

Scenario Planning Template

September – ‘As we are’ – mixed economy

Scenario	Area of provision	Challenges and Solutions
Describe your scenario For all circumstances to remain the same as ‘today’ 25.06.2020 when schools return in September	Risk Assessment Amendments (i.e. what needs to be considered in order for it to be safe to open)	What additional considerations would be needed to be taken into account for this work stream from a risk assessment perspective?
	Staff and Spread of Coronavirus CYP and staff returning from abroad	Dependant on country visited; ‘travel corridors’; need for quarantine Challenges Staffing ratio’s, replacement of staff; ‘slotting staff member back in to bubble’ Consistency of staff in a bubble Continuation of homeworking for a prolonged period for some staff Solution Pre planning Delay of bubble returning whilst staff member is absent HR Guidance on “quarantine” as at July 2020 contained in HR FaQ’s Regularly updated employment guidance for head teachers/managers can be found by following this link: https://cyps.northyorks.gov.uk/covid-19 . It is helpful and practical guidance, templates and FAQs including: <ul style="list-style-type: none"> • Staffing Guidance for Schools • Recruitment Guidance for Schools • Headteacher Guidance on Staff with Special Circumstances
	Inadequate Ventilation	Open windows; outdoor time Challenges Colder months Solutions Staff to be appropriately dressed Communication with parents regarding appropriate clothing for school

	<p>Continued Homeworking for a proportion of staff</p>	<p>Challenges Staff working arrangements Cohesive working team Staff support and wellbeing</p> <p>Solutions Homeworking Risk Assessment Where schools are open to priority groups only and number of staff continue to work at home either due to the health vulnerabilities of themselves or family members, or as part of a staffing rota head teachers and staff are recommended to complete the following documents: Please note these documents are currently in draft form and due to be published on the NYCC intranet for Directorate staff during early July. These documents will then be uploaded onto CYPs INFO and links included in this document</p> <ul style="list-style-type: none"> • Homeworking risk assessment • Interim homeworking protocol • Covid-19 homeworking checklist • Homeworking risk assessment process <p>Coronavirus individual staff risk assessment – guidance and template. As part of the Council’s planning for the Coronavirus (COVID -19) to take preventative and protective action to support all employees, and in particular those who are particularly vulnerable to the impact of the virus as advised by Public Health: these are staff who are pregnant, over 70 years old or have certain medical conditions (see Coronavirus - Guidance for Staff and Managers). There are also others who, through research and data, have been shown to be disproportionately affected by Covid-19 e.g. those from a BAME background. School leaders are advised to identify employees who may be more vulnerable through a combination of self-declaration and existing school records. Once identified, leaders should discuss their declaration with the employee and undertake an individual risk assessment to consider the risk to the employee and what measures can be put in place to minimise these. These risk assessments should be kept under review and revised when situations or risk factors change. A template and guidance can be found here: COVID-19 Risk Assessment for Schools</p>
	<p>Emphasis on NHS test and trace system</p>	<p>Test and trace - we are asking all educational settings to inform NYCC when they become aware of anyone (staff, pupil(s) or parent(s)) who is experiencing symptoms. Please let your NYCC SEA contact know of any potential COVID-19 cases immediately. Follow this link for the Test and Trace flow chart with contact details: Test and Trace process for educational establishments</p>
	<p>Regular review of Risk Assessment required</p>	<p>Revisit practices as these may ‘drop off’ over time Challenges – none that can’t be overcome (time/SD or virtual meetings)</p>

	<p>Logistical Planning (i.e. what needs to be considered in order to manage pupils and staff in this scenario)</p>	<p>What are the logistical implications for this work stream including; catering, cleaning, transport, staff allocation, movement around the building, lunch times, break times, structure of the day and managing routines, managing PPA</p>
	<p>Staff Health and Wellbeing Working week</p>	<p>Teachers have been flexible in the short term – but in the longer term as expectations increase on teaching and learning and more policies and statutory training expires staff training and PPA will be vital</p> <p>Challenges Providing KW/VL childcare whilst school staff attend a school training day (bubbles prevent children moving to a provider or school being able to mix children provide limited care); No access to Forest School, sports coaches, swimming which often cover PPA time</p> <p>Solutions Schools to use one half day session per week to allow for whole school PPA (removes limitation of bubbles and cross contamination, but implications for working KW) families);</p> <p>Some flexibility may be required due to staffing issues that may emerge, but at least 10% PPA time across the term will be provided (pro-rata for part-time staff). Other providers who support PPA cover, e.g. Forest School and PE providers, as well as peripatetic staff will be encouraged to return asap following the necessary hygiene and social distancing measures. (Dependent on latest Gov. guidance)</p> <p>By September all staff need to be confident with remote teaching Bring in additional teachers if needed, these might be supply or teachers or seconded from another school; ensure consistency in supply staff Use senior leadership time to cover groups but make sure this is manageable alongside additional responsibilities whilst still ensuring no cross contamination of bubbles Consider the elements of staff workload that can be carried out remotely. Could there be more flexible working with the use of video calls for meetings?</p>

	<p>Staff Health and Wellbeing Working Day</p> <p>Staffing</p>	<p>Challenges Testing taking time, staff absent whilst this happens, new staff unable to be used due to bubble Expectation of leaders/ teachers/staff to teach a bubble, have lunch and break time with the bubble Teaching and learning for children in school, whilst providing home learning Staff absence/quarantine due to holidays</p> <p>Solution Create a ‘a paired staff’ situation – where staff can rota within the bubble and continue with home learning.</p> <p>Health and well-being</p> <ul style="list-style-type: none"> • Support is available via Health Assured, with a confidential helpline, for Schools who buy in to it as well as the ‘Looking After You’ information on https://cyps.northyorks.gov.uk/covid-19-working-together-through-covid-19 with hints and tips document on work/family balance etc. • The <u>Education Support Partnership</u> also provides a free helpline for school staff and targeted support for mental health and well-being. • Refer to the Local Authority’s HR FAQs which are continually updated. The ‘core’ risk assessment will be kept up to date e.g. Track and Trace flowchart. <p>Supply teachers will be used when needed.</p>
	<p>Catering</p>	<p>Challenges Expectation of longer working hours/less staff whilst some are furloughed & staff good will Menu options for the summer term limited to support use of less staff. (daily sandwich option or jacket potato option only)</p> <p>Solutions Ensure staff are paid for all time required for ‘staggered’ lunch times; clear advice to staff Menu considerations/staffing</p>

	<p><u>Transport</u></p>	<p>Challenges Schools wanting to alter their start and finish times which would have an impact on home to school transport More parents choosing to take up the offer of home to school transport than are currently. At present numbers are not exceeding the 25% max capacity on buses.</p> <p>Solutions Schools asked to keep to their existing timetable Where possible parents are to be encouraged to bring children to school either on foot, cycling, or in their own vehicles.</p>
	<p><u>Cleaning</u></p>	<p>Challenges Time taken, regularity, toilets (it might be ok to expect teachers to ‘wipe down a table; but very different to expect them to clean the toilets) Staff good will /staff role and job description, H&S</p> <p>Solutions Additional cleaners/cleaning hours from/alongside NYCC. Changes to cleaning hours/times of day Staff training to ensure safety</p>
	<p><u>Space</u></p>	<p>Challenge Priority children – number of KW/VL and priority year groups are increasing – limited space in some primary schools</p> <p>Solution Possible use of local secondary schools</p>

	Wrap Around Care	<p>Challenges Cost effectiveness, space, staffing, cross contamination (staff and children and perhaps between schools/providers where WAC is shared or centralised); winter weather, cleaning Managing expectations of parents – ‘free’ provision’ returning to paid for</p> <p>Solutions Wrap around care in a large shared area zoned for different bubbles Use as much of the outdoor provision as possible Ensure indoor areas are ventilated and pupils should be safely distanced Appropriate clothing – staff and pupils Additional buildings/ secondary schools/marquee/village hall Restrict or prioritise to certain groups Clear and timely communication</p>
	Staff Recruitment & Induction	<p>Staff induction Challenges Maintaining this as an important part of anyone starting a new job. Starting a new role when there is a lockdown will make it difficult for someone to integrate and become part of the team. Be very aware of the health and well-being of new staff if this occurs.</p> <p>Solution Conduct induction virtually Use ‘transition’ information (likely prepared for pupils - virtual tours, virtual ‘getting to know you clips’ Ensure new staff have a mentor (normal good practice) Ensure they have some other buddies and that regular meetings are held virtually Informal ‘team’ virtual communication (WhatsApp, ‘team’ events)</p>
	Strategic Planning (i.e. what needs to be considered in order to maximise pupil progress)	<p>What strategies need to be considered for aspects including: curriculum adaptations, blended learning, wider curriculum coverage, health and well-being (including those children with high need), baseline assessment, intervention and catch-up including pupil premium and government funding, parental engagement, SEND, behaviour policies including expectations for home learning, staff CPD</p>

	<p>Children, staff, community</p>	<p>Background</p> <p>Although all children have had less contact with learning this is inconsistent across the system. NFER Four in 10 pupils in England are not in regular contact with their teachers and a third were not engaged with their lessons; pupils in the most disadvantaged schools were the least likely to be engaged with remote learning. NFER report on average 55% of pupils' parents are engaged with their children's home learning; however parental engagement in the most deprived schools is lower at 41%, whereas 62% of parents are engaged in the least deprived schools University College London (UCL) Institute of Education estimated that two million pupils in the UK – around one in five – had done no schoolwork or managed less than an hour a day 20% of those on free school meals had no access to a computer.</p> <p>DfE 9.1% of pupils (868,000) were in attendance at education settings in England on 11 June, up from 6.9% on 4 June. o 18% of children with an Education, Health and Care Plan (EHCP) or a social worker were attending an education setting, 234,000 children were attending early years setting – about 14% of the number of children who usually attend in term time.</p> <p>Challenges</p> <p>Matching need as incrementally need increase the longer COVID circumstances continue. Meeting all individual needs and addressing inconsistencies and inequalities Local issues,</p> <ul style="list-style-type: none"> – seasonal work parents will have missed this season of work increasing financial and domestic strain; motivation and confidence – service pupils – delayed postings/ late arrival to area, school and curriculum, lack of internet access due to move – EAL pupils with little English at home; limited support networks; isolation; isolation; change – Key Worker pupils – emotional stresses at work/home; less time for parental involvement in home learning <p>Less community and wider agency/voluntary/charity involvement; funding; lack of staff; SD Maintaining/developing further an equitable and quality home learning offer Engaging 'hard to reach' families Training requirements to meet statutory and professional development for staff and governors</p> <ul style="list-style-type: none"> – Teachers' terms and conditions unchanged regarding 5 days training entitlement – Over time requirements are increased – safeguarding; CPD; training for new staff joining in September; updated behaviour policies; updated Health and Safety requirements; extending knowledge to provide quality home learning <p>Increasingly inconsistent gaps in learning; re-assessment of learning; planning (curriculum/subject/for child); lack of PPA and training time Priority year groups will include different children (current Y5's become Y6, etc.) – change to home learning needs, school learning needs; need to carry out baseline when not all children are in school New starters to each phase of school (link to LA 'New Starter' and Transition docs) Balance between meeting 'COVID' needs and improving the school; Ofsted requirement and concerns where schools are in the inspection window; monitoring by leaders and governors; evidence trail Increase in term time holiday request due to missed holidays; continued gaps in education</p>
--	--	---

		<p>Solutions</p> <p>High focus on Maslow’s Hierarchy of Need (or similar recognition and research around needs) High quality support, training, virtual meetings and updates for staff (wellbeing, psychology, emotional mental health) Curriculum development, assessment (link to NYCC Curriculum doc guidance); much more focus needed than can be added here Well planned virtual transition arrangements (link to NYCC ‘New Starters and Transition docs) Disadvantaged families prioritised; local issues addressed through closely working to need Individual needs recognised and met (SEND, FSM, EAL, newly vulnerable, local issues) Regular and clear communication - expectations of learning, attendance, any new policies; forward thinking in terms of annual events and religious celebrations (Harvest, Christmas/Eid) Government guidance clearly communicated to parents; reassessment of child learning including baseline to be delayed until all children return.</p>
	Staff Appraisal	<p>Challenges</p> <p>Meeting statutory requirements Maintained schools must appraise teachers annually under legislation.</p> <p>Solutions</p> <p>Senior leaders will review current objectives with each staff member, with a view to making amendments, ahead of the 2020/21 cycle, in line with the normal appraisal cycle, as far as possible (See HR FAQs). The DFE expects appraisal arrangements to take account of the current circumstances; for example, you should base performance on the period your school was open before the coronavirus outbreak</p>
	Staff CPD	<p>Challenges</p> <p>CPD should not be stopped due to any further lockdown.</p> <p>Solutions</p> <p>Virtual meetings will be used so staff still get the CPD they need and there are a number of online training opportunities. The LA also plans to offer online training opportunities and these will be advertised widely on NYES, CYPs Info and in the Autumn HR Newsletter. Virtual CPD; no travel less time away from school time and cost efficient Record meetings or training so that all staff/governors can access this/ revisit whenever they want which could potentially reduce workload Audit staff access to CPD during partial closure and any emerging needs if roles have changed when the school opens</p>