the transition arrangements and how are pupils/students informed?</b>	Bethan Liston (CIEG Advisor) is working via phone to ensure that all year 11 pupils are supported to transition to Post 16 provision.	Bethan Liston (CIEG Advisor) will offer individual face to face meetings to ensure that all year 11 pupils are supported to transition to Post 16 provision.	Bethan Liston (CIEG Advisor) will offer individual face to face meetings and telephone consultations to ensure that all year 11 pupils are supported to transition to Post 16 provision during the summer period and into the autumn term as necessary.

<p><b>What arrangements have been thought of to ensure all important information is shared – verbally/documentary – between schools and between home and school?</b></p>	<p>Parents get daily phone calls from a DSL and information is shared verbally. Additionally information is added onto the school website and sent home via letter. Information is shared with the Management Committee via a weekly report.</p>	<p>In Phase II all pupils will attend and information will be shared verbally with them. Phone calls and texts home will provide the same information to parents. Management Committee will be updated via termly meetings or via email to the Chair as appropriate.</p>	<p>In Phase II all pupils will attend and information will be shared verbally with them. Phone calls and texts home will provide the same information to parents. Management Committee will be updated via termly meetings or via email to the Chair as appropriate.</p>
<p><b>What might the transition from home learning to return-to-school look like at various stages of re-opening?</b></p>	<p>N/A in Phase I.</p>	<p>All pupils will return to Birchwood on a reduced timetable for a minimum of two weeks. The aim is to return the pupils to a full time offer as soon as the new Birchwood School Rules – Covid-19 Phase II have been secured.</p>	<p>Pupils have all been prepared for a full September return to school in tutor and safeguarding calls.</p>
<p><b>Have leaders considered what will happen following any guidance about how pupils will move on or transition to their next academic year? Do leaders have an ‘ideal’ that would meet the needs of their own pupils? What might this look like and what are the possible implications and considerations for the future? How are leaders thinking about the needs of pupils with SEND</b></p>	<p>N/A in Phase I.</p>	<p>All pupils will return in Phase II and automatically start their next academic year. Hopefully this will be in term 6 so the pupils have some additional time to focus on their Level 1 and 2 curriculum offer.</p> <p>There are 2 pupils with EHCP’s who are waiting to start their specialist named provision. When this is agreed the SENCo will support transition in a</p>	<p>All pupils will transition to their appropriate academic year class in September and work on the age appropriate curriculum.</p> <p>There are no transitions planned for the September cohort.</p>

<p><b>and their needs transferring to other settings and/or moving into different year groups with unfamiliar staff members?</b></p>		<p>carefully managed way to ensure it is successful.</p>	
<p><b>What does the transition from home learning to school learning look like in your school, for your pupils? Have leaders considered consistency and expectations that are appropriate for the context of families' capacity (albeit because they are working; more than one child at home to home school etc) to support at home?</b></p>	<p>All pupils are learning from packs sent home to them so there isn't the pressure of needing a laptop to complete work. Each pupil is offered a daily tutorial of up to an hour in time and therefore there is less pressure for parents to have to understand and teach the pack contents to their child. Parents are offered advice on how to support their child regarding work and well-being by the DSL during the daily safeguarding calls.</p>	<p>All pupils will be in school in Phase II and parents will not be expected to home school their child.</p>	<p>All pupils will be in school in Phase III and parents will not be expected to home school their child.</p>
<p><b>How will staff be supported to transition between home/school planning and teaching?</b></p>	<p>All teaching staff have been given the full Phase I time to plan curriculum maps and schemes of work for the updated curriculum offer for Phase II. The TA's have been doing the phone tutorials so that teachers can be fully prepared for Phase II.</p>	<p>All Teachers will have their full curriculum maps and schemes of work ready for Phase II and therefore the pressure of re-opening will be significantly less.</p>	<p>All teachers have been given significant time during the Covid-19 period to prepare for a full September opening.</p>

<p><b>DfE Guidance:</b> None specifically for this section</p>
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**Checklist 14: Finance**

<b>Consider:</b>	<b>Phase I: Actions needed (if any): Risk/support required/additional considerations</b>	<b>Phase II:</b>	<b>Phase III:</b>
<b>Is there a business continuity plan that can be adapted to reflect the changes and the phases of re-opening?</b>	Birchwood has a BCP plan (appendix 14). Any addendums advised by KCC will be added by RH.	Birchwood has a BCP plan (appendix 14). Any addendums advised by KCC will be added by RH.	Birchwood has a BCP plan (appendix 14). Any addendums advised by KCC will be added by RH.
<b>What additional costs are leaders having to incur that were not planned into the original budget, and how will this impact upon the current budget plan and resources? Can these be reclaimed from government for example, increased premises related costs; additional cleaning; support for FSM?</b>	Redirection of Post from school building, cost of postage to send the work packs home, cost of phone calls by one member of staff who used a land line to make tutor calls. These will go into a separate budget heading and be claimed back off the government (RH)	Costs of purchase of PPE equipment, additional daily cleaning costs, deep clean costs in the event of a suspected or confirmed case of Covid-19. These will go into a separate budget heading and be claimed back off the government (RH).	Costs of PPE will not be covered by the Government from September and will have to be accounted for within the school's budget. The additional cost is minimal for a school the size of Birchwood and the 3 year budget has not been affected by this additional cost.
<b>How will leaders of finance ensure invoices etc continue to be paid and authorised when working remotely?</b>	Invoices continue to be paid as Birchwood pays via a BACs system which can be accessed remotely. Authorisation for payment takes place via email	Invoices will continue to be paid via BACs.	Invoices will continue to be paid via BACs.
<b>Are leaders aware of the delays and cancellations of some financial returns? For</b>	All financial returns have been completed and submitted. Budget still to be set and approved (RH JW SFS)	All financial returns have been completed and submitted.	All financial returns have been completed and submitted.

<b>example: BFRO for academies cancelled</b>			
<b>Have the reintroduction of contracts been considered? Cleaning; IT support; catering; financial support services etc</b>	No contracts were cancelled and have continued as normal.	Food orders will need to be established again for staff and pupils (RH). The normal supplier will be used.	Food orders will continue to be supplied by the regular suppliers for both staff and pupils.
<b>Have leaders evaluated the impact of lettings and the finance implications of possibly not restarting or a phased re-opening of lettings?</b>	N/A	N/A	N/A
<b>Are there financial implications for transport to ensure social distancing arrangements are upheld?</b>	N/A in Phase I.	N/A in Phase II as pupils are expected to make their own way to and from school safely.	Pupils mainly cycle, walk or get a lift off a parent to school therefore they are not compounded by the guidance surrounding the use of public transport.
<b>Are there visits/trips booked previously, for example, residential whereby monies can be claimed off insurance or refunds applied?</b>	N/A as no trips booked.	N/A as no trips booked. Trips will not run in Phase II.	N/A as no trips booked. Trips will run again when the DfE advice supports them.
<b>Is there a plan for a potential COVID-19 repeat that could be included in a crisis management financial plan?</b>	N/A in Phase I.	If there is a Covid-19 repeat the school will revert back immediately to Phase I. There is very limited financial impact in Phase I apart from redirection of post and resource costs for home	If there is a local lockdown or a school lockdown the education provision will be provided via the blended learning platform, Doodle, and Zoom lessons. Staff will work from home.

		learning packs and postage home costs.	
<b>Have leaders risk reviewed all related safety concerns with financial implications including premises, cleaning, water hygiene, fire safety, gas safety, ventilation etc?</b>	Most H & S checks using external providers have already been carried out and any others due are always arranged during holiday periods. All expenditure continues to be paid. Internal H & S checks will continue to be carried out.	Most H & S checks using external providers have already been carried out and any others due are always arranged during holiday periods. All expenditure continues to be paid. Internal H & S checks will continue to be carried out.	Health and safety checks will continue as normal from September as all staff will be on site daily.

<p><b>DfE Guidance:</b></p> <ul style="list-style-type: none"> <li>• Financial support: <a href="https://www.gov.uk/government/publications/coronavirus-covid-19-financial-support-for-education-early-years-and-childrens-social-care/coronavirus-covid-19-financial-support-for-education-early-years-and-childrens-social-care">https://www.gov.uk/government/publications/coronavirus-covid-19-financial-support-for-education-early-years-and-childrens-social-care/coronavirus-covid-19-financial-support-for-education-early-years-and-childrens-social-care</a></li> <li>• Exceptional costs: <a href="https://www.gov.uk/government/publications/coronavirus-covid-19-financial-support-for-schools/school-funding-exceptional-costs-associated-with-coronavirus-covid-19-for-the-period-march-to-july-2020">https://www.gov.uk/government/publications/coronavirus-covid-19-financial-support-for-schools/school-funding-exceptional-costs-associated-with-coronavirus-covid-19-for-the-period-march-to-july-2020</a></li> <li>• Reducing burdens: <a href="https://www.gov.uk/government/publications/coronavirus-covid-19-reducing-burdens-on-educational-and-care-settings/reducing-burdens-on-educational-and-care-settings">https://www.gov.uk/government/publications/coronavirus-covid-19-reducing-burdens-on-educational-and-care-settings/reducing-burdens-on-educational-and-care-settings</a></li> </ul>
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<b>Checklist 15: Covid-19 infection control</b>
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<b>Consider:</b>	<b>Phase I: Actions needed (if any): Risk/support required/additional considerations</b>	<b>Phase II:</b>	<b>Phase III:</b>
<b>Have leaders considered and voiced their views with stakeholders for discussion the</b>	The Acting Head has consulted with the extended leadership team (EE, RH) on their views regarding social	The extended SLT will make an informed decision on when to offer a full time timetable	As Birchwood can run as a single bubble the school can

<p><b>reality of social distancing in the context of their school based upon the size of the school and the care needs of pupils?</b></p>	<p>distancing and how to safely open the school in Phase II. All of the SLT agreed that year 11 will not be offered a daily place but will be offered some face to face meetings, 2m distancing will be maintained and all pupils will start on a reduced timetable to ensure they can meet the new Birchwood School Rules – Covid-19 Phase II.</p>	<p>based on pupils meeting the new Birchwood School Rules – Covid-19 Phase II.</p>	<p>operate a full timetable for all pupils safely.</p>
<p><b>How are transport arrangements being managed and maintained for pupils? How will this look as increased number of pupils attend school at different times/days?</b></p>	<p>All Birchwood pupils use public transport, walk, cycle or parents transport them to school.</p>	<p>The mini-bus can't be used for PE or trips as it is too small to socially distance pupils. PE will not be on the curriculum during Phase II due to Birchwood not having any indoor or outdoor PE space and external sports centres are too far away to walk to.</p>	<p>As Birchwood is running as a single bubble the mini bus can be used for pupils with mitigation in place. The mitigation will be that windows are open during journeys, journeys are as short as possible and where a small number of pupils are travelling they will spread out on the minibus to follow social distancing recommendations.</p>
<p><b>How will a school day be managed to ensure social distancing for example, breaks, lunchtime?</b></p>	<p>N/A in Phase I.</p>	<p>At the beginning of Phase II the pupils will be on a reduced timetable and there will be no breaks or lunchtimes.</p> <p>As Phase II goes on and pupils return to a full time offer the</p>	<p>As Birchwood is operating as a single bubble it will be possible for all pupils to have the same break and lunch times.</p>



		classes will have different break and lunch times.	
<b>How will leaders manage the different perspectives of parents – sending pupils into school or deciding not to?</b>	N/A in Phase I.	Parents will be encouraged to send their pupils to school for the offer that is available to them. If parents choose not to send their child into school the support of PIAS will be sought and the appropriate guidelines followed.	All pupils will have to attend from September and attendance warnings and fines will be issued if pupils don't attend.
<b>What learning has there been about COVID-19 at home to prepare pupils for return? How can this be supplemented by school information?</b>	Birchwood hasn't provided any learning about Covid-19 in Phase I directly. When families have asked questions during the daily phone calls home then information has been given as appropriate.	All families will be made aware of the new Birchwood School Rules – Covid-19 Phase II. These will be posted home and a follow up call made by a DSL (EE).	All families will be made aware of the new Birchwood School Rules – Covid-19 Phase III. These will be posted home and a follow up call made by a DSL (EE).
<b>Following risk assessment, what PPE is required to ensure staff safety? (see health and safety)</b>	N/A in Phase I.	Daily use of hand sanitiser by pupils and staff. If there is a suspected case at Birchwood then staff will need to wear a mask, apron and gloves while assisting the child and waiting for a parent to collect.	Daily use of hand sanitiser by pupils and staff. If there is a suspected case at Birchwood then staff will need to wear a mask, apron and gloves while assisting the child and waiting for a parent to collect.
<b>Have leaders considered the risk of a pupil/staff member contracting COVID-19? Is a plan considered for</b>	As all staff and pupils have been working at home the risk has been very low and there have been no confirmed cases although some	All staff and pupils will be on site in Phase II and therefore there is an increased risk of contracting Covid-19.	All staff and pupils will be on site in Phase III and therefore there is an increased risk of contracting Covid-19.

<p><b>communication of this to alleviate fear, appropriate communication with external agencies (e.g. public health), how testing will be gained for staff/pupils in contact and thereafter dealing with the impact of this?</b></p>	<p>pupils and their families have shown symptoms. The DSL has supported families with symptoms on how to seek medical advice.</p>	<p>If there are any suspected cases in pupils then they will be supported by staff in PPE until a parent collects them and they will be given the latest testing and isolation guidance by a DSL.</p> <p>If there are any suspected cases in staff then a test will be applied for (RH) and the member of staff will be asked to self isolate until the results are available.</p>	<p>If there are any suspected cases in pupils then they will be supported by staff in PPE until a parent collects them and they will be given the latest testing and isolation guidance by a DSL.</p> <p>If there are any suspected cases in staff then a test will be applied for via the NHS app and the member of staff will be asked to self isolate until the results are available.</p>
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<p><b>Has the emotional impact upon staff and pupils been evaluated considering what they may have endured through 'lockdown' and 'isolation' for example, loss, neglect, loneliness. What additional resources can be given to support all staff and pupils to manage and deal with personal circumstances while supporting them through to a form of normality following the trauma?</b></p>	<p>Staff can be supported through Support line and have been reminded of the details of this and other organisations which can support well-being (RH, EE).</p> <p>The Birchwood team will endeavour to support each other through calls, texts and Whatsapp video chats as appropriate.</p> <p>Pupils and families have had well-being information sent out to them in</p>	<p>Staff can be supported through Support line and have been reminded of the details of this and other organisations which can support well-being (RH, EE).</p> <p>The Birchwood team will endeavour to support each other through face to face chats, calls, texts and Whatsapp video chats as appropriate.</p>	<p>Staff can be supported through Support line and have been reminded of the details of this and other organisations which can support well-being.</p> <p>The Birchwood team will endeavour to support each other through face to face chats, calls, texts and Whatsapp video chats as appropriate</p>
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	the post and it is also on the website (EE,RH).	Pupils and families have had well-being information sent out to them in the post and it is also on the website (EE,RH).	Pupils and families have had well-being information sent out to them in the post and it is also on the website
<b>How will the curriculum offered change to meet the personal, social and emotional needs of pupils giving them a chance to talk, share and 'off load' their worries in a way that will support them to move on to a place of feeling more secure and emotionally stable?</b>	<p>Pupils have had a daily safeguarding call where they could off load and discuss worries.</p> <p>Some pupils have requested, and received, additional support from the CHATTs counsellor.</p>	Pupils will have a daily tutorial time where worries can be discussed. Pupils can talk one to one with a DSL too if they prefer.	Pupils will have a daily tutorial time where worries can be discussed. Pupils can talk one to one with a DSL too if they prefer.
<b>How will staff and pupils be supported to deal with the day-to-day living with COVID-19 still being a threat prior to a vaccine?</b>	<p>Staff can be supported through Support line and have been reminded of the details of this and other organisations which can support well-being (RH, EE).</p> <p>Pupils can request to speak to the CHATTs counsellor whom they are all familiar with. They can also speak to a DSL daily.</p>	<p>Staff can be supported through Support line and have been reminded of the details of this and other organisations which can support well-being (RH, EE).</p> <p>Pupils can request to speak to the CHATTs counsellor whom they are all familiar with. They can also speak to a DSL daily.</p>	<p>Staff will be tested twice weekly using Lateral Flow Tests. These will be administered on site until 8<sup>th</sup> March 2021 when staff will be provided with tests to complete at home.</p> <p>Pupils will be tested twice using Lateral Flow Tests on return to school in January and from 8<sup>th</sup> March 2021 will be provided with tests to complete at home.</p> <p>Staff can be supported through Support line and have been reminded of the details of this</p>

			<p>and other organisations which can support well-being (RH, EE).</p> <p>Pupils can request to speak to the CHATTs counsellor whom they are all familiar with. They can also speak to a DSL daily.</p>
<p><b>What will leaders need to consider in order to establish a 'different' day-to-day routine and way of schooling while COVID-19 is a threat?</b></p>	<p>All pupils are working at home and they are being encouraged during the daily calls to try and maintain a normal routine. Many of the pupils have been staying up late and sleeping in till the middle of the day or later. This has been discussed on the calls and pupils are aware that this is not having a positive effect on their well-being.</p>	<p>With all pupils back in school for Phase II it is likely that more normal routines will start again for pupils and they will be able to manage more positively.</p>	<p>With all pupils back in school for Phase III it is likely that more normal routines will start again for pupils and they will be able to manage more positively.</p>
<p><b>Can pupils contribute towards what school will need to look like for them to feel safe during the time of COVID-19? How might this be achieved?</b></p>	<p>Pupils can share their opinions with the DSL and TA's during the daily calls to help alleviate fears. The anxieties can then be discussed by the SLT to help plan Phase II.</p>	<p>Pupils can continue to share their feelings about how to stay safe at school and where possible and appropriate their ideas will form the planning of moving forward through Phase II.</p>	<p>Pupils can continue to share their feelings about how to stay safe at school and where possible and appropriate their ideas will form the planning of moving forward through Phase III.</p>
<p><b>Can parents be consulted about how to alleviate their fears about sending their children to school? Have leaders considered online forums to discuss their ideas?</b></p>	<p>Parents have been able to share concerns during the daily safeguarding calls.</p>	<p>Parents will be kept updated with information about the safety of their child in school throughout Phase II and parents will be supported as appropriate.</p>	<p>Parents will be kept updated with information about the safety of their child in school throughout Phase III and parents will be supported as appropriate.</p>

<p><b>Have leaders considered communicating to all that, at this time and for the future until a vaccine is found, schools could think about how they do it differently, rather than 'getting back to what it was'?</b></p>	<p>The parents have all said how useful they have found the daily calls and support offered by the DSL and the TA. They feel they have had the opportunity to share their worries and feelings about the closure.</p>	<p>Parents will be kept updated with information about the safety of their child in school throughout Phase II and parents will be supported as appropriate.</p>	<p>Parents will be kept updated with information about the safety of their child in school throughout Phase II and parents will be supported as appropriate.</p>
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<p><b>DfE Guidance:</b></p> <ul style="list-style-type: none"> <li>• Social distancing: <a href="https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-social-distancing-in-education-and-childcare-settings/coronavirus-covid-19-implementing-social-distancing-in-education-and-childcare-settings">https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-social-distancing-in-education-and-childcare-settings/coronavirus-covid-19-implementing-social-distancing-in-education-and-childcare-settings</a></li> <li>• PPE: <a href="https://www.gov.uk/government/collections/coronavirus-covid-19-personal-protective-equipment-ppe">https://www.gov.uk/government/collections/coronavirus-covid-19-personal-protective-equipment-ppe</a></li> </ul>
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**Appendices:**

1. Phase II Covid 19 Pupil Risk Assessment
2. Education People Covid 19 Safeguarding Toolkit for Education
3. The Child Protection Policy Covid-19 Addendum
4. Staff Code of Conduct
5. Teaching and Learning Handbook
6. Birchwood School Rules – Covid-19 Phase II
7. Plan of School
8. Health and Safety Policy
9. Premises Risk Assessment for a Potential Suspected Case of Covid-19
10. Weekly report to Management Committee Pro Forma
11. Amended Time Tables (Covid-19 Phase II)
12. Time Tables for 2020-21
13. Phase II return to school letter to parents

14. Business Continuity Plan
15. Birchwood School Rules – Covid-19 Phase III
16. Behaviour Policy Addendum

**Useful additional documents and links for reference:**

- Public health England <https://www.gov.uk/government/organisations/public-health-england>
- NHS: <https://www.nhs.uk/conditions/coronavirus-covid-19/what-to-do-if-you-or-someone-you-live-with-has-coronavirus-symptoms/>
- Government advice: <https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance>
- DfE <https://www.gov.uk/government/publications/guidance-to-educational-settings-about-covid-19/guidance-to-educational-settings-about-covid-19>
- A detailed checklist and key guidance for action for health and safety is available at: [www.gov.uk/government/publications/managing-school-premises-during-the-coronavirus-outbreak/managing-school-premises-which-are-partially-open-during-the-coronavirus-outbreak](http://www.gov.uk/government/publications/managing-school-premises-during-the-coronavirus-outbreak/managing-school-premises-which-are-partially-open-during-the-coronavirus-outbreak)
- Information re testing: <https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested>

**Contingency Planning updated September 2021**

- In the event that 10% or more of the school population tests positive using PCR tests at the same time Birchwood will seek advice from the local authority, DfE and NHS as necessary.
- The school will return to any of the phases on the recovery plan which meet the directive of the above authorities