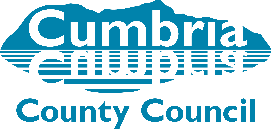
**School Hub & Standalone School best practice checklist**

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**School Hubs / Standalone Schools:** complete section A

**Closed schools:** complete section B

*Please email to:*

***North:*** *LIS.BusinessSupportCarlisle.cumbria.gov.uk* ***South:*** *LIS.BusinessSupportKendal.cumbria.gov.uk* ***West:*** *LIS.BusinessSupportWhitehaven.cumbria.gov.uk*

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| **Section A: School Hubs / Standalone Schools** | | |
| **Name of School Hub / Standalone School:** | | |
| **OPERATIONAL** | | |
| **Checklist** | **Current situation** | **Actions / next steps** |
| Ensure daily risk assessment is completed |  |  |
| Process in place to share relevant DfE guidance updates with volunteer staff  <https://www.gov.uk/guidance/ofsted-coronavirus-covid-19-rolling-update> |  |  |
| System in place to ensure completion of daily LA data return by 11:00am each day  (<https://www.surveymonkey.co.uk/r/PGBHX6Q>) |  |  |
| System in place to ensure completion of [DfE return](https://form.education.gov.uk/service/educational-setting-status) |  |  |
| System in place to check PPE requirements |  |  |
| All volunteer staff aware of:   * DSL on duty and how to contact if virtual * First aider(s) on duty * Headteacher/leader on duty   *Some hubs have found placing a noticeboard near the hub entrance useful in communicating the above* |  |  |
| Ensure Headteacher/leader on duty has contact details of link LA Adviser |  |  |
| Process in place to ensure FSM eligible families receive meal/vouchers  <https://www.gov.uk/government/publications/covid-19-free-school-meals-guidance/covid-19-free-school-meals-guidance-for-schools#national-voucher-scheme> |  |  |
| System in place to maintain records re additional expenditure linked to Covid-19  <https://www.gov.uk/government/publications/coronavirus-covid-19-financial-support-for-schools> |  |  |
| Induction / familiarisation protocols in place for volunteers  *Some hubs have found it useful to create film clips to share with volunteers before their first day.* |  |  |
| Effective systems in place for:   * Parents/carers to book children in to the hub * Hub to monitor current and future children and staffing capacity (suggest at least 2 weeks forward planning) |  |  |
| Processes in place for new starters at the hub:   * Key documentation to be completed by parent/carers * First day induction for new starters, including hub hygiene and social distancing |  |  |
| Ensure process in place to check and disseminate communication updates from CCC on a daily basis  *CCC communication is via the school portal, CASH and PHA* |  |  |
| **FAMILY CONTACT** | | |
| **Checklist** | **Current situation** | **Actions / next steps** |
| **Ensure system in place for weekly two-way contact with vulnerable families who are not currently attending the hub school**  *Some hub schools have set up a system whereby teachers and teaching assistants call families at an arranged time to check-in and maintain contact.*  *If such a system is used, ensure appropriate safety and safeguarding measures are in place, and where necessary expenses protocols.* |  |  |
| **Ensure system in place for fortnightly two-way contact with all pupils**  *Some hub schools have set up a system whereby teachers and teaching assistants call families at an arranged time to check-in and maintain contact.*  *If such a system is used, ensure appropriate safety and safeguarding measures are in place, and where necessary expenses protocols.* |  |  |
| Consider how disadvantaged pupils can be supported to access home learning materials  <https://www.gov.uk/government/publications/coronavirus-covid-19-online-education-resources/coronavirus-covid-19-list-of-online-education-resources-for-home-education> |  |  |
| **STAFFING** | | |
| **Checklist** | **Current situation** | **Actions / next steps** |
| System in place to ensure staffing levels and rotas are kept to appropriate level in-line with agreed local recommendations and health and safety risk assessments |  |  |
| System in place to maintain communication and wellbeing contact with all staff (for example a trio system or phone tree where staff check-in with each other) |  |  |
| Leadership and virtual leadership rota in place to ensure Headteachers and senior leaders volunteering have appropriate rest periods |  |  |
| Consider tasks assigned to staff working from home, for example:   * Setting work for pupils/students, including transition work for key year groups * Curriculum development * Subject leadership * CPD linked to appraisal targets, *consider online resources such as NSPCC* * Supervision for staff, pastoral teams and DSLs |  |  |
| **CLUSTER** | | |
| **Checklist** | **Current situation** | **Actions / next steps** |
| Regular virtual Headteacher meetings diarised to ensure that colleagues have opportunities to forward plan, raise any issues and support each other |  |  |
| Virtual leadership wellbeing support in place for leaders on rotation working in childcare hubs |  |  |
| Agree complaints and behaviour policies that will be used in the hub and communicate to parents and volunteers |  |  |
| **STRATEGIC** | | |
| **Checklist** | **Current situation** | **Actions / next steps** |
| Ensure regular reviews of hub capacity and maintain communication with the Learning Improvement Service regarding future changes in demand/need |  |  |
| Ensure governors are kept up to date:   * Share Governor Support Team (GST) website   <https://www.cumbria.gov.uk/childrensservices/schoolsandlearning/governorservices/>   * Share GST FAQ document with governors   <https://www.cumbria.gov.uk/elibrary/Content/Internet/537/704/6281/439301257.pdf> |  |  |
| **BEST PRACTICE** | | |
| *Please share any ideas and examples of best practice that you are happy to be shared with colleagues across the county in the space below* | | |
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**Closed School best practice checklist**

**School Hubs / Standalone Schools:** complete section A

**Closed schools:** complete section B

*Please complete and email to:*

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| **Section B: Closed Schools** | | |
| **Name of school:** | | |
| **OPERATIONAL** | | |
| **Checklist** | **Current situation** | **Actions / next steps** |
| Process in place to share relevant DfE guidance updates with staff  <https://www.gov.uk/guidance/ofsted-coronavirus-covid-19-rolling-update> |  |  |
| Process in place to ensure FSM eligible families receive meal/vouchers  <https://www.gov.uk/government/publications/covid-19-free-school-meals-guidance/covid-19-free-school-meals-guidance-for-schools#national-voucher-scheme> |  |  |
| System in place to maintain records re additional expenditure linked to Covid-19  <https://www.gov.uk/government/publications/coronavirus-covid-19-financial-support-for-schools> |  |  |
| **FAMILY CONTACT** | | |
| **Checklist** | **Current situation** | **Actions / next steps** |
| **Ensure system in place for weekly two-way contact with vulnerable families that are not accessing school hub provision**  *Consider setting up a system whereby teachers and teaching assistants call families at an arranged time to check-in and maintain contact.*  *If such a system is used, ensure appropriate safety and safeguarding measures are in place, and where necessary expenses protocols.* |  |  |
| **Ensure system in place for fortnightly two-way contact with all pupils**  *Consider setting up a system whereby teachers and teaching assistants call families at an arranged time to check-in and maintain contact.*  *If such a system is used, ensure appropriate safety and safeguarding measures are in place, and where necessary expenses protocols.* |  |  |
| Consider how disadvantaged pupils can be supported to access home learning materials  <https://www.gov.uk/government/publications/coronavirus-covid-19-online-education-resources/coronavirus-covid-19-list-of-online-education-resources-for-home-education> |  |  |
| **STAFFING** | | |
| **Checklist** | **Current situation** | **Actions / next steps** |
| System in place to maintain communication and wellbeing contact with all staff (for example a trio system or phone tree where staff check-in with each other) |  |  |
| Consider tasks assigned to staff working from home, for example:   * Setting work for pupils/students, including transition work for key year groups * Curriculum development * Subject leadership * CPD linked to appraisal targets, *consider online resources such as NSPCC* * Supervision for staff, pastoral teams and DSLs |  |  |
| **CLUSTER** | | |
| **Checklist** | **Current situation** | **Actions / next steps** |
| Regular virtual Headteacher meetings diarised to ensure that colleagues have opportunities to forward plan, raise any issues and support each other |  |  |
| Virtual leadership wellbeing support in place for leaders on rotation working in school hubs |  |  |
| Ensure your staff and parents/carers are aware of agreed complaints and behaviour policies that will be used in the hub school |  |  |
| **STRATEGIC** | | |
| **Checklist** | **Current situation** | **Actions / next steps** |
| Ensure governors are kept up to date:   * Share Governor Support Team (GST) website   <https://www.cumbria.gov.uk/childrensservices/schoolsandlearning/governorservices/>   * Share GST FAQ document with governors   <https://www.cumbria.gov.uk/elibrary/Content/Internet/537/704/6281/439301257.pdf> |  |  |
| **BEST PRACTICE** | | |
| *Please share any ideas and examples of best practice that you are happy to be shared with colleagues across the county in the space below* | | |
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