

FEDERATION OF St. ELPHEGE'S and REGINA COELI CATHOLIC SCHOOLS

COVID-19 RISK ASSESSMENT

School:- Regina Coeli

10. COMMUNICATION - PUPILS

Consider:	Phase I: Actions needed (if any):Risk/support required /additional considerations	Phase II	Phase III	Phase IV
What contact will staff have with pupils to share expectations for return to school?	Google Classroom	Google Classroom - teachers have daily contact with their pupils and share information pertinent to them.	As phase 2	<p>CTs have posted a video on Google Classroom to welcome pupils to their new class in place of their 'meet the teacher' day.</p> <p>FAITH value virtual assemblies</p> <p>Class charter and golden rules</p> <p>Behaviour section on the INSET day</p>
Are there additional ways to communicate with pupils to prepare them, perhaps integrating this into their learning as groups of pupils have school-based learning extended?	n/a	Transition lessons for Year 6 pupils with activities to help children to start thinking about change and working with new groups.	As phase 2 Face-to-face teaching and communication for pupils that have returned	<p>N/A</p> <p>Face to face teaching</p> <p>If a pupil is isolating at home:</p> <ul style="list-style-type: none"> • Day 1 – protocol shared with family, provide home learning • Day 3/4 – CT wellbeing phone call and feedback to SLT who will log it • Day 6 – CT/TA second phone call • Day 10 – Office staff establish and discuss pupil's return to school

<p>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?</p>	<p>Google Forms to parents asking for additional information with regard to lockdown experiences, anxiety and if the family has been directly affected by COVID-19.</p>	<p>Google Forms to parents asking for additional information with regard to lockdown experiences, anxiety and if the family has been directly affected by COVID-19. Direct calls to known vulnerable families SEND pupil parents contacted</p>	<p>SLT communicating with families regularly As phase 2</p>	<p>Reports feedback response form from parents. SLT to collate any parents who have concerns about their child's return in a log. Maintained phone calls to known vulnerable families throughout this transition. Inclusion Lead to oversee the vulnerable log.</p>
<p>How will leaders communicate with pupils returning to school?</p>	<p>Website Google Classroom</p>	<p>Newsletter on website Virtual assemblies Google Classroom for those who are not in the returned classes Google Classroom for those who have not returned to the school setting.</p>	<p>As phase 2</p>	<p>Virtual assemblies Meet and greet on the gates Newsletter on website</p>
<p>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?</p>	<p>PSHE lessons in school for key worker pupils and lessons on GC. Teachers are keeping in touch with their pupils.</p>	<p>PSHE/ Apple's Friends / P4C lessons Circle time Virtual ELSA support / social stories Breakout spaces for children to use as required. Discussions with teacher then shared with SLT for support</p>	<p>As phase 2</p>	<p>PSHE lessons taught twice weekly: one taught lessons mapped out by the PSHE leads and DHT Curriculum & one circle time session to provide space for pupils to share their experiences. Distancing techniques to be incorporated into PSHE conversations. In introducing the class rules and charter, explicit reference is</p>

				<p>made about to encourage others to share their feelings and how to respond to others.</p> <p>ELSA to support CT/TA in using the breakout spaces for pupils who may need this.</p>
How will pupils be included in the consultation process at their level so they understand the expectations and the reasons for the differences in their daily school life?	<p>Rosary sessions</p> <p>PSHE lessons</p> <p>Circle time</p>	<p>Understanding safety</p> <p>how to keep oneself clean and follow social distancing rules</p> <p>how to move around the school</p> <p>who pupils will be socialising with</p> <p>sharing school strategy with parents and pupils prior to school re-opening</p>	As phase 2	<p>Social distancing posters made by the children and displayed around the school</p> <p>Parliamentary group meetings with the Inclusion DHT</p> <p>CTs sharing zones as a 'walk through' before playtime</p> <p>Returning to school COVID story</p> <p>Stories of Hope compilation</p>
What part will the ELSA and SLT have in the communication with pupils?	Regular phone calls and updates to vulnerable pupils and families.	continue virtual support for vulnerable pupils after return to school and gauging of pupils' experiences, more SMSC support will be necessary for those pupils not previously thought to be vulnerable	As phase 2	<p>ELSA to continue calls as part of her consultation with families</p> <p>ELSA and CTs to liaise with Inclusion Lead about pupils they are concerned about. Inclusion Lead to signpost staff to external agency support.</p>
Additional Considerations				