



Salvesen Mindroom Centre  
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# Checklist for Teachers and Schools



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This checklist has been developed to reflect the views of parents, carers, children and young people supported by the Salvesen Mindroom Centre. We hope the checklist will be helpful to teachers and school staff in their preparations for the return to school when lockdown restrictions ease. The checklist is not intended to be exhaustive, but it can be a useful prompt to consider different ways to support everyone involved in the school community. To keep the child at the centre, the SHANARRI indicators have been incorporated into the checklist.

If you find that all the questions have been answered by you and your school management team, the next step could be to identify the other members of your school community who should have all the same information – do the pupils, parents and carers, and everyone on your staff team know the answers to these questions? If not, how can you share the information?

There's space for you to add your own key questions, too.

We are reviewing the checklist in light of new government guidance which advises us that the aim is for schools to return full time in August and blended learning will be a contingency plan.

This resource was updated in early July 2020.



SHANARRI indicator	Check	✓	x	Action by	Comment/progress
<b>The school environment: health and safety checks</b>					
●	Is the school community aware of your system in place for testing and monitoring infection control for both staff and pupils?				
●	Do the infection control arrangements cover visitors to the school?				
● ●	How will information about infection control be shared with the school community?  Is anyone at risk of being left behind if all communication is in writing/digital?				
●	How will your school community implement PPE guidance, and how will you regulate this?  If PPE is required to be worn in school, are there arrangements in place for the purchasing and distribution of PPE?				
●	What additional supports will pupils with ASN need if they must use PPE?  For example, how can a child with sensory issues be supported to wear PPE?				
●	Is there clear guidance on when pupils need to isolate once school has re-opened?  For example, if they or a family member have symptoms				

<p>● ●</p>	<p>How will families let you know if someone in their household is showing symptoms of coronavirus or self-isolating?</p> <p>Is your school policy aligned with the Test and Trace national guidance?</p> <p>For example, could you give a 'hotline' number to call or text?</p> <p>Will you ask for this information in advance of school starting up, and will you ask for regular updates?</p> <p>Do you have a policy to support a learner in a household where someone is shielding?</p> <p>If you hear about a family with symptoms, do all school staff know the steps they should take?</p>				
<p>●</p>	<p>How will you let the school community know about the arrangements for cleaning and maintenance of equipment, including shared equipment?</p>				
<p>●</p>	<p>How will fire drills be followed while maintaining social distancing?</p>				
<p>●</p>	<p>How can the fire safety plan be shared with the school community?</p> <p>Is anyone at risk of being left behind if all communication is in writing/digital?</p>				
<p>●</p>	<p>Is guidance in place for adhering to social distancing during school drop off and pick up?</p>				
<p>●</p>	<p>How can guidance on school drop off and pick up be widely shared?</p> <p>Is anyone at risk of being left behind if all communication is in writing/digital?</p>				
<p>● ●</p>	<p>How will you encourage the school community to follow your guidance on school drop off and pick up?</p>				

●	<p>How will you monitor pupil and staff movement around the school building, to ensure social distancing?</p> <p>How do you ensure suitable access to toilet and washing facilities?</p> <p>How will you ensure safe access to lifts/elevators?</p>				
● ●	<p>What extra support will you put in place for pupils with ASN to help them follow the rules?</p>				
●	<p>Is/are there an identified person/people to contact about health and safety questions?</p>				
●	<p>Is the school community aware who the health and safety contact(s) is/are?</p>				
● ●	<p>Have you considered enhanced communication with ASN families in advance of changes to guidance?</p>				

SHANARRI indicator	Check	✓	x	Action by	Comment/progress
<b>Before pupils return to school: some key questions about planning for pupils returning to school</b>					
●	How far in advance can you let all parents/carers know exactly when their child/young person will return to school?				
● ●	Have you been able to create individual re-entry plans for pupils with ASN, involving the children and their families in those plans?				
●	Does the re-entry plan go into detail about how pupils can attend classes while adhering to social distancing?  Will there be different rules for playtime/lunch/classrooms/general hygiene?				
● ● ● ●	Pupils with ASN are likely to have heightened anxiety about the return to school.  Have you considered how individual learning support plans can be adapted to take account of the impact of the pandemic.  Will it be possible to phase in their return at an early point, with extra supports as required?				
● ●	What extra support will you put in place for pupils with ASN to help them follow the rules?  For example, will you create visual signs around the school?				

<p>● ●</p>	<p>School for children, young people and teachers will look different as a result of the pandemic.</p> <p>Have guidance documents and visual aids been created to explain the changes?</p> <p>For example, you could create a virtual tour of the school.</p>				
<p>●</p>	<p>How have these resources been made available to the school community?</p> <p>Is anyone at risk of being left behind if all communication is in writing/ digital?</p>				
<p>● ●</p>	<p>Many children and young people will be experiencing a significant transition into nursery, primary school or secondary school, without being able to take part in the usual transitions planning.</p> <p>Is there a way for you to work on transitions in advance of a physical return to school?</p>				
<p>●</p>	<p>For some children and young people with ASN, transition to school or back into school may be particularly challenging.</p> <p>Have individual transition plans been created for those pupils? e.g. see our 'About me' resource.</p>				
<p>● ●</p>	<p>Including parents and carers in transition planning will be important.</p> <p>How do you anticipate doing this?</p> <p>You might find our 'Parent and Carer Journal' a helpful tool for this.</p>				
<p>●</p>	<p>Do parents know who to contact to request a transition plan or to discuss one already in place?</p> <p>(Key adults/contacts may have changed during the coronavirus crisis and parents and carers may be unsure).</p>				

	<p>Parents/carers might be worried their child/young person has fallen behind academically during the time at home.</p> <p>Is there a statement available for concerned parents to reassure them that they are not alone in this concern and that schools will do their best to help everyone get on track?</p>				
	<p>How can your school ensure equal access to provision of technology and guard against digital poverty/exclusion?</p> <p>Are funds available to support this? (e.g. PEF funds)</p>				
	<p>If the contingency plan is for blended learning, will pupils have a say in which group they will be in? For example, can pupils ask to be in a group with their close friend(s)?</p>				
	<p>If the school has been used as a hub during the pandemic, some pupils such as the children of key workers may have experienced the change in environment (e.g. more relaxed rules, lower expectations, more freedom to move around).</p> <p>Would it be helpful to explain the return to a more 'normal' school environment and routine?</p>				
	<p>Will breakfast clubs and after school clubs be available?</p>				
	<p>How will distancing and health and safety be put in place for breakfast clubs and after school clubs?</p>				

SHANARRI indicator	Check	✓	x	Action by	Comment/progress
<b>Pupil wellbeing: Key questions to ensure the best support for children and young people returning to school. Our primary and secondary workbooks will be useful here.</b>					
●	<p>Will the plan for delivering lessons while maintaining social distancing create major change in the school day?</p> <p>How soon in the planning process can these changes be shared with pupils?</p> <p>For example, teachers moving to classes, rather than pupils moving round school</p>				
●	<p>How can school staff find out about the experiences of children and young people during the pandemic to help prepare for their return?</p> <p>You might find our 'Primary Workbook' and 'Secondary Workbook' helpful.</p>				
● ● ●	<p>Pupils, especially those with ASN, may have huge anxiety about coronavirus, and may be overthinking their worries.</p> <p>How can you provide clear information that will help to allay their fears?</p> <p>You might find our 'Primary Workbook' and 'Secondary Workbook' helpful.</p>				
● ● ● ●	<p>How can you best support pupils with ASN who will be trying to manage/ suppress their behaviours - for example social anxiety, tics, compulsions - and for whom the efforts they are making may affect how they can follow instructions or learn?</p> <p>You might find our 'Social Scenario Reflection Tool' useful</p>				

	<p>Families may have experienced a bereavement during the pandemic.</p> <p>How can staff be made aware of this?</p> <p>How can the school offer/provide support in cases of bereavement?</p>				
	<p>Are parents, carers and children and young people aware of who they should contact about well-being concerns?</p> <p>(This may have changed and confirming who this is will be helpful)</p>				
	<p>Is there a variety of ways for emotional and wellbeing support to be offered to all pupils?</p> <p>Is the school able to offer any enhanced support for the most vulnerable pupils?</p>				
	<p>Many families will have experienced additional financial hardship during the lockdown due to a number of factors.</p> <p>Is financial or practical support available for parents and pupils? e.g. free school meals, clothing grants, grants for equipment such as computers, laptops or iPads?</p> <p>Could you set up a uniform and/or toiletries bank?</p> <p>Is this something the Parent Council could support you with?</p>				
	<p>Will you be able to continue with written notes and guidance for all pupils?</p> <p>These, along with written instructions, have made the world of difference to some children and young people's confidence in their learning and ability to complete tasks with less support.</p>				

	<p>There will be a heightened need for home-school communication. How will this work best for you and the families? e.g. home-school diary, email communication, teacher updates, use of social media?</p> <p>Is anyone at risk of being left behind if all communication is in writing/digital?</p>				
	<p>How can pupils best be supported to manage socialising, having been kept apart for so long?</p>				
	<p>Has your school made any changes to its uniform policy?</p>				
	<p>Has your school made changes to what pupils can and cannot bring to school e.g. pencil cases, PE kits, money for school dinners etc.</p>				
	<p>The rules about following up on non-attendance may be different than before, what information can your school provide to families.</p>				
	<p>Who should parents contact if they can't/won't be sending their child in to school?</p>				

Check	✓	x	Action by	Comment/progress
<b>Staff wellbeing: these questions may help you to keep staff wellbeing as a key focus</b>				
<p>School staff will have many concerns and anxieties, certainly for the pupils but also personally. Are there enhanced supports available to help staff to manage?</p>				
<p>Are all staff aware of how and when to ask for a test, has this been widely shared?</p>				
<p>Similarly to pupils, some staff within the school community might have difficulty in being able to wear PPE. Have you considered how you will approach this?</p>				
<p>Do all staff know who to contact if there is a concern about the wellbeing of another member of staff or pupil?</p>				
<p>Bearing in mind that staff may need more support than usual to maintain their own wellbeing, have you considered how to offer additional supervision/mentoring sessions?</p>				
<p>Staff may have suffered bereavement - are you able to provide/signpost to bereavement counselling?</p>				
<p>Have you considered what additional CPD you may need e.g. mental health first aid, supporting pupils and families who may be in distress.</p>				
<p>What are the opportunities for staff to share their concerns? e.g. team meetings, discussion groups, one to one supervision/mentoring sessions</p>				
<p>How will you support staff to manage additional duties? If staff are assigned new roles, such as health &amp; safety roles, monitoring movement around school etc., will this impact on their availability for teaching? If so, how can the extra duties be included in the daily workload?</p>				

	Have you considered what adjustments can be made to support staff who may need to work remotely or who have caring responsibilities?				



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