

Poynton High School



The TRUE Learning Partnership

Academic Year 2020-21 DETAILED FINAL Planning Document

Please note, this is an extensive planning document and should be read and considered in full. Summary documents are available to support effective communication and dissemination. I have purposefully started this planning document, not with the logistics of return, but on teaching and learning focus. It is only through a forensic approach to the recovery curriculum will our logistical return be effective.

Introduction

It is the government's intention that **all students, in all year groups, return to school full time from the beginning of the autumn term**. Therefore, I can confirm that from 1st September 2020 onwards we will secure a full in-school provision for all students in all year groups based on the following phased approach:

1. Induction of Year 7 and Year 12 students
2. Re-introduction of Years 10, 11 and 13 students, alongside Years 7 and 12 induction
3. Re-introduction and re-socialisation of Years 8 and 9 with Year 7 focussing on "the transition project"
4. Full subject based "recovery curriculum" provision for all year groups

In order to support the induction and re-introduction of our students back to Poynton High School we will focus on a 'Recovery Curriculum' made up of the following aspects:

- Re-socialisation and re-engagement focus
- Reading and literacy recovery (i.e. the fundamental building blocks of all knowledge acquisition)
- Transition focus (Yr7 & Yr12)
- Content catch-up
- Summative and formative assessments to support staff planning to "recover" the "lost" curriculum.

Please note, there is a difference between the **"recovery curriculum"** and **"recovering the curriculum"** and we must work on the basis of both aspects being of equal importance.

The **"recovery curriculum"** is a term used to describe the activities and actions we employ to support getting our students back having had six months away from in-school provision. Supporting our students where they may have faced isolation, poverty, attachment issues, lack of structure, mental anguish, worry, stress, etc. The impact mentally, physically, emotionally, spiritually, etc. is unfathomable. Their resilience, self-worth, motivation, drive, ambition, will have had a metamorphic shift. Activities in lessons, within form and across the whole curriculum provision must ensure a keen focus on this "recovery".

Our focus on **"recovering the curriculum"** will focus on ensuring we teach an ambitious and broad curriculum in all subjects from the start of the autumn term, but make use of existing flexibilities to create time to cover the most important missed content. Ultimately, we will ensure that we return to the school's normal curriculum in all subjects by summer term 2021.

1. **Action: Subject leaders to establish "recovery curriculum" activities for the first 3 weeks of the autumn term for all year groups as per the timetable detail below.**
2. **Action: Directors of Learning (Student Progress) to establish "induction recovery" for the form-based time in the autumn term as per the timetable detail below.**
3. **Action: Subject leaders to establish "gained ground" in the curriculum content by:**
 - a. **Identify aspects of the curriculum (mainly in key stage 3) which can simply be omitted. Ensure full analysis of unintended consequence for future learning, i.e. do not leave learning gaps. Can you identify key parts of the KS3 curriculum which are stand-alone and can simply be omitted in order to gain space in the taught curriculum time?**
 - b. **Identify aspects of the curriculum which can be entirely moved on-line. Identify key topics or parts of the syllabus that you can move entirely on to Google Classroom. We will then communicate to students and parents our expectations over them undertaking independent study on these topics. We will have a full week in February 2021 (i.e. week beginning 8th February 2021) where we will formally assess these units and provide feedback to students and parents.**
4. **Action. All Directors of Learning, Subject Leaders, Welfare Leaders and Coordinators to base their planning for each particular year group on addressing both the academic and cultural challenges detailed in the table below.**

September Induction Period

Initially, the returning structure will be as follows:

	<u>Focus</u>	<u>Year groups in attendance</u>
Monday 31st August	Bank Holiday	
Tuesday 1st September	Staff INSET: <ul style="list-style-type: none"> - Teaching and learning - Recovery Curriculum - Use of the Metacognition Toolkit to support students 	None
Wednesday 2nd September	Staff INSET: <ul style="list-style-type: none"> - Teaching and learning - Recovery Curriculum - Safeguarding 	None
Thursday 3rd September	Transition Focus	Year 7 Year 12
Friday 4th September	Transition Focus Re-socialisation and re-engagement focus	Year 7 Year 10 Year 11 Year 12 Year 13
Monday 7th September	Re-socialisation and re-engagement focus	Year 7 Year 8 Year 9

Note: students will be supported in form groups and assembly groups up to and including Tuesday 8th September, i.e. there will be no subject based lessons until Wednesday 9th September onwards. The detail for the remainder of September is as follows:

<u>Dates</u>	<u>Focus</u>	<u>Year Groups</u>
Week beginning 7 th September	Monday Tuesday Wednesday Thursday Friday	Years 7, 8&9 only; Forms & Cultural Focus All year groups; Forms & Cultural Focus All year groups; Subject based induction focus All year groups; Subject based induction focus All year groups; Subject based induction focus
Week beginning 14 th September	Full subject led curriculum for all year groups focussed on 'assessment of learning gap through low stakes assessments'	All year groups in all subjects
Week beginning 21 st September	Continuation of subject specific recovery curriculum plans. Medium stakes assessments for Year 13	Each subject area will continue with their detailed plans for their recovery curriculum. Year 13 will undertake a full set of assessments-examinations as 'mock' set up, i.e. main hall with invigilation.
Week beginning 28 th September	Continuation of subject specific	Mon/Tues/Wed all year groups based on subject timetables

	recovery curriculum plans Thursday 1 st Oct Friday 2 nd Oct	Remote learning for all year groups. Two in-school staff INSETs focussed in teams to bring together all low stakes and high stakes assessment understanding and to establish updated action planning to 'recover' our students' learning.
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Note: we will have two in-school INSET days on Thursday 1st October and Friday 2nd October focussed on evaluation of the first three weeks of the "recovery curriculum" and planning for further learning focus for the remainder of the autumn term.

The challenges that lie ahead of us cannot be underestimated. In September, our students will have been out of structured in-school daily education for 6 months. That is 6 months without our staff led daily set high expectations, structured learning, positive behavioural engagements, systematic low stakes and high stakes assessment, daily in-lesson motivation and challenge, socialisation citizenship development and mental health support and enhancement. In addition, we will be welcoming 240 Year 7 students who will be joining us for the first time without the traditional transitional support that we have so extensively developed over years of experience.

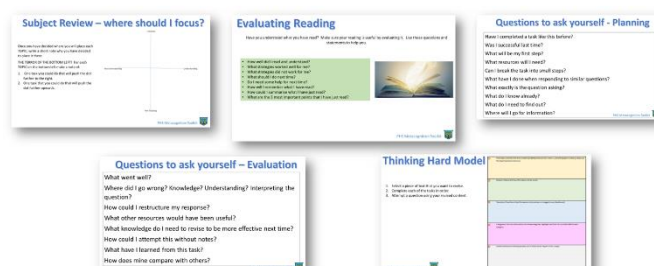
It is vital that we establish a robust and effective plan for the full restarting of our education system so that we can ensure that we are able to "...inspire and empower all in our learning community to fulfil their individual potential and ambitions so that all are able to be active and successful citizens in our global society". We truly are now preparing our students for a new world, a world that we could never have imagined just 12 months ago. Collectively we must put a 'ring' of support, empowerment and challenge around our young people so that they are able to be successful and empowered within their world.

Action, when considering your curriculum planning, please note the following points:

- **Focus on placing an emphasis on recovering students' engagement in lessons**
- **Focus on consistently making space in lessons during the first half term to acknowledge what we have all experienced since March 2020**
- **Focus on restructuring structure, i.e. acknowledge and plan for the fact that we have all been out of our usual routines for 6 months**
- **Resist rapid catch-up, the students (and ourselves) will not cope with a rapid rush to catch up missed curriculum content; we have until Summer 2021 to have all students fully back up to speed**
- **Consider the following blogs when planning your work:**
 - <https://www.evidenceforlearning.net/recoverycurriculum/>
 - <https://www.ssaturk.co.uk/blog/what-curriculum-considerations-need-to-be-made-as-students-return/>
 - <https://www.sec-ed.co.uk/best-practice/student-trauma-and-wellbeing-post-lockdown-mental-health-coronavirus-pastoral-schools/>
 - <https://www.sec-ed.co.uk/news/the-trauma-gap-schools-post-lockdown-coronavirus-barnardos-mental-health-wellbeing-safeguarding/>
 - <https://schoolsweek.co.uk/a-recovery-curriculum-or-recovery-conversations/>
- **Continue to use the metacognition toolkit as a key vehicle for structured planning**

The Metacognition Toolkit

has some tools which may be useful for supporting students on their return to the classroom. Here are some examples.



D Waugh; Head Teacher

Summary of key challenges for each year group (academic and cultural)

Action: Please consider these challenges within your planning for the effective re-introduction and re-socialisation of our students:

<u>Year Group</u>	<u>Key Academic Challenges</u>	<u>Key Societal/Cultural Challenges</u>
7	<ol style="list-style-type: none"> 1. Significant gaps in core subject knowledge 2. Significant gaps in creative subjects' engagement 3. Significant gaps in 'learning to learn' strategies 4. Gaps in revision and examination preparation personal and taught strategies 5. Significant, over emphasised gap, for Yr7 catch-up cohort 	<ol style="list-style-type: none"> 1. Potential lowering of pride in their achievements 2. Mental health and resilience 3. Potential fear of the unknown of transition 4. Potential reduction in strength of friendship groupings 5. Possible attachment syndrome challenges
8	<ol style="list-style-type: none"> 1. Hierarchical subject knowledge gaps; full requirement to 'catch-up'. 2. Identification of key 'topics' not covered in all subjects that may lead to future gaps for assessments (e.g. lack of coverage of a history KS3 topic that may be required at GCSE or A-Level in the future) 3. Significant gaps in 'learning to learn' strategies 	<ol style="list-style-type: none"> 1. Potential lowering of pride in their work and their success within a previous Yr7 celebratory culture. 2. Potential friendship breakdowns and isolation mental health anguish. 3. Potential lowering of pride in their school and the '...jump in with both feet' engagement strategies
9	<ol style="list-style-type: none"> 1. Hierarchical subject knowledge gaps; full requirement to 'catch-up'. 2. Identification of key 'topics' not covered in all subjects that may lead to future gaps for assessments (e.g. lack of coverage of a history KS3 topic that may be required at GCSE or A-Level in the future) 3. Potential gaps in understanding of subject areas to aid informed decisions for GCSE/BTEC options. 	<ol style="list-style-type: none"> 1. Gaps in citizenship and cultural passport key areas. 2. Potential lowering of pride in their work and their success within a previous Yr8 celebratory culture. Yr8 is a challenging year for 'work ethic' engagement, their Yr8 disruption will have further exacerbated this. 3. Potential lowering of pride in their school and the '...jump in with both feet' engagement strategies
10	<ol style="list-style-type: none"> 1. Gaps in core subject knowledge missed, i.e. GCSE content starts in a number of subjects from Christmas and Easter of Year 9 	<ol style="list-style-type: none"> 1. Work ethic, expectations and ability to 'up-scale' work focus, i.e. they have been out of education for 6 months and GCSE is a 'shock' normally, more so in this new scenario.
11	<ol style="list-style-type: none"> 1. Gaps in subject knowledge and curriculum/specification content 2. Gaps in non-examined content understanding and practice (e.g. lack of 'make' time, lack of practical performance time) 	<ol style="list-style-type: none"> 1. Fear and uncertainty of their ability to be successful in their GCSEs/BTECs in summer 2021 2. Uncertainty over the expectations of assessment and exam requirements in summer 2021 3. Time management techniques. How are they going to 'catch-up' and effectively prepare for their subjects with the work still to complete?
12	<ol style="list-style-type: none"> 1. Gaps in hierarchical subject knowledge progression for key A-Level/BTEC subject areas 	<ol style="list-style-type: none"> 1. Potential lack of ownership of GCSE achievement leading to low self-esteem and/or lack of engagement.

	<ol style="list-style-type: none"> 2. Major gaps in examination preparation, revision and exam technique. 3. Subject knowledge following 6 month learning gap, especially for students whose grades do not meet their expectations. 	<ol style="list-style-type: none"> 2. Work ethic, expectations and ability to 'up-scale' work focus, i.e. they have been out of education for 6 months and Post 16 is a 'shock' normally, more so in this new scenario.
13	<ol style="list-style-type: none"> 1. Gaps in subject knowledge and curriculum/specification content. 2. UCAS or employment progression preparation gaps 3. Gaps in non-examined content understanding and practice (e.g. lack of 'make' time, lack of practical performance time) 	<ol style="list-style-type: none"> 1. Fear and uncertainty of their ability to be successful in their A-Levels/BTECs in summer 2021 2. Uncertainty over the expectations of assessment and exam requirements in summer 2021 3. Time management techniques. How are they going to 'catch-up' and effectively prepare for their subjects with the work still to complete?

The list above is not presented as an exhaustive list, but a list of the potential key challenges for each specific year group. In taking these key potential challenges, the following table highlights the potential key school priorities for each year group, both academically and culturally:

Action: Ensure your planning for our "recovery curriculum" encompasses addressing each of the key priorities for each year group (planning at all levels, schemes of work, assessments, individual lessons, etc.):

Year Group	Key Academic Priorities	Key Societal/Cultural Priorities
7	<ol style="list-style-type: none"> 1. Assessment of cognitive learning ability through CATS or Open Data Source Project facilitated work 2. Assessment of learning gaps in English and Maths with recovery strategies established 3. Increased opportunities for non-academic subject engagement 	<ol style="list-style-type: none"> 1. Team building and school engagement strategies. 2. Development of 'team identity' leading to full re-engagement in our systems.
8	<ol style="list-style-type: none"> 1. Assessment of learning gap through low stakes assessments with recovery strategies established 2. Learning to learn strategies 	<ol style="list-style-type: none"> 1. Team building and school engagement strategies. 2. Development of 'team identity' leading to full re-engagement in our systems. 3. Physical and mental health focus
9	<ol style="list-style-type: none"> 1. Assessment of learning gap through low stakes assessments with recovery strategies established 2. GCSE/BTEC options overtly referenced and supported through 'exhibition' opportunities. 	<ol style="list-style-type: none"> 1. Citizenship and cultural focus. 2. Work ethic and engaging 'pride in their work'. Key development of celebratory culture 3. Physical and mental health focus
10	<ol style="list-style-type: none"> 1. Assessment of learning gap through low stakes assessments with recovery strategies established 2. 'Ease' of transition into GCSEs. Need to ensure that there is a key recovery curriculum to get them 'up to speed' on the GCSE 'treadmill' 	<ol style="list-style-type: none"> 1. Transition and up-scaling of work ethic and work rate to meet the expectations of a 'normal' GCSE/BTEC programme 2. Time management and personal organisational techniques
11	<ol style="list-style-type: none"> 1. Assessment of learning gap through low stakes assessments initially leading to higher more formal assessments 	<ol style="list-style-type: none"> 1. Self-esteem, self-worth and personal confidence strategies

	within term 1 with recovery strategies established	2. Time management and personal organisational strategies overtly focussed on
12	1. Assessment of learning gap through low stakes assessments. 2. Identification of 'topic gaps' through lack of curriculum covering at the end of Year 11	1. Development of revision and exam preparation techniques 2. Transition and up-scaling of work ethic and work rate to meet the expectations of a 'normal' A-Level/BTEC programme
13	1. Assessment of learning gap through medium-high stakes assessments (i.e. formal assessments early in term) with recovery strategies established	1. Significant mentoring programme established to support both careers advice but also academic support and advice. 2. Time management and personal organisational strategies overtly focussed on

Subject Specific Guidance

Key aspects to consider within your planning:

- Unpick your current schemes of learning – which threshold concepts will allow you to develop lessons for the re-introduction and re-socialisation phases?
- Use your Subject Associations. Many organisations and associations are producing free materials. You do not need to reinvent the wheel.
- Think carefully about the assessment method you will use for each lesson/piece of work. You will not be allowed to collect in work unless it is in exceptional circumstances. Home Learning tasks should be set on Google Classroom.
- Consider the resources required: the use of textbooks might not be possible, so consider the production of booklets etc.
- Use departmental planning time to draft a plan for each year group and delegate the workload throughout the department.
- Identify any topics, or areas of the syllabus/curriculum plan, that you can move entirely on-line. Are there topics that you can move out of in-school and on to the on-line platforms in order to “free-up” time in school?

Action: the key areas for subject leaders to consider are the impact on content, pedagogy and assessment. The three key questions to consider are:

1. **Given the details above, what impact does this have on our ability of students to cover the curriculum content?**
2. **Given the details above, what impact does this have on our approach to pedagogy and teaching and learning techniques?**
3. **Given the details above, what impact does this have on our ability to assess students' learning and knowledge retention?**

<u>Situation</u>	<u>Content</u>	<u>Pedagogy</u>	<u>Assessment</u>
Full return of all year groups in “Year Group Bubble” zones with restricted access to specialist provision	<i>“...under this scenario, what impact and adjustments do you need to make in order to ensure students have full curriculum content coverage?”</i>	<i>“...under this scenario, what changes do our teachers need to make to their pedagogical approaches?”</i>	<i>“...under this scenario, what changes do we need to make to our assessment procedures, methods and protocols?”</i>

September 2020

Logistics Planning Detail

The following pages give the detail over how we will achieve the full return of all year groups in September. Please read these carefully as they will have implications for your ability to support our young people upon their return.

In summary:

- The traditional timetable will be running approximately as normal in terms of the number of lessons and the nature of those lessons.
- Year groups will be allocated up to 10 specific rooms and they will 'exist' solely in those rooms. This would be their **Year Group Bubble Zone**. In most cases (especially in Key Stage 3) these will be ½ year group bubble zones
- Each set of Year Group Bubbles would exist separately, therefore throughout the day we have no mixing of students
- The only time the students would move would be twofold:
 - o Firstly, when they were not in their form group and they were in a set subject. So, for example, if they had maths period 2 after history period 1. They would then simply redistribute into those 10 classrooms. But they would be in the same Year Group Bubble Zone.
 - o Secondly, when specialist provision was required. So, for example, in year 7, two groups require specialist food technology provision. At that point, those students would leave their Year Group Bubble Zone, travelling around the outside of the building, and enter into the designated specialist rooms for food via the outside door. At the end of the lesson, they would then leave by the outside door and return to their Year Group Bubble Zone. The rooms would then be wiped down and cleaned before another year group accessed this specialist provision.

Key Principles for Health and Safety

1. Minimise contact with those who are unwell
2. Cleaning hands
3. Ensuring good respiratory hygiene
4. Enhanced cleaning
5. Minimising contact and maintaining social distancing between individuals, by:
 - a. Grouping children together
 - b. Avoid contact between groups
 - c. Arranging classrooms with forward facing desks
 - d. Staff maintaining distance from pupils and other staff as much as possible
6. Wearing of PPE where appropriate
7. Engaging with the NHS test and trace process
8. Managing confirmed Covid-19 cases in the school community
9. Containing outbreaks

In preparing the detailed responses below, I have used the “Checklist for September; NEU/GMB/Unison/Unite Commentary and Checklist (available here: <https://neu.org.uk/advice/coronavirus-schools-september-opening>)

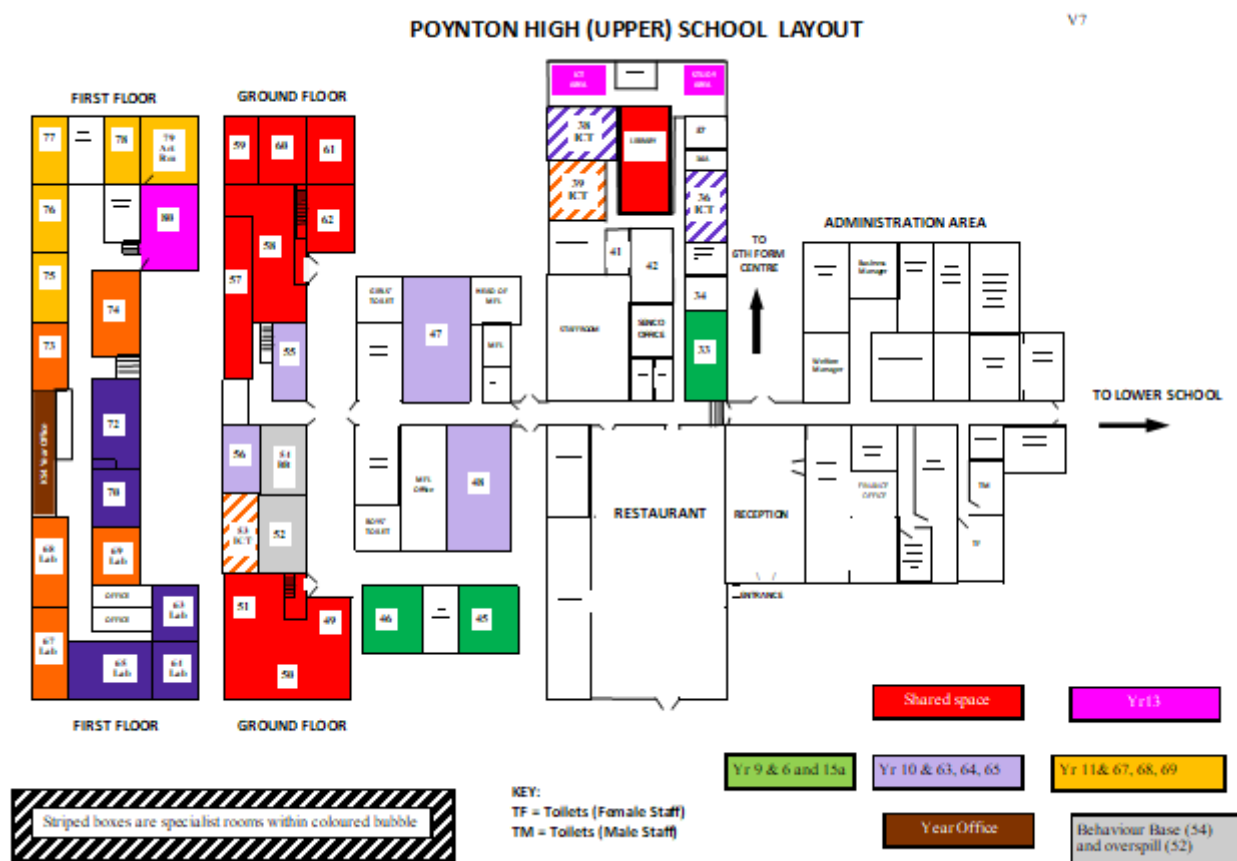
The information below answers each aspect of this document in the detail of my planning response.

In summary, the government is asking that all schools:

1. Prepare to welcome back all children this September
2. Use our existing resources to make arrangements to welcome all children back
3. Minimise the number of contacts that a pupil has during the school day
4. Plan for the possibility of a local lockdown and how we would ensure continuity of education
5. Are asked to not put in place rotas
6. Thoroughly review our risk assessments
7. Adhere to the key principles for health and safety (points 1 to 9 above)
8. Establish active arrangements for the monitoring of the controls to ensure that they are effective, work as planned and are updated appropriately considering any issues identified and changes in public health advice

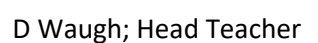
Year Group Bubble Zones

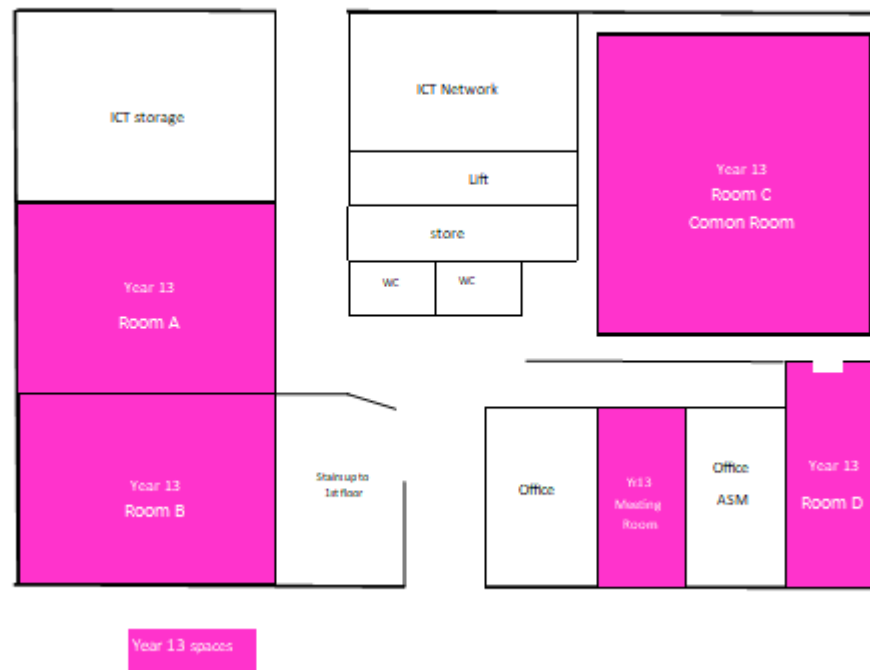
Each year group has their own bubble zone. This is their area of school only. Each year group also has access to their own specialist provision, which can be accessed from external entrances. Current rooming bubble zones are:



- For example, half of Year 11 will 'exist' in rooms 67, 68, 69, 73 and 74, with a specialist computer room being room 63. The other half of year 11 will 'exist' in rooms 75, 76, 77, 78, 79
- Red coloured rooms are dedicated specialist rooms (such as Product Design, Food Technology, etc) and they will be available for booking. Students will travel around the outside of the buildings to access the specialist provision via an external entrance. These rooms will be wiped down between uses of difference year groups bubble groups.
- Each year group has their own dedicated computer room. These rooms have Perspex screening between the central computer sections so as to screen off all facing seats
- All classrooms have a strict 2m exclusion zone around the teaching space
- All classrooms have a strict forward facing seating plan

V7





- Full re-roomed timetable will be issued to all staff by 1st September 2020; available via Sims

Other practical examples of Covid-support management:



Every classroom has a strict 2m exclusion zone around the teaching space.



Every room (classroom and office) has a bin specifically for tissues (double bagged) and sanitising bottles and clothes. We have extensive supplies of all PPE and support equipment.



Every classroom has their seating facing forward



Every social space and corridor is marked clearly with 2m social distancing floor stickers. These are across the entirety of the school site.



We have extensive signage around school to encourage social distancing.

Covid Readiness Action Plans

The following pages address 3 separate action planning frameworks:

1. DfE guidance document; planning response
2. Join Union Guidance, planning response
3. Specific action points for September readiness opening planning

Following the action planning documents are the full risk assessment plans.

FINAL DRAFT

Detailed Planning

Area	Detail	Action
Risk Assessment	<p>Full review of risk assessment by:</p> <ul style="list-style-type: none"> - Compliance Education (complete) - PHS Governing Body (Full GB Meeting 13th July, e-mail over summer break) - TTLP Trust Board (e-mail over summer break) - Staff (via e-mail communication; Wed 15th July) - Parents and wider stakeholders (via sims in touch and website, Thursday 16th July) - Trade Union representatives (via e-mail communication, final feedback received by Monday 24th August 2020) <p>Consider impact on staff and students who have protected characteristics:</p> <ul style="list-style-type: none"> - Race - Disability - Age - Pregnancy - Students with EHCP and/or special educational needs 	<p>Receive RA from Compliance Education Full discussion at Full GB, follow up final paperwork.</p> <p>Full discussion at TTLP Meeting, EO board meeting Aug 2020 Circulate updated planning document Write to parents and put on website</p> <p>E-mail circulation, invitation for feedback by 24/8/20</p> <p>Risk Assessments made available (see appendices)</p> <p>Complete risk assessments 1-2-1 support for identified staff Invite staff to share concerns if felt applicable Complete risk assessments Complete individual risk assessments for all EHCP students and any further designated with special educational needs</p>
Minimise contact with those who are unwell	Set up two medical facilities within school. One Covid-19 related and one non-Covid 19 related.	<p>Allocate medical room on Admin Corridor to non-Covid related medical needs (e.g. diabetes management, slips, trips, falls, etc.)</p> <ul style="list-style-type: none"> - Establish stock take and ordering of stock following extended closure period <p>Allocate TTLP Office and 3 x peripatetic practice rooms as isolation booths</p> <ul style="list-style-type: none"> - Write to all peripatetic workers regarding move on-line for music support - Assess area and establish action plan for set up (e.g. mops, sick bags, lidded bins with double bagging, minimal surface areas, etc.) - Minimise all furniture requirements within the area - Communicate arrangements to staff for medical needs management - Allocate lower school access toilet for Covid care only
Hygiene Measures	Establish ways to promote hand washing with soap and water across the school	<p>Increase hand sanitiser stations mounted on corridor walls</p> <p>Establish hand santiser stations in all workshops and labs</p>

	<ul style="list-style-type: none"> - After coming into school - After sneezing or coughing - Before and after handling food - After going to the toilet <p>Ensure there are enough hand washing or hand sanitiser stations available.</p>	<p>Establish hand santiser stations at the entrance to each “Year Group Bubble Zone”</p> <p>Establish hand washing stations at the entrance to each “Year Group Bubble Zone”</p> <p>Update and adjust behaviour code to include compulsory hand washing or hand sanitising; communicate accordingly.</p> <p>Establish multiple hand washing stations at all ‘food outlet’ areas.</p> <p>Ensure sustainable supply of soap and hand santiser. Always have a minimum of 1-month supply in stock</p> <p>Write to all regular suppliers with an overview of our social distancing and hygiene measures and request their full compliance.</p> <p>Establish summary sheet of our distancing and hygiene measures for non-regular visitors to be issued upon arrival</p> <p>Communicate with parents, carers and outside agencies that meetings on site will only happen under rare circumstances; communicate that we will hold on-lien zoom meetings instead (part of parental communication and website updated)</p>
Ensuring good respiratory hygiene by promoting ‘catch-it, kill-it, bin-it’	<p>Promote the ‘catch it, kill it, bin it’ approach across school</p> <p>Promote staff to utilise natural ventilation via external doors and windows where possible and safe to do so</p>	<p>Ensure every classroom and every office has a lidded bin</p> <p>Ensure all lidded bins are double bagged</p> <p>Ensure every classroom promotes the ‘catch it, kill it, bin it’ strategy through appropriate posters and displays</p> <p>Ensure ever classroom and every office has a box of tissues</p> <p>Ensure sustainable supply of tissues. Always have a minimum of a “double” supply in stock (i.e. always have at least one spare box for every classroom and office in stock)</p> <p>Advise staff to always ensure classroom windows are open and to keep the classroom door open where possible and safe to do so.</p> <p>Establish posters and displays to promote ‘natural ventilation’</p>
Enhanced cleaning	<p>In order to support the enhanced cleaning, there are four key areas:</p> <ul style="list-style-type: none"> - Increased cleaning of surfaces overnight between one day to another - On-site cleaning of toilet facilities during the day - On-site cleaning of specialist room provision between lessons - On-site and overnight cleaning of Covid-19 medical facility 	<p>Establish a full “Response Plan” from our cleaning company contract</p> <p>Establish timetable for “specialist provision” cleaning rota to feed into “Cleaning Response Plan”</p>

Minimising contact and maintaining social distancing between individuals by grouping children together	<p>Year groups will be grouped together. Please see notes and maps later in the document.</p> <p>Year group assemblies will happen in ½ year groups. There will be no House Assemblies.</p>	<p>Establish “Year Group Bubble Zones”</p> <p>Re-allocate staff timetable with updated rooming for Autumn Term in light of “Year Group Bubble Zones”</p> <p>Allocate specialist provision rooms</p> <p>Establish booking system for specialist provision rooms</p> <p>Establish staggered break and lunch timing</p> <p>Establish ½ year group assembly provision, rota and focus.</p> <p>Establish new approach to House Activity and House Identity given in ability for House Assemblies</p>
Minimising contact and maintaining social distancing between individuals by avoid contact between groups	<p>Staff will exist in Faculty Groupings predominantly</p> <p>Staff will ensure 1m+ social distancing between themselves</p> <p>Staff will be able to ‘book’ slots for access to reprographics</p> <p>There will be no extra-curricular activities for at least the first ½ term</p>	<p>Purchase increased stock of stationary for all classrooms so as to minimise sharing amongst students.</p> <p>Each member of teaching staff to be issued with their own “stationary” pack so as not to share within classrooms.</p> <p>Staff Briefings will be recorded and circulated for staff to watch in their own time.</p> <p>Adjust September INSET so that staff only work within their Faculty working groups and do not have contact outside of that grouping.</p> <p>Encourage the use of Google Classroom for staff meetings</p> <p>Assess all staff work areas for 1m+ social distancing arrangements; where this is not possible a new allocated workspace will be made available.</p> <p>Establish 15-minute slot booking system for staff access to reprographics; ensure appropriate sanitising solution available for wipe down after use</p> <p>Communicate the removal of extra-curricular activities for at least the first half term</p> <p>Cancel late bus requirements for at least the first ½ term</p> <p>Establish sole use of main photocopying machine</p> <p>Establish appropriate sanitising solution available for wipe down of all copiers and printers for staff use.</p> <p>Establish “Year Group” colour lanyards to allow for easy identification of a students’ appropriate year group bubble</p> <p>Establish non-biometric system for lunch payments e.g. contactless card-based system</p> <p>Establish regular wiping down of revalue machines for taking of catering payments; encourage parent pay</p> <p>Ensure full removal of all ‘thumb print’ machine from use on school site.</p>

		<p>Divide outdoor space in to “Year Group Bubbles” to minimise mixing of groups</p> <p>Establish “Plan for Drop Off” arrangements and encourage all students who live within 2 miles of school to walk or cycle to school; firm approach to parents/carers</p> <p>Establish PHS Library Click and Collect system; promote actively across school (students will not be allowed open access to the library unless in a timetabled lesson)</p>
Minimising contact and maintaining social distancing between individuals by arranging classrooms with forward facing desks	Students will exist in year group bubbles with separate entrances to the school site. They will be allocated up to 12 rooms within their Year Group Bubble Zone and will have all of their non-specialist provision in those areas.	<p>Assess every classroom in school to ensure that all desks and chairs can face forward, adjust accordingly.</p> <p>Adjust class groupings to ensure that the number of students in a room adheres to the “forward facing” social distancing measures.</p>
Minimising contact and maintaining social distancing between individuals by staff maintaining distance from pupils and other staff as much as possible	All classrooms will have a 2m exclusion zone marked out for staff. Students will not be allowed to enter the 2m zone. Offices will also have a 2m line marked to encourage social distancing	<p>Adjust behaviour code so that there is a strict 2m zone adhered to between student and staff</p> <p>Assess all offices in which students are supported to ensure 2m zone is available</p> <p>Ensure every classroom has a 2m staff zone allocated and marked out.</p> <p>Ensure every corridor across school has the 2m social distancing stickers marked out on the floor</p> <p>Establish “lunch queuing system” with appropriate separation and reconfigured dining spaces; increase outdoor spaces available for lunch time management.</p>
Minimising contact and maintaining social distancing between individuals by planning for the possibility of a local lockdown and how we would ensure continuity of education	<p>A full remote-learning provision needs to be ‘on the shelf’ and ready to be deployed under the following circumstances:</p> <ul style="list-style-type: none"> - Individual support, i.e. a small number of students are self-isolating and require remote-learning access while their direct peers continue to be educated in school (Partial) - Year group support, i.e. a full ‘bubble’ is self-isolating and require access to remote learning (Local) - Full school close down and the entire recovery curriculum plans ‘go online’ (Full) 	<p>Remote learning action plan established based on the three scenarios detailed</p> <p>Each curriculum area to identify bespoke remote learning topics for all year groups and all abilities</p> <p>Redeploy the capacity in staffing that is available to develop remote learning resources in readiness for partial, local or full shut down.</p> <p>Lead on establishing temporary additional TLR3 responsibilities to support the rapid expansion and readiness for remote learning; 16 x £500 available for authoring of remote learning material for all year groups in all subjects (task finish projects, completed by October half term)</p>

<p>Establish active arrangements for the monitoring of the controls to ensure that they are effective, work as planned and are updated appropriately considering any issues identified and changes in public health advice</p>	<p>The PHS Critical Incident Team will take the lead over the monitoring of the strategy plan. The team will meet weekly for a dedicated review meeting for the first 4 weeks and then fortnightly thereafter.</p> <p>The action points and minutes of this meeting will be made available to all staff.</p>	<p>Set up PHS Critical Incident Team weekly meetings for first 4 weeks and then fortnightly thereafter</p> <p>Adjust critical incident team responsibilities to match the specifics of Covid-19 critical incident planning and review.</p>
<p>Wearing of PPE where appropriate</p>	<p>It is not expected that staff or students will need to wear PPE however a range of PPE is available.</p> <p>Students will not wear facemasks unless it is identified in their own individual risk assessment or they are travelling on public transport.</p> <p>Staff will not wear facemasks unless it is identified in their own individual risk assessment.</p>	<p>Ensure sufficient stock of the following PPE:</p> <ul style="list-style-type: none"> - Hand sanitiser - Tissues - Bin liners - Face masks - Face shields - Disposable toilet seat covers - Lanyards - Disposable aprons - Soap
<p>Engaging with the NHS test and trace process and managing confirmed Covid-19 cases in the school community</p>	<p>Schools must ensure they understand the NHS Test and Trace process and how to contact their local Public Health England health protection team. Schools must ensure that staff members and parents and carers understand that they will need to be ready and willing to:</p> <ul style="list-style-type: none"> - Book a test if they are displaying symptoms - Provide details of anyone they have come into close contact with - Self-isolate 	<p>Take the lead on ensuring that PHS is fully compliant with the planning framework for full engagement with the NHS Test and Trace process</p> <ul style="list-style-type: none"> - Communicate to staff - Communicate to parents/carers - Communicate to students <p>Take the lead on responding with swift action if we become aware of a positive test for covid-19</p> <ul style="list-style-type: none"> - Communicate process to staff - Establish summary response plan in the event of a positive test; communicate it accordingly <p>Establish systems for the management of Covid-19 related issues:</p> <ul style="list-style-type: none"> - Monitoring of symptoms - What to do if a colleague or pupil is unwell

		<ul style="list-style-type: none"> - Dedicated first aiders and protocols for them - Safeguarding leads - Revisions to emergency plans - Plans for supervision of arrivals and departures - Plans for supervision of break and lunchtimes
Workforce		<p>Recruit additional capacity to support catch-up in English, maths and science</p> <p>Establish and monitor effectiveness of deployment plan for the additional catch-up staff</p> <p>Engage with two dedicated supply staff so as to limit cross school cross population</p> <p>Put in place measures to check on staff wellbeing; respond accordingly</p> <p>Establish a full recruitment strategy required for a number of posts currently held in abeyance</p> <p>Re-establish with adjustments the sickness and leave of absence policy to reflect Covid-19 related absences and issues</p> <p>Establish specific support plan for new staff</p> <p>Establish specific support plan for NQTs</p> <p>Establish specific support plan for ITT staff</p> <p>Develop Covid-19 specific staff absence reporting mechanisms (reporting and monitoring)</p> <p>Ensure staff are reminded that traditional standards of office dress are required from 1st September 2020 onwards</p> <p>Undertake audit of staff home ICT availability to effectively support remote learning and establish deployment action plan accordingly (teaching and learning support)</p> <p>Undertake audit of staff home ICT availability to effectively support business operations and establish deployment action plan accordingly (support staff)</p> <p>Communicate changes to peripatetic deployment</p>
Curriculum	<p>The government guidance sets out a number of key expectations for schools to consider:</p> <ul style="list-style-type: none"> - Teach an ambitious and broad curriculum in all subjects from the start of term - Aim to return to our normal curriculum in all subjects by summer 2021 	<p>Identify the most important missed content and plan for how this will be recovered</p> <p>Plan formative assessment of students to inform modifications to the curriculum</p> <p>Identify students most at risk of disengaging and most in need of additional tutoring; plan accordingly</p>

	<ul style="list-style-type: none"> - Plan on the basis of the educational needs of students - Develop remote education so that it is integrated into the school curriculum planning 	<p>Recruit additional catch-up tutors; deploy accordingly</p> <p>Engage with LA and outside agencies and families of students with SEND to devise individual plans of specific support</p>
Behaviour, attendance and Safeguarding	<p>The government guidance says that schools should consider updating their behaviour policies with any new rules or procedures and consider how to communicate this to all stakeholders.</p>	<p>Write to parents and carers explaining:</p> <ul style="list-style-type: none"> - What precautions and processes will be in place? - Mandatory attendance expectations - The reasons why returning to school is important <p>Review the behaviour and attendance policies in light of all covid-19 actions</p> <p>Establish uniform expectations, especially on PE/Sport activities days</p> <p>Establish action plan for the deployment of the Student Progress and Welfare Teams in light of the challenges likely to be faced upon return of a full complement of students</p> <p>Establish specific “Engagement Action Plans” for the most vulnerable and hard to reach students</p> <p>Fully digest, communicate and establish the new 2020-21 Keeping Children Safe in Education guidance</p>
Remote Education	<p>The government guidance advises us that for individuals or groups of students self-isolating, remote education plans should be in place. We are also advised to have a full contingency plan in place in the event of a local shutdown:</p> <p>A full remote-learning provision needs to be ‘on the shelf’ and ready to be deployed under the following circumstances:</p> <ul style="list-style-type: none"> - Individual support, i.e. a small number of students are self-isolating and require remote-learning access while their direct peers continue to be educated in school (Partial) - Year group support, i.e. a full ‘bubble’ is self-isolating and require access to remote learning (Local) - Full school close down and the entire recovery curriculum plans ‘go online’ (Full) 	<p>Develop a contingency plan for remote education provision by the end of September which meets the expectations as set out in the government guidance</p> <p>Have systems in place to move to providing remote education where a class, group or small number of students need to self-isolate, or where there is a local lockdown.</p> <p>Establish full roll out of CenturyTech resources and artificial intelligence platform.</p>
Transport	<p>There is an extensive amount of analysis required in order to effectively manage the transport of our students to school. A full local authority transport risk assessment will be established.</p>	<p>Encourage (strongly) that any student who lives within 2 miles of school either walks or cycles to school</p> <p>Aim to cut down by at least 50% all students who use public transport to get to school</p>

		<p>Ensure students who do travel by public transport have appropriate PPE equipment for the journey</p> <p>Distribute the LA parental/carer questionnaire</p> <p>Ensure students use hand sanitiser on the way on to the bus and on the way off the bus</p> <p>Support the LA designated list of transport principles; communicate to parents and carers.</p> <p>Support the LA designated list of transport principles; communicate rules to students and establish monitoring and checking systems</p>
<p>Inspection & Accountability</p>	<p>This aspect covers the following areas:</p> <ul style="list-style-type: none"> - Centre assessed grades 2020 - Ofqual consultation for 2021 examination series - Ofsted inspections - Performance management - Autumn examination series 	<p>Establish procedures for the collection of GCSE/BTEC/A-Level results</p> <p>Communicate systems for the collection of results to students and parents and carers</p> <p>Establish system for the communication of Centre Assessed Grades upon receipt of request</p> <p>Establish system for the responding to Subject Access requests in respect to Centre Assessed Grades and rank ordering</p> <p>Establish system for the collation of student entries for the Autumn Examination series</p> <p>Establish action plan for the carrying out of the Autumn Exam Series (possibly off site)</p> <p>Re-establish 2020-21 PHS appraisal policy and procedure to 'divorce' student outcomes from the appraisal performance management process</p> <p>Ensure 'natural progression' of all pay spine progression for the September 2020 teaching staff pay award</p> <p>Update "Response to Inspection" readiness planning (section 5 and section 8)</p> <p>Establish a "Response to Inspection" readiness planning for an inspection in the Autumn Term which will focus on both how we are managing the recovery curriculum and remote learning</p>
<p>Physical activity in school</p> <p>Music</p> <p>PE</p> <p>Dance</p> <p>Drama</p>	<p>The DfE guidance highlights that "...schools have the flexibility to decide how physical education, sport and physical activity will be provided whilst following the measures in their system of controls. Students should be kept in consistent groups, sports equipment thoroughly cleaned between each use by different individual groups, and contact sport avoided.</p>	<p>Separate approved activity plans to be established and 'signed-off' by D Waugh for the performance faculty</p> <p>Establish 'uniform' requirements for practice PE and Dance</p> <p>Alternative provision for music and drama to be established adhering to the DfE guidance.</p> <p>Additional guidance from DfE is due to be published, disseminate accordingly when published.</p>

	<p>Outdoor sports should be prioritised where possible and large indoor spaces used where it is not, maximising distancing between students and paying scrupulous attention to cleaning and hygiene. This is particularly important in a sport setting because of the way people breath during exercise.”</p> <p>“...schools should note that there may be an additional risk of infection in environments where you or others are singing, chanting, playing wind or brass instruments or shouting. This applies even if individuals are at a distance. Schools should consider how to reduce the risk, particularly when students are playing instruments or singing in small groups such as in music lessons by, for example, physical distancing and playing outside wherever possible, limiting group sizes to no more than 15, positioning students back to back or side to side, avoiding the sharing of instruments , and ensuring good ventilation. Singing, wind and brass playing should not take place in larger groups such as school choirs and ensembles, or school assemblies.”</p>	
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The table below highlights the response to each key area and trade union focus from the joint union checklist document. Please note, the lead for each strategy is given in brackets.

Summary of Checklist questions for reps to answer	D Waugh Commentary Response
<p><u>The risk assessment process</u></p> <ul style="list-style-type: none"> - Has your school met its legal requirement to update its risk assessments to include additional/revised control measures needed for a return to full opening in September? - Will there be full consultation with union reps and staff on the revised risk assessments for full opening in September? - Will parents/carers and pupils be informed of planned measures to protect them and others’ - Has it been agreed that the risk assessments will be reviewed before reopening when circumstances may be different and periodically thereafter? - Has the process included risk assessments for individual staff at greater risk for example pregnant women, new mothers, older staff, disabled staff and Black staff? - Has the process also included risk assessments for individual pupils identified as at greater risk, including users of wheelchairs and other physical aids? - Will the risk assessment be undertaken by a ‘competent person(s)’ as defined by the Management of Health and Safety at Work Regulations 1999? - Will there be satisfactory arrangements for information, instruction, training and supervision to ensure that procedures are implemented and maintained? - Will there be a system for flagging up deficiencies in the risk assessment and 	<p>Complete; see RA within this planning document (JSY)</p> <p>Complete; last from date of publication to 20th August 2020 (DDW)</p> <p>Letter 1 Thursday 16th July; Letter 2 w/b 24th August (DDW)</p> <p>Complete; due to be reviewed by 20th August. Critical incident team set up to review weekly for first 4 weeks in September and then fortnightly thereafter. (DDW)</p> <p>Yes. BAME, pregnant and disabled staff RA’s established (DDW)</p> <p>Yes, BAME and disabled student’s RA’s established (ADB)</p> <p>Yes, supported by Compliance Education Ltd. Supported by D Waugh and J Sykes, both “Managing Safely” trained.</p> <p>Yes, summary booklets being produced to support dissemination of the amount of planning. (CJH)</p> <p>Yes, through in-school professional association reps or direct to the Critical Incident Team (DDW)</p>

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<p>ensuring that changes are introduced and do all staff know about this?</p> <ul style="list-style-type: none"> - Will the school have an alternative plan in case, for any reason such as a renewed local lockdown, full opening cannot take place at the beginning of September? If so, what is it? - Has there been co-ordination between the school and any on-site contractors in the development and sharing of risk assessments? - Have arrangements been put in the place to ensure the findings of the school risk assessment will be shared with visiting workers and/or their employers? - Have catering and cleaning arrangements been included in the risk assessment, including in relation to shared equipment as well as social distancing? - Will the finished risk assessment be circulated to all staff and published on the school website? 	<p>Yes, full contingency plan being written. Responsibility of D Waugh (DDW)</p> <p>Yes, with Compliance Education Ltd (JSY)</p> <p>Yes. See action plan. D Horne taking the lead. (DH2)</p> <p>Yes. See RA planning. (JSY)</p> <p>Yes. Deadline by 25th August 2020 following consultation and agreement. (DDW)</p>
<p><u>Protective measures</u></p> <p>Minimising contact with those who are unwell:</p> <ul style="list-style-type: none"> - Will everyone in the school community be informed and reminded not to come into school if they have COVID-19 symptoms or have tested positive in the last 7 days and to self-isolate for at least 7 days and arrange to be tested if they develop symptoms? - Will a system be adopted and publicised for anyone who develops COVID-19 symptoms to be sent home or collected asap by parents/carers and for all staff and students to be reminded to wash or sanitise their hands if they have come into contact with them? - Will arrangements be in place for children awaiting collection to be kept isolated in a room 	<p>Yes. Updated in letter on w/b 24th August (DDW)</p> <p>Yes. Full summary document to be produced. S Warburton taking the lead. (SWAR)</p> <p>Yes. See action plan. Use of the music practice rooms as isolation booths. TTLP Offices to be used as Covid-19 medical facility. (SWAR)</p>

<p>with closed doors and open window and separate bathroom available (including when more than one child is awaiting collection)?</p> <ul style="list-style-type: none"> - Will these areas be cleaned afterwards to reduce the risk of infection to others, and has it been agreed by whom? - Will PPE always be available for members of staff tasked with supporting children in these circumstances and will they be trained in its safe use and disposal? <p>Cleaning hands:</p> <ul style="list-style-type: none"> - Are measures in place with sufficient time allocated for pupils and staff to clean their hands (with soap & warm running water or sanitiser) when they arrive at school, return from breaks, change rooms and before and after eating? - Will mid-session breaks be long enough to allow hand washing for all students and staff? - Will lunch breaks be long enough to allow hand washing as well as eating and drinking? - How many additional hand washing or sanitising locations will be needed? - Will soap, warm water and sanitiser be available at all times? - Are satisfactory arrangements proposed to avoid over-crowding particularly when pupils are gathering to wash or sanitise their hands? - How will the school ensure that young pupils and those with complex needs can be assisted and that sanitiser isn't ingested or misused in other ways? <p>Ensuring good respiratory hygiene:</p> <ul style="list-style-type: none"> - Will pupils be regularly reminded to catch their coughs and sneezes with a tissue or elbow? 	<p>Yes. J Sykes establishing cleaning aspects for the Covid-19 medical facility. See action plan above. (JSY)</p> <p>Yes. Full PPE available. Full training available. PPE to be stored in the Admin Conference Room. J Sykes to monitor stocks and access to resources. (JSY)</p> <p>Yes. Additional hand sanitisers installed across school. Additional hand washing “troughs” being installed over the summer break. Additional stocks of soap and hand sanitiser ordered and secured. Cleaning of hands to be incorporated into lesson time. (CJH)</p> <p>Yes, 20 minute breaks to support this. (CJH)</p> <p>Yes, 35 minute break to support this. (CJH)</p> <p>An additional 7 hand washing stations being installed. 40 hand sanitiser stations established. Entrance hand sanitiser stations being installed. (JSY)</p> <p>Yes. (JSY)</p> <p>Yes, through both supervision and additional facilities installed. (CJH)</p> <p>Individual risk assessments and support plans to be established. N Jackson taking the lead. (NJ)</p> <p>Yes. Through form groups, lessons, posters and active encouragement. If a student sneezes they will be asked to hand sanitise straight away. (ADB)</p>
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<ul style="list-style-type: none"> - Will windows be kept open at all possible times to aid ventilation? - Will doors be kept open where possible to aid ventilation? - Will air conditioning only be used when it is deemed safe to do so? - What arrangements are in place to keep every classroom and other work area supplied with tissues at all times? - Will lidded bins with double bagging be available in every classroom and work area? - Will arrangements be made for emptying and sanitising bins regularly and for keeping bin contents in a secure area prior to collection? - Will there be different processes for dealing with waste from those suspected to be infected? - Will paper towels and bins be provided in every toilet/washroom area and hot air hand dryers disconnected? 	<p>Yes. (MGD)</p> <p>Yes, where it is safe to do so. Each member of staff will be issued with a door stopper (MGD)</p> <p>Yes, as per the guidance from Compliance Education (JSY)</p> <p>Confirmed. See action plan. J Sykes taking the lead (JSY)</p> <p>Yes. Ordered and now installed. Double bagging a key aspect to this, J Sykes taking the lead on this. (JSY)</p> <p>System established. (JSY)</p> <p>System established. We have already purchased a service level agreement for this. (JSY)</p> <p>Yes. But guidance is not necessary for hand dryers to be disconnected. Clarification being sought (JSY)</p>
<p>Enhanced cleaning:</p> <ul style="list-style-type: none"> - Will cleaning arrangements be extended to cope with the increased numbers of staff and pupils in attendance in September? - Is there capacity amongst the cleaning staff to meet these increased requirements? If not, will additional cleaners be engaged? - Will advice to pupils emphasise the need to adhere to the same standards of hygiene and behaviour throughout all areas of the school? - Will all areas be thoroughly cleaned on a daily basis with particular focus on frequently handled surfaces such as door handles, light switches, table/counter tops, handrails and bannisters, chairs, computers including mouse and keyboard, photocopiers, telephones, shared learning 	<p>Yes. JSY taking the lead (JSY)</p> <p>Additional cleaning capacity being secured to support during the working day. (JSY)</p> <p>Yes. To be included in year group specific handbooks. (ADB)</p> <p>Yes. As per the up to date cleaning contract and deployment plan. (JSY)</p>

<p>resources or toys, specialist equipment for SEND pupils, toilet s and toilet handles, sinks, taps and other areas touched regularly, with additional cleaning during the day as necessary? Has it been agreed who will undertake this work?</p> <ul style="list-style-type: none"> - Will dedicated space be available for any breastfeeding women to express milk, and will the space be cleaned thoroughly after each use? Has it been agreed who will undertake this work? - Will each classroom be provided with gloves and disinfectant spray in case a pupil coughs or sneezes on a piece of equipment or furniture? - Will adequate arrangements be in place for cleaning of shared items which cannot be left unused for 72 hours between use? - Will arrangements be in place to limit the extent to which pupil belongings and school items are brought into school or taken home and store belongings safely when in school' - Will arrangements be in place for limiting the handling of pupil work by staff, including amended arrangements for submit ting work online in preference to physical paper and books, with subsequent changes in arrangements for marking? <p>Wearing personal protective equipment (PPE) where appropriate:</p> <ul style="list-style-type: none"> - As part of the risk assessment will appropriate PPE be provided for staff at significant risk due to necessary close personal contact with pupils who can't control behaviour such as spitting, coughing or sneezing or whose behaviour or learning needs to be physically managed? - For these staff will each staff member be risk assessed to ensure that the most appropriate PPE 	<p>Yes, if applicable. (JSY)</p> <p>Yes. Complete. (JSY)</p> <p>Yes. Complete (JSY)</p> <p>Yes. Lockers available. Encouraged through the student booklets. Home learning to be set on Google Classroom. (MGD)</p> <p>Yes. Home learning to be set on Google Classroom (MGD)</p> <p>Yes. Sustainable stocks available (JSY)</p> <p>Yes. (JSY)</p>
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<p>for their individual needs and nature of work (e.g. changing students/working with risk of regular spitting) is sourced for their use in the workplace? (E.g. hearing aid users cannot wear ties around the ears. BSL users or those who need children to see their mouth will need clear masks etc.)?</p> <ul style="list-style-type: none"> - Will appropriate PPE also be provided for staff previously deemed to be extremely clinically vulnerable, clinically vulnerable (including pregnant women) or otherwise at higher risk, or who have vulnerable family members, who are returning to work in school? - Will all staff or pupils who choose to wear a face covering, whether a face mask/face visor or both, for purposes of personal reassurance be permitted to do so? (The HSE says that if staff choose to wear face coverings this should be supported by employers.) <p>Engaging with the NHS Test and Trace process:</p> <ul style="list-style-type: none"> - Will arrangements for compliance with the NHS Test and Trace system to be communicated to all staff, students, visitors and parents? - Will these arrangements provide that children sent home with symptoms do not return to school until either the isolation period has passed or a negative test result is provided? <p>Managing confirmed COVID-19 cases in the school community:</p> <ul style="list-style-type: none"> - Will the school undertake to follow DfE advice on sending home anyone who have been in close contact with confirmed cases and advising them to self-isolate for 14 days? - Will these arrangements provide that children sent home with symptoms do not return to school 	<p>Yes. Individual risk assessment to be carried out. (SWAR)</p> <p>Yes, staff. No, students. As per the DfE guidance (CJH)</p> <p>Yes. M Dean taking the lead. (MGD)</p> <p>Yes. (SWAR)</p> <p>Yes, under the instruction of public health services (SWAR)</p> <p>Yes. (SWAR)</p>
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<p>until either the isolation period has passed or a negative test result is provided?</p> <ul style="list-style-type: none"> - Will specific staff members be appointed to liaise with the local health protection team as necessary and identify close contacts in the event of any confirmed cases? - Will the school seek the advice of the local health protection team on sharing information about the identity of confirmed cases? <p>Containing Outbreaks:</p> <ul style="list-style-type: none"> - Will an assurance be given that staff will be told whenever a child or staff member goes home with COVID-19 symptoms? - Will an assurance be given that trade union reps will be involved including in liaison with the local health protection team? - Can an assurance be given that all necessary information about potential outbreaks will be treated as urgent and shared with staff at an early stage? 	<p>Yes. Initially S Warburton or D Waugh. Deputy C Holyland. (SWAR/DDW)</p> <p>Yes. (DDW)</p> <p>Yes. Information will be shared openly. (DDW)</p> <p>Yes. Information will be shared openly. (DDW)</p> <p>Yes. This is being “dealt with” at the level of Critical Incident Planning Team. (DDW)</p>
<p style="text-align: center;"><u>Social Distancing</u></p> <p>Grouping children:</p> <ul style="list-style-type: none"> - Have decisions been made to keep the size of bubbles as small as possible? - In secondary schools, does the school plan to restrict the size of bubbles for KS3 students to no larger than one class? - In secondary schools, does the school plan to restrict the size of bubbles for KS4 students to no more than half of an entire year group? - Will teachers working with students in a particular bubble remain separate from students in other bubbles at all times? - If no, will steps be taken to minimise the extent to which teachers move between bubbles? 	<p>Yes. (DDW)</p> <p>Partially. Students will be in form groups with limited movement into setted subject areas. (DDW)</p> <p>Yes (DDW)</p> <p>No. Staff will work across the school with strict social distancing measures in place to support them. (DDW)</p> <p>Yes. Re-allocation of timetabling will be established to support requests. (MGD)</p>

<ul style="list-style-type: none"> - Will support staff working with students in a particular bubble remain separate from students in other bubble sat all times? - If no, will steps be taken to minimise the extent to which support staff move between bubbles? - Will an assurance be given that classroom support staff will not be expected to teach whole classes as a result of these arrangements? - Will arrangements ensure that pupils with special needs receive consistent support from the same key workers where possible? - Have arrangements been made to ensure that IT Technicians are able to avoid the crossing of "bubbles" and maintain social distancing with pupils and colleagues? <p>Measures within the classroom:</p> <ul style="list-style-type: none"> - Will the lay out of classrooms be adapted and furniture removed in order to increase distance between staff and pupils and between staff and other staff? - Will the school's arrangements ensure that staff maintain a 2 metre distance from other staff and students at all times? - In secondary schools, will the school's arrangements ensure that students maintain a 2 metre distance from other students at all times? - Will pupils who are old enough to maintain distancing from staff and their peers be expected and supported to do so? - Will other measures be adopted in the classroom to offer protection to staff in cases where children cannot be expected to maintain social distancing, e.g. SEND/Early Years pupils? <p>Measures elsewhere:</p>	<p>Yes (NJ)</p> <p>n/a</p> <p>Confirmed (MGD)</p> <p>Yes. N Jackson taking the lead (NJ)</p> <p>It is not possible to not cross the bubble lines however strict social distancing will be adhered to. (MH)</p> <p>Yes. All classrooms to face forward. (DH2)</p> <p>Yes. Adjusted behaviour code, corridor labelling, classroom exclusion zones established (DH2)</p> <p>Yes (CJH)</p> <p>Yes. Detailed in the student support booklets (ADB)</p> <p>Yes (NJ)</p>
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<ul style="list-style-type: none"> - Will the school avoid large gatherings on site, e.g. assemblies with more than one year group? - Have arrangements been made to ensure that the integrity of "bubbles" and social distancing arrangements can be maintained in the school library? - Will arrangements for lesson changeover and pupils needing time out ensure that overcrowding in corridors is prevented? - Will there be a one-way system with appropriate floor markings and single file walking if necessary? - Will there be arrangements for safe movement on staircases and in lifts? - Will there be arrangements for pupils who need additional assistance with movement around the school? - Will lunch breaks be staggered? If so, how many separate lunchbreaks will this require, allowing time for cleaning of surfaces between sessions? - Has provision been made for cleaning staff to clean between sittings? - If lunch breaks are to be staggered, is there capacity amongst the catering staff to meet the increased hours? If not, will additional staff be engaged? - Will arrangements for access to pupil toilets ensure that overcrowding is prevented and that dignity/privacy can be maintained for pupils with SEND and for very young pupils?? - Will arrangements be in place for staff to be on duty at all times monitoring safe movement around the site? - Will the school adopt other arrangements to keep movement around the school site and overcrowding to a minimum? 	<p>Yes. No House Assemblies. Year group assemblies in ½ year groups only. (RH)</p> <p>Yes. Only click and collect available. Only specific teaching groups will be allowed in thereafter. Library to be treated as a "specialist area" (MGD)</p> <p>Yes. Bubble zone means that there are extremely limited change overs (DDW)</p> <p>One way system not required due to allocation of rooms to each specific year group (DDW)</p> <p>Yes. All stairs labelled appropriately and all within same year group bubble (DDW)</p> <p>Yes. (NJ)</p> <p>2 lunch breaks. (CJH)</p> <p>Yes. (JSY)</p> <p>Yes. (JSY)</p> <p>Yes. (CJH)</p> <p>Yes. Duty rota already out for consultation. (JSY)</p> <p>Yes. Access to specialist areas only via outdoor spaces. (S Hanson)</p>
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<ul style="list-style-type: none"> - Has space been identified for pupils who need to be withdrawn from the classroom for whatever reasons? - Will there be arrangements to allow staff to take their breaks away from pupils and in a safe environment? - Has the school adopted suitable arrangements (in line with their subject association COVID-19 guidance and the Back to School guidance from CLEAPSS) by reorganising teaching resources in those classes in specialist practical subjects, where pupils normally access equipment and materials as needs dictate during practical activities? - Has the school adopted suitable arrangements in those classes in specialist practical subjects, to enable the safe storage of work -books and/or practical work in progress? - Will communications on social distancing arrangements take place regularly to reinforce key messages with translation into the preferred language of employees for whom English is not the first language? - If lifts are used are they cleaned during the day? <p>Measures for arriving at and leaving school:</p> <ul style="list-style-type: none"> - Will there be staggered start and finish times to reduce contact between pupils? - Will there be arrangements in place to prevent overcrowding at the school gate and any other potential areas of overcrowding? - Will sufficient staff be on duty to monitor safe arrival and departure for each group of pupils, including to support pupils who need it (those with SEND/ anxiety etc.)? 	<p>Additional behaviour bases available, supported from welfare leaders. Access to main behaviour base via external entrance. (ADB)</p> <p>Yes. Each member of staff allocated their own work space (DDW)</p> <p>Yes. Full understanding being adopted. Each subject leader taking a lead on this.</p> <p>Yes. Each subject has their own protocols. Agreed by the governing board.</p> <p>Yes. (ADB)</p> <p>Yes. (JSY)</p> <p>No. But staggered via separate entrances being established for each year group. (CJH)</p> <p>Yes, through the designation of separate entrances around school grounds (CJH)</p> <p>Yes. Current consultation over duty rota underway (JSY)</p>
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<ul style="list-style-type: none"> - Will arrangements be in place throughout the day to ensure that unauthorised visitors are not admitted and authorised visitors allowed in? - Will parents/carers be instructed that they may not come onto the premises unless they have an appointment or it is an emergency situation? - Will confirmation be given that there will be no blanket ban on the wearing of face coverings in school/college? 	<p>Yes, as per the safeguarding action plan. (CJH)</p> <p>Yes, through the parental communication (DDW)</p> <p>Yes. For staff. But banned for students unless individual risk assessment suggests otherwise (CJH)</p>
<p><u>The School Workforce</u></p> <p>Staff who are vulnerable or otherwise at increased risk:</p> <ul style="list-style-type: none"> - Has the school agreed to carry out individual risk assessments for each employee taking account of their personal and household circumstances and local circumstances with regard to COVID-19? - Has the school in particular agreed to individual risk assessments for staff who are clinically extremely vulnerable, clinically vulnerable (including pregnant employees) or at increased risk (in particular older staff, disabled staff and Black staff) or who live with such people? - Has the school agreed that these risk assessments will be reviewed as at the start of September term taking account of any changes to personal or local circumstances? - Has the school agreed that all employees who are clinically extremely vulnerable (CEV) or live with CEV people will be permitted to work at home in September if they wish to do so? - Has the school agreed to consider appropriate measures for employees who are clinically vulnerable or at increased risk, such as working at home, working in amended roles at home or amended roles in school where it is possible to 	<p>On-going (JSY)</p> <p>Agreed (SWAR)</p> <p>Yes. (DDW)</p> <p>Yes (DDW)</p> <p>Yes, individual responses and actions to be agreed on a case by case basis (DDW)</p>

<p>maintain social distancing, or wearing PPE where desired?</p> <ul style="list-style-type: none"> - Has the school agreed to plan for September on the basis that not all members of staff will necessarily be able to attend school then? <p>Supporting staff workload and wellbeing:</p> <ul style="list-style-type: none"> - Will formal confirmation be given to staff that the overall working day will not be longer for any members of staff as a result of these changes and that for hourly paid staff any additional hours required will be on a voluntary basis, agreed with individual staff members and will be paid? - Will the school agree to conduct a workload impact assessment which addresses the level of staff workload and working time demands in the light of proposed working arrangements from September? - Will the school consult formally on directed time arrangements for teachers and publish an overall school calendar and individual directed time calendars? - Will the school allocate additional planning & preparation time to staff for the autumn term? - Will the school review and identify additional support for newly and recently qualified staff, staff new to the school, and any staff anxious about returning or continuing to work at home? - Will INSET days be used in a way which best supports staff in relation to wider opening? - Will there be other arrangements to support staff wellbeing such as stress and workload surveys and provision of individual support for staff experiencing anxiety or effects of trauma? - Will the school continue with online meetings and keep to a minimum physical meetings in order to 	<p>Yes. Planning is active (DDW)</p> <p>Confirmed. If anything it may be shorter as we will be 'stripping back' the calendar (DDW)</p> <p>Confirmed. (CMA) due to take place in 3rd week in September</p> <p>Confirmed (DDW)</p> <p>Confirmed. Additional INSET day established. Additional planning time to support new staff and NQTs (MGD)</p> <p>Confirmed (MGD)</p> <p>Confirmed. Draft for INSET already circulated.</p> <p>Yes. Director of Health and Wellbeing plan being established (CMA)</p> <p>Yes. Current planning being established (MGD)</p>
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<p>reduce transmission and time spent in the school building?</p> <ul style="list-style-type: none"> - Will the school consider PPA and directed time outside pupil hours being spent working from home? 	<p>Yes. (MGD)</p>
<p>Support staff and visiting specialist staff; supply staff; and staff taking leave:</p> <ul style="list-style-type: none"> - Is the expectation that support staff will carry out their normal role as per their job description? - Will any additional work and hours be agreed with the member of staff and paid accordingly? - If teaching assistants are to be asked to lead groups or cover lessons will they be the right grade (e.g. HLTAs, Cover supervisors) and will they have the support training, skills and experience needed? - Will the school consider alternative arrangements for external agencies which minimise the need for physical visits in-person observations and face to face assessments? - Will the school adopt a policy for continued employment for peripatetic and supply staff as necessary in order to ensure such staff are able to continue to support the school as needed? - Will arrangements be in place to ensure that supply and peripatetic staff are informed about and supported with regard to safety measures when in school? - Has the school agreed that any staff required to quarantine in September as a result of holidays booked prior to the Government's quarantine announcement will be able to work at home or be allowed paid leave of absence? - Are there arrangements in place to ensure only essential visitors are allowed on site? 	<p>Yes (JSY)</p> <p>Yes (JSY)</p> <p>Not to be used in this way</p> <p>Yes. On-line meetings being communicated to all stakeholders (MGD)</p> <p>Peripatetic staff are not employed by the school. Peripatetic provision to be moved on line in own time for 2020-21</p> <p>Where applicable, yes. (MGD)</p> <p>No. It is expected that all staff will be available for work except where they are ECV or caring for a ECV member of staff. Any absence due to holiday quarantining will be unpaid leave. (DDW)</p> <p>Yes. (DDW)</p>

<ul style="list-style-type: none"> - Are there arrangements in place to ensure that visiting staff are considered during any test and trace process and can be contacted if necessary? - Do the staff working for contractors in schools have access to full contractual sick pay and is the real living wage paid as a minimum? 	<p>Yes (S Hanson)</p> <p>Yes, but not sure of the relevancy of this point for Covid-19 planning.</p>
<p style="text-align: center;"><u>School Operations</u></p> <p>Dedicated School Transport:</p> <ul style="list-style-type: none"> - Has the risk assessment of the school's transport provider been seen and the school been consulted on it? - Will satisfactory arrangements be made for distancing in seating plans (and in particular will it be possible to group pupils on transport according to their groups when in school)? - Will additional staff be needed to drive and supervise extra school buses, if this is deemed necessary to maintain social distancing? If so, will additional staff be engaged? - Will satisfactory arrangements be made for supervision of boarding & disembarking including using sanitiser when boarding & disembarking and for complying with seating plans? - Will arrangements be made for additional cleaning of vehicles? - What does 'additional cleaning' of vehicles involve and how often will cleaning take place? - Will pupils aged 11 and above be required to wear face coverings on dedicated school transport as well as on public transport? - Will protocols be put in place for drivers/escorts to report to a member of staff any child who they deem to be unwell on the journey to school? - Will this include isolation of other students on that transport and the driver and escort? 	<p>On-going. LA is consulting in week beginning 13th July. Details circulated when complete (JSY)</p> <p>Details to be confirmed as part of the LA consultation (JSY)</p> <p>Details to be confirmed as part of the LA consultation (JSY)</p> <p>Details to be confirmed as part of the LA consultation (JSY)</p> <p>Details to be confirmed as part of the LA consultation (JSY)</p> <p>Details to be confirmed as part of the LA consultation (JSY)</p> <p>Details to be confirmed as part of the LA consultation (JSY)</p> <p>Details to be confirmed as part of the LA consultation (JSY)</p> <p>Details to be confirmed as part of the LA consultation (JSY)</p>

<ul style="list-style-type: none"> - Will drivers and escorts be instructed not to pick up students displaying symptoms? <p>Wider public transport:</p> <ul style="list-style-type: none"> - Has the school ascertained how many pupils currently travel to school using public transport and begun discussions with the local authority and/or Local PHE Health Protection Team on alternatives? - Will alternatives be promoted which, where possible, avoid a significant increase in car journeys? <p>Student attendance:</p> <ul style="list-style-type: none"> - Will a flexible approach to mandatory attendance be adopted based on working towards full attendance and recognising the differing circumstances of families and pupils? - Will arrangements be in place to support families of Black students, students with SEND and others who may have increased concerns about resuming full attendance, particularly in areas where deaths from Covid have been high? - Will arrangements remain in place for remote education for students who cannot attend schools? - Will the school ensure that its workload impact assessment includes remote education for students unable to return to school? <p>Educational Visits:</p> <ul style="list-style-type: none"> - Does the school intend to resume domestic educational visits not involving an overnight stay? - Will staff be fully consulted on the resumption of a programme of educational visits and on individual proposed visits? 	<p>Details to be confirmed as part of the LA consultation (JSY)</p> <p>Details to be confirmed as part of the LA consultation (JSY)</p> <p>Details to be confirmed as part of the LA consultation (JSY)</p> <p>Working within LA guidelines and in conjunction with PDA (CJH)</p> <p>Confirmed. See BAME RA (ADB)</p> <p>Yes. Full roll out plan being established (MGD)</p> <p>Yes. CMA taking the lead (CMA)</p> <p>Not in the first term</p> <p>Yes. Not before Jan 2021 (MGD)</p>
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<ul style="list-style-type: none"> - Will additional support be available from the Educational Visits Co-ordinator or other senior member of staff when planning any visit so that assurances can be given that venues are Covid-secure? <p>School Uniform:</p> <ul style="list-style-type: none"> - Will a relaxed uniform policy be in place? - Will this also apply to staff dress codes? <p>Extra-Curricular Provision:</p> <ul style="list-style-type: none"> - Does the school intend to resume any breakfast and after- school provision? - If so, will this be done without increasing contact and mixing and without increasing staff workload? 	<p>Yes. (MGD)</p> <p>No. Full uniform policy established. Students to receive lanyards and catering cards (JSY) No. Normal rules of 'office dress' to be continued</p> <p>No</p> <p>n/a</p>
<p style="text-align: center;"><u>Education Provision</u></p> <p>Curriculum Expectations:</p> <ul style="list-style-type: none"> - Have staff been consulted on changes to the curriculum aimed at 'recovery' that is relevant and responsive to children and communities, that uses approaches and content from the previous year's curriculum? - Has additional time been provided for staff to ensure new activities and remote learning can be thoroughly and collaboratively planned? - Does your timetable give each year group access to all curriculum subjects and is there a good balance between core and foundation subjects? - Does the timetable include sufficient creative subjects, and space for dialogue and sustained thinking? - Has the school agreed not to 'set' pupils in Y7 in order to better maintain consistent bubbles? - Will staff be consulted about spending catch-up funding and about the best ways to plan small group work for students to enable consolidation? 	<p>Yes. Active consultation on going (DDW)</p> <p>Yes. Active planning on going (MGD)</p> <p>Yes (MGD)</p> <p>Yes, there is no limiting of curriculum breadth (MGD)</p> <p>Mostly. Still setted in maths (MGD) Bubbles remain in ½ year groups</p> <p>Directors of learning and Heads of subject will be consulted (MGD)</p>

<p>Behaviour and Pastoral Issues:</p> <ul style="list-style-type: none"> - Does the timetable include sufficient /increased time or additional arrangements for social and emotional support for students? - Have pastoral systems been reviewed to support students to make healthy transitions and continue to engage with their learning? - Has sufficient time been allocated to outdoor learning for all pupils, especially in EYFS? - How will learning, transitions and extra support for pupils with SEND be planned? - Has the behaviour policy been reviewed to acknowledge the increased level of trauma and anxiety experienced by students and the impacts on engagement, self-esteem and behaviours? <p>Assessment and Accountability:</p> <ul style="list-style-type: none"> - Has additional time been allocated within teaching time for ongoing assessment of pupils' baseline assessments and transitions from their previous class? - Will staff be consulted on what meaningful assessment will look like following the period of closure and remote learning? - Will the school maintain all GCSE subjects for pupils in Yr10 and Yr11 ? - Does the timetable enable pupils taking GCSE and other equivalent qualifications to sustain study in those subjects where they are considering progression to further courses and possible career paths? - Has the school considered how to manage pupils' entry to the Autumn series of exams fairly, including for pupils who have left the school, and 	<p>Yes, additional support being established (CJH)</p> <p>Yes, on-going consultation to behaviour code (ADB)</p> <p>n/a</p> <p>Actively being planned, (NJ) taking the lead</p> <p>Yes, on-going consultation to behaviour code (ADB)</p> <p>Yes, see plans for the 3 week induction process and the recovery curriculum (DDW)</p> <p>Yes, through departmental consultation (MGD)</p> <p>Yes (MGD)</p> <p>Yes (MGD)</p> <p>Yes, full plan being established (DDW). Most likely to be off site.</p>
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<p>how to manage pupils' sitting the exams safely and with appropriate invigilation?</p> <ul style="list-style-type: none"> - Will staff be consulted on new, innovative ways of working to build on lessons learnt and use of technology during the lockdown, e.g. use of technology and outdoor learning? - Has the school agreed not to link pay progression to pupil progression 2020-2021? 	<p>Yes, active planning underway (SH)</p> <p>Yes, confirmed (DDW)</p>
<p><u>Contingency Planning</u></p> <ul style="list-style-type: none"> - Will the school put a plan in place for students' remote education in the event of the school needing to close? - Will the school ensure that its work load impact assessment includes possible remote education for all students in the event of the school needing to close? - Will the school ensure that staff and students have full access to Government schemes around the provision of IT equipment? - Will there be full consultation with trade union reps on contingency plans? 	<p>Yes, deadline 1st October (DDW)</p> <p>Yes, on going support and consultation with DDW, MGD and CMA (CMA)</p> <p>Yes. In addition an assessment is to be undertaken of staff home access to appropriate ICT equipment to support remote learning provision (MH)</p> <p>Yes (DDW)</p>

Detailed specific action points:

Action	Date
Distribute the LA parental/carers questionnaire	31/07/2020
Set up structured programme of learning and work expectations for over the summer break, to include extended writing and memory recall	01/08/2020
Communicate systems for the collection of results to students and parents and carers	07/08/2020
Establish system for the communication of Centre Assessed Grades upon receipt of request	07/08/2020
Establish system for the responding to Subject Access requests in respect to Centre Assessed Grades and rank ordering	07/08/2020
Write to all peripatetic workers regarding move on-line for music support	14/08/2020
Increase amount of in-school staffing in last two weeks to support September opening, e.g. science technicians, site team, DT and Food technicians, library, etc.	15/08/2020
Conduct a workload impact assessment which addresses the level of staff workload and working time demands in the light of proposed working arrangements from September	18/08/2020
Establish full consultation with union reps and staff on the revised risk assessments for full opening in September	20/08/2020
Re-circulate final planning document after consultation	21/08/2020
Minimise all furniture requirements within the covid medical area	21/08/2020
Establish a full "Response Plan" from our cleaning company contract	21/08/2020
Re-allocate staff timetable with updated rooming for Autumn Term in light of "Year Group Bubble Zones"	21/08/2020
Establish extra-ordinary board meeting focussing on September 2020 re-opening final plans	24/08/2020
Establish extra-ordinary LGB meeting focussing on September 2020 re-opening final plans	24/08/2020
Inform everyone in the school community be informed and reminded not to come into school if they have COVID-19 symptoms or have tested positive in the last 7 days and to self-isolate for at least 7 days and arrange to be tested if they develop symptoms	24/08/2020
Parents/carers to be instructed that they may not come onto the premises unless they have an appointment or it is an emergency situation	24/08/2020
Establish 10 hand sanitiser stations in PE exit corridor	25/08/2020
Establish hand sanitiser stations in all workshops and labs	25/08/2020
Establish hand sanitiser stations at the entrance to each "Year Group Bubble Zone"	25/08/2020
Establish hand washing stations at the entrance to each "Year Group Bubble Zone"	25/08/2020
Write to parents (and on website) with final updated planning document and risk assessments	28/08/2020
1-2-1 support for identified staff, support WRY & JSY for additional risk assessments, list for SLT ID'ed staff	28/08/2020
Complete individual ID'ed staff risk assessments (WRY – teaching, JSY – support)	28/08/2020
Adjust September INSET so that staff only work within their Faculty working groups and do not have contact outside of that grouping.	28/08/2020
Set up PHS Critical Incident Team weekly meetings for first 4 weeks and then fortnightly thereafter	28/08/2020
Adjust critical incident team responsibilities to match the specifics of Covid-19 critical incident planning and review.	28/08/2020

D Waugh; Head Teacher

Support the LA designated list of transport principles; communicate to parents and carers.	28/08/2020
Support the LA designated list of transport principles; communicate rules to students and establish monitoring and checking systems	28/08/2020
Consider appropriate measures for employees who are clinically vulnerable or at increased risk, such as working at home, working in amended roles at home or amended roles in school where it is possible to maintain social distancing, or wearing PPE where desired	28/08/2020
Ensure that risk assessment of the school's transport provider been seen and the school been consulted on it	28/08/2020
Write to all regular suppliers with an overview of our social distancing and hygiene measures and request their full compliance.	01/09/2020
Establish summary sheet of our distancing and hygiene measures for non-regular visitors to be issued upon arrival	01/09/2020
Communicate with parents, carers and outside agencies that meetings on site will only happen under rare circumstances; communicate that we will hold on-line zoom meetings instead (part of parental communication and website updated)	01/09/2020
Ensure every classroom and every office has a lidded bin; ensure each bin is double bagged	01/09/2020
Ensure every classroom promotes the 'catch it, kill it, bin it' strategy through appropriate posters and displays	01/09/2020
Ensure ever classroom and every office has a box of tissues	01/09/2020
Ensure sustainable supply of tissues. Always have a minimum of a "double" supply in stock (i.e. always have at least one spare box for every classroom and office in stock)	01/09/2020
Establish posters and displays to promote 'natural ventilation'	01/09/2020
Encourage the use of Google Classroom for staff subject departmental meetings (consider timing)	01/09/2020
Assess all staff work areas for 1m+ social distancing arrangements; where this is not possible a new allocated workspace will be made available.	01/09/2020
Establish 15-minute slot booking system for staff access to reprographics; ensure appropriate sanitising solution available for wipe down after use	01/09/2020
Communicate the removal of extra-curricular activities for at least the first half term	01/09/2020
Establish sole use of main photocopying machine for H Grime (establish communication and system)	01/09/2020
Establish appropriate sanitising solution available for wipe down of all copiers and printers for staff use.	01/09/2020
Establish "Year Group" colour lanyards to allow for easy identification of a students' appropriate year group bubble	01/09/2020
Establish non-biometric system for lunch payments e.g. contactless card-based system	01/09/2020
Establish regular wiping down of revalue machines for taking of catering payments; encourage parent pay	01/09/2020
Assess every classroom in school to ensure that all desks and chairs can face forward, adjust accordingly.	01/09/2020
Adjust class groupings to ensure that the number of students in a room adheres to the "forward facing" social distancing measures.	01/09/2020
Adjust behaviour code so that there is a strict 2m zone adhered to between student and staff	01/09/2020
Assess all offices in which students are supported to ensure 2m zone is available	01/09/2020
Ensure every classroom has a 2m staff zone allocated and marked out.	01/09/2020
Ensure every corridor across school has the 2m social distancing stickers marked out on the floor	01/09/2020
Take the lead on responding with swift action if we become aware of a positive test for covid-19 - communicate process to staff, establish summary response in the event of a positive test, communicate it accordingly	01/09/2020

Establish systems for the management of Covid-19 related issues (monitoring of symptoms, what to do if a colleagues or pupil is unwell, dedicated first aiders and protocols, safeguarding leads, revisions to emergency plans, plans for supervision of arrival and departures)	01/09/2020
Develop Covid-19 specific staff absence reporting mechanisms (reporting and monitoring)	01/09/2020
Encourage (strongly) that any student who lives within 2 miles of school either walks or cycles to school	01/09/2020
Separate approved activity plans to be established and 'signed-off' by D Waugh for the performance faculty	01/09/2020
Specific 'bridging the gap' designed projects in each subject area?	01/09/2020
Establish an action plan-systematic response for when we are asked to consider the 'dropping' of a GCSE.	01/09/2020
Research and introduce GCSE Mindset by Steven Oakes and Martin Griffin.	01/09/2020
Identify skills for independence	01/09/2020
ID 'things' in the school calendar that can be 'dropped' to gain space	01/09/2020
1A4 sheets on what to expect yr7 focus	01/09/2020
Pre-circulate a copy of the Poynton – High – Expectations summary poster	01/09/2020
Presentation on B4L assembly repeated for all year groups virtually	01/09/2020
Parental booklet produced (yr7 focussed)	01/09/2020
Introduce the previously planned triage system as a matter of priority	01/09/2020
Focus on September induction planning to allow for significant time in teams	01/09/2020
Director of Health and Wellbeing to have appointment system and schedule available	01/09/2020
Aim to establish all support staff 'in' for September INSET, paid accordingly	01/09/2020
Flu jabs offered and ordered across TTLP	01/09/2020
Stock packs of multi vitamins ordered for all staff	01/09/2020
Increase availability of water stations for staff	01/09/2020
Establish "induction recovery" for the form based time in the autumn term as per the timetable detailed in the document	02/09/2020
Complete BAME risk assessments (ADB – staff, SWAR – students)	02/09/2020
Complete individual risk assessments for all EHCP students and any further designated with special educational need	02/09/2020
Communicate arrangements to staff for medical needs management	02/09/2020
Allocate lower school access toilet for Covid care only; prepare area for covid medical management (liaise with S Warburton)	02/09/2020
Update and adjust behaviour code to include compulsory hand washing or hand sanitising; communicate accordingly.	02/09/2020
Advise staff to always ensure classroom windows are open and to keep the classroom door open where possible and safe to do so.	02/09/2020
Establish timetable for "specialist provision" cleaning rota to feed into "Cleaning Response Plan"	02/09/2020
Establish booking system for specialist provision rooms	02/09/2020
Establish staggered break and lunch timing	02/09/2020
Establish ½ year group assembly provision, rota and focus.	02/09/2020

Establish new approach to House Activity and House Identity given in ability for House Assemblies	02/09/2020
Purchase increased stock of stationary for all classrooms so as to minimise sharing amongst students.	02/09/2020
Each member of teaching staff to be issued with their own "stationary" pack so as not to share within classrooms.	02/09/2020
Staff Briefings will be recorded and circulated for staff to watch in their own time.	02/09/2020
Divide outdoor space in to "Year Group Bubbles" to minimise mixing of groups	02/09/2020
Take the lead on ensuring that PHS is fully compliant with the planning framework for full engagement with the NHS Test and Trace process - communicate to staff, parents/ carers, students	02/09/2020
Ensure staff are reminded that traditional standards of office dress are required from 1 st September 2020 onwards	02/09/2020
Establish action plan for the deployment of the Student Progress and Welfare Teams in light of the challenges likely to be faced upon return of a full complement of students (inc. location of bases)	02/09/2020
Ensure arrangements in place for limiting the handling of pupil work by staff, including amended arrangements for submitting work online in preference to physical paper and books, with subsequent changes in arrangements for marking	02/09/2020
Establish weekly trade union catch up meetings to give assurance that trade union reps will be involved including in liaison with the local health protection team	02/09/2020
Establish multiple hand washing stations at all 'food outlet' areas.	03/09/2020
Ensure sustainable supply of soap and hand sanitiser. Always have a minimum of 1-month supply in stock	03/09/2020
Establish "lunch queuing system" with appropriate separation and reconfigured dining spaces; increase outdoor spaces available for lunch time management.	03/09/2020
Lead on establishing temporary additional TLR3 responsibilities to support the rapid expansion and readiness for remote learning; 16 x £500 available for authoring of remote learning material for all year groups in all subjects (task finish projects, completed by October half term)	03/09/2020
Plans for supervision of break and lunchtimes	03/09/2020
Aim to cut down by at least 50% all students who use public transport to get to school	03/09/2020
Ensure students who do travel by public transport have appropriate PPE equipment for the journey	03/09/2020
Establish 'uniform' requirements for practice PE and Dance	03/09/2020
Establish training for staff on the satisfactory arrangements for information, instruction, training and supervision of PPE	03/09/2020
Establish a system to be adopted and publicised for anyone who develops COVID-19 symptoms to be sent home or collected asap by parents/carers and for all staff and students to be reminded to wash or sanitise their hands if they have come into contact with them	03/09/2020
Establish specific cleaning system for covid medical care areas	03/09/2020
Establish system for the distribution and monitoring of PPE stock	03/09/2020
Establish the whole school system for ensuring measures in place with sufficient time allocated for pupils and staff to clean their hands (with soap & warm running water or sanitiser) when they arrive at school, return from breaks, change rooms and before and after eating	03/09/2020
Establish a system to ensure that young pupils and those with complex needs can be assisted and that sanitiser is not ingested or misused in other ways	03/09/2020

Establish as part of our cleaning programme the areas to be thoroughly cleaned on a daily basis with particular focus on frequently handled surfaces such as door handles, light switches, table/counter tops, handrails and bannisters, chairs, computers including mouse and keyboard, photocopiers, telephones, shared learning resources or toys, specialist equipment for SEND pupils, toilet s and toilet handles, sinks, taps and other areas touched regularly, with additional cleaning during the day as necessary	03/09/2020
Ensure that each classroom is provided with gloves and disinfectant spray in case a pupil coughs or sneezes on a piece of equipment or furniture	03/09/2020
Ensure that adequate arrangements in place for cleaning of shared items which cannot be left unused for 72 hours between use	03/09/2020
Ensure arrangements in place to limit the extent to which pupil belongings and school items are brought into school or taken home and store belongings safely when in school	03/09/2020
Ensure appropriate PPE to be provided for staff at significant risk due to necessary close personal contact with pupils who can't control behaviour such as spitting, coughing or sneezing or whose behaviour or learning needs to be physically managed	03/09/2020
Establish catering contract specific response plan to re-opening plans	03/09/2020
Establish the arrangements for access to pupil toilets to ensure that overcrowding is prevented and that dignity/privacy can be maintained for pupils with SEND	03/09/2020
Establish arrangements in place for staff to be on duty at all times monitoring safe movement around the site	03/09/2020
Establish that space is identified for pupils who need to be withdrawn from the classroom for whatever reasons	03/09/2020
Establish arrangements to allow staff to take their breaks away from pupils and in a safe environment	03/09/2020
Adopt suitable arrangements (in line with their subject association COVID-19 guidance and the Back to School guidance from CLEAPSS) by reorganising teaching resources in those classes in specialist practical subjects, where pupils normally access equipment and materials as needs dictate during practical activities	03/09/2020
Adopt suitable arrangements in those classes in specialist practical subjects, to enable the safe storage of work -books and/or practical work in progress	03/09/2020
Establish a range of arrangements to prevent overcrowding at the school gate and any other potential areas of overcrowding	03/09/2020
Establish arrangements to be made for distancing in seating plans (and in particular will it be possible to group pupils on transport according to their groups when in school)	03/09/2020
Establish additional staff needed to drive and supervise extra school buses, if this is deemed necessary to maintain social distancing? If so, will additional staff be engaged	03/09/2020
Establish arrangements be made for supervision of boarding & disembarking including using sanitiser when boarding & disembarking and for complying with seating plans	03/09/2020
1 x day to replicate Menai Residential on school field, team building and identity	03/09/2020
Give the Yr7 students something specific that will allow them to develop their school identify and allegiance more, e.g. House Hoodies	03/09/2020
Open all areas for student handwashing, i.e. staff kitchens as well as student toilets	03/09/2020
Establish "recovery curriculum" activities for the first 3 weeks of the autumn term for all year groups as per the timetable detailed in the document	04/09/2020
Engage with two dedicated supply staff so as to limit cross school cross population	04/09/2020
Put in place measures to check on staff wellbeing; respond accordingly	04/09/2020
Establish a full recruitment strategy required for a number of posts currently held in abeyance	04/09/2020

Re-establish with adjustments the sickness and leave of absence policy to reflect Covid-19 related absences and issues	04/09/2020
Establish specific support plan for new staff	04/09/2020
Establish specific support plan for NQTs	04/09/2020
Establish specific support plan for ITT staff	04/09/2020
Undertake audit of staff home ICT availability to effectively support remote learning and establish deployment action plan accordingly (teaching and learning support)	04/09/2020
Undertake audit of staff home ICT availability to effectively support business operations and establish deployment action plan accordingly (support staff)	04/09/2020
Engage with LA and outside agencies and families of students with SEND to devise individual plans of specific support	04/09/2020
Establish specific "Engagement Action Plans" for the most vulnerable and hard to reach students	04/09/2020
Establish plans for the lifts to be cleaned during the day	04/09/2020
Consult formally on directed time arrangements for teachers and publish an overall school calendar and individual directed time calendars	04/09/2020
Arrangements to be in place to ensure that supply staff are informed about and supported with regard to safety measures when in school	04/09/2020
Ensure arrangements are in place to ensure only essential visitors are allowed on site	04/09/2020
Ensure that arrangements in place to ensure that visiting staff are considered during any test and trace process and can be contacted if necessary	04/09/2020
Ensure planning for our "recovery curriculum" encompasses addressing each of the key priorities for each year group (planning at all levels, schemes of work, assessments, individual lessons, etc.) Focus on content, pedagogy, assessment.	07/09/2020
Formal timetabling of Yr13 study hall with the additional staffing capacity we have for 20/21	07/09/2020
Mini learning to learn programme as part of initial return/recovery curriculum	07/09/2020
Open and overt communication at all points to staff and parents and Yrs11 and 13. When we know we tell them, e.g. expectations of assessment for 2021, autumn exam series, etc.	07/09/2020
Further update/develop FAQ sections of our website	07/09/2020
Develop help guides for 'early signs of stress' and how to deal with it	07/09/2020
Increase amount of welfare activities such as meditation, etc.	07/09/2020
Increased role and focus of Director of Health and Wellbeing on personal therapy and support (e.g. meditation, exercise, etc.)	07/09/2020
Re-adjust celebration focus; celebration assemblies, much more overt focus on praise in lessons, in rewards policy, etc.	10/09/2020
Positive modelling opportunities, celebrate the simple, students who are getting the basics right.	10/09/2020
Establish regular mentoring for key students	10/09/2020
Issue support guidance on health aspects such as sleep, health and nutrition, exercise	10/09/2020
Increase the amount of 'self-help' guides for students and parents/carers	10/09/2020
Departmental capitation budget assessments	10/09/2020
Re-establish 2020-21 PHS appraisal policy and procedure to 'divorce' student outcomes from the appraisal performance management process	11/09/2020
Ensure 'natural progression' of all pay spine progression for the September 2020 teaching staff pay award	11/09/2020

Establish ways to continue with online meetings and keep to a minimum physical meetings in order to reduce transmission and time spent in the school building	11/09/2020
Commission specific response from Specialist Assessor requirements	15/09/2020
Each curriculum area to identify bespoke remote learning topics for all year groups and all abilities	18/09/2020
Redeploy the capacity in staffing that is available to develop remote learning resources in readiness for partial, local or full shut down.	18/09/2020
Establish and monitor effectiveness of deployment plan for the additional catch-up staff	18/09/2020
Recruit additional catch-up tutors; deploy accordingly	18/09/2020
Have systems in place to move to providing remote education where a class, group or small number of students need to self-isolate, or where there is a local lockdown.	18/09/2020
Establish full roll out of CenturyTech resources and artificial intelligence platform.	18/09/2020
Establish system for the collation of student entries for the Autumn Examination series	18/09/2020
Establish action plan for the carrying out of the Autumn Exam Series (possibly off site)	18/09/2020
ASCL Open Source Data Project	20/09/2020
CATS exams for all students	20/09/2020
Exploit the new 'catch-up' premium provision	20/09/2020
Small group work tutors. Additional staffing (in place in Sci, Ma and En)	20/09/2020
Early in Autumn Term motivational Study Skills external led seminars	20/09/2020
Early in Autumn Term motivational careers and progression event	20/09/2020
Establish "gained ground" in the curriculum content, i.e. identify curriculum content that can be moved on-line and omitted	01/10/2020
Identify students most at risk of disengaging and most in need of additional tutoring; plan accordingly	01/10/2020
Develop a contingency plan for remote education provision by the end of September which meets the expectations as set out in the government guidance	01/10/2020
Update "Response to Inspection" readiness planning (section 5 and section 8)	01/10/2020
Establish a "Response to Inspection" readiness planning for an inspection in the Autumn Term which will focus on both how we are managing the recovery curriculum and remote learning	01/10/2020
Establish a dedicated space to be available for any breastfeeding women to express milk, and the space to be cleaned thoroughly after each use	01/10/2020
Ensure that staff and students have full access to Government schemes around the provision of IT equipment	01/10/2020
Each subject produce a curriculum overview	01/10/2020
Establish student self-assessment on their confidence levels (e.g. traffic lighting the syllabus, perhaps using a google form)	01/10/2020
ID aspects of each specification that can go entirely on-line, e.g. move a section of your syllabus to on-line only and to be supported via google classroom and not taught within school time. Assessed through specific exams which allow for student and parental feedback on that aspect of their knowledge	01/10/2020
Rolling programme of study days throughout the year	01/10/2020

Redesigned use of non-examined curriculum time (e.g. student development, form time, etc.)	01/10/2020
INSET day meeting between Yr7 form tutors and Yr6 PDA teachers	01/10/2020
ID target cohort and adjust groupings accordingly	02/10/2020
Establish weekend programmes. Half Term programmes.	01/11/2020
Receive RA from Compliance Education	Complete
Full discussion at Full GB, follow up final paperwork.	Complete
Full discussion at TTLP Meeting, EO board meeting Aug 2020	Complete
Circulate updated planning document	Complete
Write to parents and put on website at end of term	Complete
E-mail circulation to all staff with invitation for feedback by 24/8/20	Complete
Draft Risk Assessments made available	Complete
Allocate medical room on Admin Corridor to non-Covid related medical needs (e.g. diabetes management, slips, trips, falls, etc.)	Complete
Establish stock take of non-covid medical equipment and ordering of stock following extended closure period	Complete
Allocate TTLP Office and 3 x peripatetic practice rooms as isolation booths	Complete
Assess Covid medical area and establish action plan for set up (e.g. mops, sick bags, lidded bins with double bagging, minimal surface areas, etc.)	Complete
Establish "Year Group Bubble Zones"	Complete
Allocate specialist provision rooms	Complete
Cancel late bus requirements for at least the first ½ term	Complete
Recruit additional capacity to support catch-up in English, maths and science	Complete
Establish procedures for the collection of GCSE/BTEC/A-Level results	Complete
Establish arrangements to keep movement around the school site and overcrowding to a minimum	Complete
Allocate additional planning & preparation time to staff for the autumn term	Complete
Google meets for classes, including out of zoners	Complete
Video of school for virtual tour	Complete
Adjust return in September so that they are the only year group in (alongside yr12) for the first day	Complete
Embed ASCL Open Data Source programme	Complete
Yr6 students each do a 30 second video to introduce themselves to their future form tutor, uploaded to google classroom for the form tutor to view	Complete
Google meets with form tutors in advance of September	Complete
Guidance video over 'what to expect'	Complete
Commission part time family liaison officer (additional hours of present staff)	Complete
Increase reprographics staffing over summer period	Complete

Virtual staff induction day (scheduled for 7 th July 2020)	Complete
Significant further reduction in the timetable requirements for all NQTs, e.g. traditionally NQTs would teach 38 out of 50, further reduce this to 32 for 2020-21	Complete
Offer for new staff to join the virtual departmental reviews in July	Complete
Admit new staff for September to the virtual staffroom on Slack in advance of them arriving	Complete
Additional INSET day in early October to support recovery curriculum and planning	Complete
Establish new 'employer assistance programme'	Complete
Opportunities for support staff to come into school on their designated 'bubble days' prior to school summer closure	Complete
Additional INSET placed into early October	Complete

The following pages contain a Risk Assessment template for both BAME staff and BAME students.

Senior Lead for Staff is Andy Bennett

Senior Lead for Students is Sue Warburton, supported by Catherine Holyland.

Risk assessment tool for students during the COVID-19 pandemic

General information					
Name		'Bubble' Details			
Family Contact		Assessor			
Address		Assessor Title			
Date of assessment		Review date (monthly)			
Have you, or anyone you have been exposed to, tested positive for covid-19 or have self isolated due to symptoms? Please detail relationship and level of exposure.					
Individuals underlying health condition category / other factors	Please tick appropriate box		Current activities involves	Please tick appropriate box	
	Notified as on 12 week shielding (very high risk group)			Direct contact with other adults	
	Ages in household (>65 years) Please tick if age is over 50 for BAME families			Direct contact with children under 12	

	Diabetes			Direct contact with children over 12	
	Chronic lung disease			Hypertension	
	Chronic heart disease			Stroke or history of blood clotting.	
	Cancer				
	Pregnancy (Unlikely for students) under 28 weeks if pre-existing risks present				
	Auto-immune disorders and/or Immunosuppression. (Note: not all people who have auto-immune disorders take immunosuppressant, there still may be a vulnerability in the immune system and reaction to Covid-19)				
	Pre-existing disability that impacts on respiratory morbidity				



	Impact of carers stress or concerns about family		
	BAME background		
	Gender		
	<p>Is there anyone that you live with who is “shielded” in according with the Public England schedule of conditions requiring shielding?</p> <p>Is there anyone that you live with who is self-shielded due to perceived increased vulnerability?</p>		
	Please detail parental/carer occupation. Is there an increased risk due to ‘front line worker’ status or other potential increased exposure levels?		

Please note: This risk assessment should be reviewed and updated monthly

What are you already doing?		
Interventions	Current situation	Additional action to reduce risk
Can you complete all work at home?		
Do you have appropriate and adequate access to remote working facilities, e.g. computer, broadband, etc.?		

Could alternative work be undertaken at home or elsewhere across the school/trust?		
Can face to face interactions be limited? Are you able to attend 1-2-1 on line meetings with tutors rather than attending in-school sessions?		
Have arrangements been made for remote working?		
PPE		
Access to swab testing and prioritising at-risk groups and their family members		
Has the individual had any sickness in the past linked to their health condition?		
Has the individual had a Vitamin D test showing deficiency?		
What arrangements are you going to put in place to ensure regular contact/wellbeing?		
Other considerations:		

Staff Signature (can be electronic signature of reference to email confirmation)	Staff job title
Print name	
Parental signature (can be electronic signature of reference to email confirmation)	
Print name	
Date for review and update of Risk Assessment: (monthly)	

2.2.1 Guidance notes:

1. The tool is intended to provide structure to a one to one conversation with a student/family to seek a pragmatic and safe working arrangement – it should be conducted within a “done with”, co-production approach with the family, and not a “done to” approach. This means that the family should be provided with the risk assessment document and paperwork before the one to one conversation.
2. There should be guidance produced for all parties to follow should there be a disagreement regarding either the outcome of the risk assessment or the follow up action to be taken.
3. The risk assessment can be used in conjunction with but not replace occupational health/health professional’s assessments of pre-existing disabilities
4. It is recommended that the risk assessment is completed by a Designated Safeguarding Lead, co-signed by a member of staff and further validated by the Occupational Health
5. The risk assessment should be a rolling programme – and should be done again at least every time any family or household member is required to self-isolate, and the student should be told with clarity as to what happens immediately
6. Please refer to NHS advice on risk factors and the government advice on shielding staff [here](#)
7. Suggested approach to interpreting risk factors are below:

Number of risk factors	Proposed action
Singular risk factor	Consider home working entirely
Multiple factors (>=2) or have a very high risk single risk factor	Strong emphasis on home working

Schools and COVID-19: guidance for Black, Asian and minority ethnic (BAME) staff and their employers in school settings

At the start of May 2020, the NHS released their [call to action to support BAME NHS people](#) and communities during and beyond COVID-19. A draft NHS England document proposed trusts ensure every staff member has a risk assessment to keep them safe, and that guidance will be provided to support employers to create proactive approaches for BAME staff, covering physical and mental health.

While it may not yet be clear why the danger of contracting COVID-19 and subsequent mortality rates are higher for BAME colleagues, it should be clear that a bespoke health and wellbeing offer for BAME staff should be developed and rolled out not just within the NHS, but also across the education system as we start to encourage more teachers and children back into face to face contact. Through acknowledging the very different outcomes for BAME people in particular with regards COVID-19, this could be a vital opportunity to not only put in place safeguards for colleagues now, but also affect lasting change in the imbalance of power, decision-making and representation for BAME colleagues within our education organisations as a whole for the long term.

The following are what an equivalent set of top five calls to action would look like in the education sector if they were to mirror that of the NHS guidance:

- 1) **Protection of staff** which includes risk assessments that specifically take into account the physical and mental health of BAME staff. The NHS has provided [guidance](#) for employers on risk prioritisation and management which includes ethnicity. This includes ensuring that line managers are supported to hold conversations with BAME staff that are sensitive and comprehensive, and that these should be held on an ongoing basis as physical and mental health are prone to changes.
- 2) **Engagement with staff** and relevant networks is paramount. Communication with these should be strengthened so that managers can hear and learn from lived experience - this includes initiating webinars and facilitated discussions including BAME and non-BAME colleagues within unions, MATs, BAME network leaders, local authorities, the DfE, leadership and governance associations and other stakeholders with the aim of starting a meaningful dialogue that will result in some real change across the education sector.
- 3) **Representation in decision making** is critical to include BAME staff as key influencers in decisions that may be made that directly affect them. There should be a national audit of BAME representation (segmented into the respective groups and not lumped together as a broad category of 'non-white' peoples) across educational leadership, governance and leading policy- making functions of all education organisations. This should be tackled head on and the imbalance addressed from school level and right up into government policy as a matter of urgency.
- 4) **Rehabilitation and recovery** to make sure there is bespoke and continuing health and wellbeing support throughout and beyond the crisis. The disproportionate impact of COVID-19 on BAME communities is acute, both personally and professionally. Teaching colleagues are already under pressure as frontline actors in uncertain times. We need to ensure that the unique needs of our BAME colleagues are met both now, and in the future. This could be the start of a long-awaited change.
- 5) **Communications and media**. The media representations of the education sector do not tend to include BAME colleagues. To create positive representations from, with and about BAME staff and students, we should be holding to account all education organisations from the

smallest school settings and through to the higher echelons of decision-makers and power holders, to ensure that their media and other communications are positive about BAME colleagues and students and representative in terms of optics as well as content matter.

We are indebted to our education professionals, teachers and support staff alike, who are going above and beyond to adapt and excel, teaching and caring for the young people they serve in these difficult times. We need to harness our collective passion, and commitment to true equality for all, at a time of increased complexity, challenge and emotional strain. We hope we can make real and lasting change for our BAME colleagues and the communities we all serve.

2.2.2 The duty of care

There are a range of statutory requirements that together form part of the duty of care that schools owe to their staff, and by extension to pupils and visitors such as parents. In the school setting these would include

- **Section 1 (2) Health and Safety at Work etc Act 1974** which states: “It shall be the duty of every employer to ensure, so far as is reasonably practicable, the health, safety and welfare at work of all his employees.”
- **Regulation 3 (1) of the Management of Health and Safety at Work Regulations 1999** which provides that: “Every employer shall make a suitable and sufficient assessment of the risks to the health and safety of his employees to which they are exposed whilst they are at work; and the risks to the health and safety of persons not in his employment arising out of or in connection with the conduct by him of his undertaking”
- An Equality Impact Assessment or some other means of meeting the requirement of the **Public Sector Equality Duty contained in section 149 of the Equality Act 2010**, which requires public authorities to have due regard to a number of equality considerations when exercising their functions.

The duty of care is to all staff, and by extension pupils and visitors. No one should work in an environment where foreseeable risk has not been mitigated or removed as far as is reasonably practicable. Staff (including managers) have a duty of care to themselves, to colleagues, to those they manage or employ and to those they provide services to.

We know from Public Health England, from the Office of National Statistics and from a range of recently published research that some groups of people are more at risk from COVID 19, notably those with certain long term health conditions. BAME staff are particularly at risk, and the NHS has specifically identified the importance of risk assessments for BAME staff

This evidence has underpinned the NHS approach to risk assessment for all staff, not simply those in high risk areas. The core document being used to underpin risk assessments is <https://www.fom.ac.uk/covid-19/update-risk-reduction-framework-for-nhs-staff-at-risk-of-covid-19-infection>

If we were to have a parallel risk assessment guidance document and tool for staff in education settings, they may look like this:

Impact of COVID-19 on Black, Asian and Minority Ethnic (BAME) staff in school settings

2.2.3 Introduction

There is an officially acknowledged high and disproportionate number of deaths of Black, Asian and Minority Ethnic (BAME) people due to COVID-19. As such, there is a need for initial guidance on risk mitigation for urgent implementation across all education settings.

2.2.4 Risk assessment

Risk assessment should be carried out for all staff, but especially for BAME staff as a priority, so that a personalised risk mitigation plan can be put in place for each member of staff. This requires an open and collaborative one to one conversation between the staff member and line manager, aided by the HR or occupational health team as required. It should be conducted within a “done with”, co-production approach with the staff member, and not a “done to” approach. This means that the staff member should see the risk assessment document and paperwork before the one to one conversation takes place.

2.2.5 Risk mitigation

Surveys and accounts from various professional medical and nursing bodies indicate that BAME staff face particular issues with being supported with measures to reduce their exposure to risk. The assumption is that this may be the same across other caring professions, including for teaching and school support staff professionals.

Measures to reduce exposure to risk must be implemented as a priority to protect the lives of staff and students. The measures will need to be in place for some time as the pandemic takes its course, so need to be sustainable. There is a widespread assumption at senior levels of the NHS that a “second wave” of COVID 19 is likely in late Autumn 2020. Regular feedback to see whether interventions are working is vital.

Long term work designed to improve organisational culture and capability will also enhance risk management.

2.2.6 Personal protection equipment (PPE)

Appropriate PPE should be made available and clear instruction and training should be provided to school staff regarding how to wear and dispose of, or re-use these, where fitting. There is ongoing debate for and against use of face masks/face coverings in general for staff, students and the public - guidance should be updated as the evidence evolves and is made available.

Students should be offered an explanation and reassurance about staff wearing PPE.

2.2.7 Staff testing

There is now a national testing process for England. It should be offered to staff with consideration given to prioritising BAME staff and their families, to enable healthy staff to attend work.

2.2.8 Aids for remote working

It is advised that organisations provide resources for remote working for all staff as priority.

2.2.9 Redeployment

BAME staff should be considered for redeployment to lower risk work areas or home working. A proactive offer by the manager as part of an ongoing review, keeping staff needs in mind, will engender confidence that the staff members' needs are being taken seriously.

2.2.10 Working from home

If completely working from home or redeployment is not possible, a balance between working from home and school may be a way of reducing COVID-19 risk exposure. This should be carefully and actively considered rather than staff being made to feel guilty.

2.2.11 Other infection prevention and control measures

Social distancing in all work areas including staff rooms, classrooms and dining areas and hand washing should be undertaken as described in national guidance and should be strictly maintained.

Support for BAME school setting employees to manage additional impact of COVID-19

2.2.12 Vitamin D supplements

Although there is no evidence to suggest that Vitamin D gives specific protection against COVID-19 or prevents complications associated with the virus, low levels of Vitamin D may predispose to severe infection. Staff should be encouraged to have their Vitamin D levels tested, especially BAME staff members. Line managers should meet to discuss ways of making this advice available to staff, especially BAME staff as a priority, as they may be overrepresented in those with low levels of Vitamin D.

2.2.13 BAME staff engagement

Engagement with BAME employees should be a priority, including any staff networks, committees, union and other representative groups that should be invited to Q&A and other engagement events with senior staff. This can ensure the BAME voice is heard by leaders. Staff forums can be useful mediums to initiate debate. It is vital to discuss this issue in all mainstream staff side forums and not just with BAME colleagues. These issues are not just BAME issues but have relevance to all staff and to the whole organisation.

2.2.14 Psychological safety

Staff will need reminders of avenues available to speak out about issues such as poor access to equipment, bullying, and other issues, with an aim to reduce fear of raising concerns and ensuring there is a safe space to do so.

2.2.15 The risk assessment process

The risk assessment tool (below) is a means of structuring the assessment

Risk assessment tool for staff during the COVID-19 pandemic

General information					
Staff member's name(s)			Job title		
Line manager			Manager's job title		
Work location			Working hours		
Date of assessment			Review date		
Individuals underlying health condition category / other factors	<i>Please tick appropriate box</i>		Current post involves	<i>Please tick appropriate box</i>	
	Notified as on 12 week shielding (very high risk group)			Direct contact with other adults	
	Age (>65 years) Please tick if age is over 50 for BAME staff			Direct contact with children under 12	
	Diabetes			Direct contact with children over 12	
	Chronic lung disease			Providing support to colleagues within the setting (e.g. cleaning, estates, IT)	
	Chronic heart disease			Providing support to colleagues but not directly in the setting (e.g. training)	
	Cancer				
	Pregnancy please tick if over 28 weeks, under 28 weeks if pre-existing risks present				
	Immunosuppression				
	Pre-existing disability that impacts on respiratory morbidity				

	Impact of carers stress or concerns about family		
	BAME background		
	Gender (please tick if male BAME above 50)		
	Is there a anyone that you live with who is “shielded” in according with the Public England schedule of conditions requiring shielding		

What are you already doing?		
Interventions	Current position	Additional action to reduce risk
Can this work be done at home?		
Could alternative work be undertaken at home or elsewhere across the school/trust (redeployment)?		
Can face to face interactions be limited?		
Have arrangements been made for remote working?		
PPE		
Access to swab testing and prioritising at-risk groups and their family members		
Has the individual had any sickness in the past linked to their health condition?		
Has the individual had a Vitamin D test showing deficiency?		
What arrangements are you going to put in place to ensure		

Line manager's signature (can be electronic signature of reference to email confirmation)	Line manager's job title
Print name	
HR manager's signature (can be electronic signature of reference to email confirmation)	HR manager's job title
Print name	

2.2.16 Guidance notes:

1. The tool is intended to provide structure to a one to one conversation with a staff member to seek a pragmatic and safe working arrangement – it should be conducted within a “done with”, co-production approach with the staff member, and not a “done to” approach. This means that the staff should see the risk assessment document and paperwork before the one to one conversation.
2. There should be guidance produced for staff and line managers to follow should there be a disagreement regarding either the outcome of the risk assessment or the follow up action to be taken.
3. The risk assessment can be used in conjunction with but not replace occupational health assessments of pre-existing disabilities
4. It is recommended that the risk assessment is completed by a line manager, co-signed by a member of staff and further validated by the HR department
5. The risk assessment should be a rolling programme – and should be done again at least every time any family or household member is required to self-isolate, and the staff member should be told with clarity as to what happens immediately
6. Please refer to NHS advice on risk factors and the government advice on shielding staff [here](#)
7. Suggested approach to interpreting risk factors are below:

Number of risk factors	Proposed action
Singular risk factor	Consider home working
Multiple factors (>/=2) or have a very high risk single risk factor	Strong emphasis on home working

Acknowledgements: based on Lincolnshire Partnership NHS Foundation Trust, Derbyshire Healthcare NHS Foundation Trust, Somerset Partnership NHS Trust, Royal College of Psychiatrists and Faculty of Occupational Medicine guidance and assessment.

Formal Risk Assessment

Risk Assessment

Area/Activity Assessed	High School Phase 3 Reopening – COVID-19	Date	3 rd July 2020
Assessment Completed By	Gillian Marshall	Person(s) Consulted	

Persons Exposed	Employees	<input checked="" type="checkbox"/>	Contractor	<input checked="" type="checkbox"/>	Young Person	<input checked="" type="checkbox"/>	Expectant Mother	<input type="checkbox"/>	Visitors and/or Public	<input checked="" type="checkbox"/>	Trespassers	<input type="checkbox"/>
Frequency of Exposure	Continually	<input type="checkbox"/>	Hourly	<input type="checkbox"/>	Daily	<input checked="" type="checkbox"/>	Weekly	<input type="checkbox"/>	Monthly	<input type="checkbox"/>	Yearly	<input type="checkbox"/>
Duration of Exposure	Less than 1hr	<input type="checkbox"/>	1-2 hrs	<input type="checkbox"/>	3-4 hrs	<input type="checkbox"/>	5-6 hrs	<input type="checkbox"/>	7-8 hrs	<input type="checkbox"/>	More than 8 hrs	<input checked="" type="checkbox"/>

Probability - (5=Very Likely, 4= Likely, 3= Quite Possible, 2= Possible, 1= Unlikely)
 Severity - (5=Catastrophic, 4=Major, 3=Moderate, 2=Minor, 1=Insignificant)

0-8 - Low risk No Action Required.
 9-15 - Medium risk Ensure adequate controls are in use.
 16-25 - High Risk Stop operation and implement adequate control measures

No	Hazard	Initial			Existing Control Measures	Residual			Additional Controls
		Severity	Probability	Risk		Severity	Probability	Risk	
1	School reopening after lockdown	4	3	12	<ul style="list-style-type: none"> Where necessary building will be deep cleaned before reopening. All staff are competent and instructed with regards to the procedures in place for the protection against infection from Covid-19. The Schools reopening plan has been created in line with current Government, Public Health, DfE guidelines. As part of the Governments guidelines <ul style="list-style-type: none"> All staff and students will have access to coronavirus tests via the NHS website. A phased return will see some staff and students returning to school at the earliest date of the ?? September 2020. Strict guidelines have been produced and will be implemented by the school as far as reasonably practicable. (<i>The school reopening plan</i>) 	4	2	8	A plan is to be created for the building and each department
2	Coronavirus spread from one country to another	4	3	12	<ul style="list-style-type: none"> Current UK Government Travel guidelines will be followed. Where necessary Head Teacher will instruct all students and staff who have travelled abroad to adhere to current government guidelines and (<i>Self-isolate for 14 days at a declared UK address</i>). 	4	1	4	This is for people who have travelled to countries not part of the travel corridor

No	Hazard	Initial			Existing Control Measures	Residual			Additional Controls
		Severity	Probability	Risk		Severity	Probability	Risk	
3	Staff and Students who have received medical advice regarding social distancing, shielding due to underling health condition or classed as a vulnerable person because a member of their household is vulnerable, or they are from the BAME community.	4	4	16	<ul style="list-style-type: none"> The school has liaised with their staff and parents to ascertain which members of staff and students are at higher or moderate risk from coronavirus. Where necessary the school has carried out Vulnerable Persons risk assessment, reviewed Educational Care Plans and conducted a Needs Assessment. Staff and Parents will follow the advice given to them by their/or their child's General Practitioner. Staff and Parents have a responsibility to keep their/the manager/head teacher informed of any changers to their/or their child's condition or the advice given to them by their/or their child's General Practitioner. The School have reviewed each indivual case to ensure all necessary precautions are in place to protect each vulnerable person. Temporary adjustments when necessary will be put in place. 	4	2	8	Vulnerable person RA forms available
4	<p>Staff and Students showing signs or confirmed of having Coronavirus COVID-19 in the last 7 days</p> <p>Or a member of their household is suspected or confirmed with having Coronavirus</p>	4	2	8	<ul style="list-style-type: none"> Staff and Students are instructed NOT to attend classes if they or a member of their household are displaying Coronavirus symptoms. Staff and Students are asked to follow the advice of the NHS/GP and should self-isolate for 7 to 14 days. Up on instruction of the NHS/GP all persons and persons linked to a person showing signs of coronavirus will be tested. All Staff and Parents have a responsibility to inform the school immediately of the result of the COVID-19 test (Negative/Positive) A staffing plan is in place to ensure safe staffing levels are achievable, agreed established and monitored appropriate to group sizes/ pupil needs and the activities required. 	4	1	4	

5	Staff and Students displaying symptoms.	4	3	12	<p>Whilst on site.</p> <ul style="list-style-type: none"> • The School will be notified immediately. • Staff and Students displaying symptoms of Coronavirus will be sent home. • All remaining Staff and Students will be kept informed of the persons condition and asked to monitor their own health. • A suspected coronavirus letter will be sent home with each student and parents/cares are asked to monitor the health of their child. • Where necessary the infected person will be moved to a designated isolation room whilst they await medical assistance and/or arrangements are made for the person to be collected and taken home. • Suitable PPE is available for First Aiders or staff providing care in a distance of 2 metres cannot be maintained. • Staff and Students who have been in contact with the ill person will wash their hands thoroughly for 20 seconds. • Up on instruction of the NHS/GP all persons showing signs of coronavirus will be tested. • All Staff and Students have a responsibility to inform the school immediately of the result of the COVID-19 test (Negative/Positive) • A staffing plan is in place to ensure safe staffing levels are achievable, agreed established and monitored appropriate to group sizes/ pupil needs and the activities required. <p>Positive Result</p> <ul style="list-style-type: none"> • The Head Teacher will notify Local Health Protection Team, Compliance Education and School Governors/Trust/LA • Coronavirus Letter will be sent out to all Parents and Staff who have had contact with the ill person (This is provided by LHPT) <p>The school will work closely with the Local Health Protection Team and follow there advise, even if this</p>	4	2	8	<p>School to look at ways in which they can support students/pa rents if they fall ill.</p> <p>Especially students/pa rents where English is there 2nd language.</p>
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No	Hazard	Initial			Existing Control Measures	Residual			Additional Controls
		Severity	Probability	Risk		Severity	Probability	Risk	
					means sending large groups of staff and students' home or the complete closure of the school. <ul style="list-style-type: none">Where possible classrooms are secured and left for 72 hours before a DEEP CLEAN is carried out. This will allow time for the virus to naturally die and will protect the cleaning staff.				

	Unable to social distance on public transport	4	3	12	Dedicated school transport <ul style="list-style-type: none"> Staff and Students are advised to practice social distancing Where possible students are grouped together on transport which reflects the POD or year group adopted by the school Hands are sanitised upon boarding and/or/disembarking The School vehicle is cleaned regularly. Students are instructed to maintain an orderly queue and where possible seated in order of disembarkment. All students will wear a face covering if they are likely to come into contact with people outside their group/POD. 	4	1	4	
					Public Transport <ul style="list-style-type: none"> Staff and Students are advised to practice social distancing All Staff and Students will wear a face covering The school will endeavour to encourage staff and students to walk or cycle to school or will look at stagger start and finish times to ease the congestion on public transport Car Sharing or Parents picking students up <ul style="list-style-type: none"> All Staff and Students will wear a face covering if they are traveling with person from another household. Parents are responsible for the safety of their own children; Parents will arrange all travel arrangements between themselves. Cycling <ul style="list-style-type: none"> The school have adequate/installed further bicycle security sheds/racks. Training for removing face coverings <ul style="list-style-type: none"> The school will provide safe instruction to all Staff and Students on the importance of wearing a face covering and how to put it on and remove safely. 				

No	Hazard	Initial			Existing Control Measures	Residual			Additional Controls
		Severity	Probability	Risk		Severity	Probability	Risk	
									Amend cycling where necessary
	Unable to social distance when administering first aid	5	2	10	<ul style="list-style-type: none"> The school will ensure an adequate number of First Aiders (First Aid at Work, Emergency First Aid) are always available. The school will ensure staff requalification dates have not lapsed. The school will ensure all First Aiders receive refresher training to ensure they are: <ul style="list-style-type: none"> Aware of the risks to themselves and others when approaching a casualty and the risk of cross contamination. Aware of the importance to keep themselves safe (wear PPE, hand washing, CRP safety) etc. Aware of the importance to keep up to date with relevant First Aid Advice Aware of their own capabilities https://www.sja.org.uk/get-advice/first-aid-advice/covid-19-advice-for-first-aiders/ <p>RIDDOR</p> <ul style="list-style-type: none"> The school will work closely with the Local Health Protection Team and follow their advice The school will contact Compliance Education/Trust/LA immediately to report any confirmed Coronavirus cases or serious injuries as it may be necessary to file an HSE RIDDOR report. 	5	1	5	

No	Hazard	Initial			Existing Control Measures	Residual			Additional Controls
		Severity	Probability	Risk		Severity	Probability	Risk	
	Unable to social distance during an emergency	5	2	10	<ul style="list-style-type: none"> Fire Risk Assessment completed in accordance with the Regulatory Reform (Fire Safety) Order 2005. All alarm and emergency lighting systems are maintained by appointed competent contractor. The COVID-19 fire procedure is explained to all staff members before the school reopens to students. Regular fire evacuation drills are practiced termly as a minimum. All staff members receive fire awareness training at regular intervals. Smoking prohibited in the building in line with current legislation. 	5	1	5	

	Persons not following Social Distancing rules	4	3	12	<ul style="list-style-type: none"> Staff and students repeatedly disobeying the rules will be placed on a behavioural plan. https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools The School will do everything possible to minimise contacts and mixing while delivering a broad and balanced curriculum. All staff and students are instructed in the importance of minimising contact and practicing social distancing where possible. <p>This includes etc:</p> <ul style="list-style-type: none"> Following all temporary alterations to the school's routine and procedures that have been implemented by the Head Teacher and SMT/SLT to protect both the staff and students. Staff and Students are required to wash their hands for 20 seconds regularly throughout the day. Hand Sanitiser units are strategy placed around the building to supplement hand washing. Staff and Students are instructed to wash their hands before and after using equipment and eating, on arrival and when changing rooms. Staff and Students are encouraged to cover their mouth and nose with a tissue. 'catch it, bin it, kill it' Cleaning routines have been enhanced. The school timetable has been adjusted to factor in the need to stagger access/egress, breaks, lunch etc in order to reduce movement around the building. Where possible staff and students will refrain from having close face to face contact with another person. Staff are instructed to maintain a 2 metres distance at all times from students and other members of staff. Staff and Students are discouraged from gathering in large close groups. Staff and Students are instructed to keep to the left-hand side of the corridor and stairs whilst walking around site. 	4	1	4	Instruction leaflets and posters should be created.
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Risk Assessment

No	Hazard	Initial			Existing Control Measures	Residual			Additional Controls
		Severity	Probability	Risk		Severity	Probability	Risk	
					See School Plan for further details on how the school will manage and implement social distancing measures.				

2	Lack of Social Distancing around site and in classrooms.	4	3	12	<p>Each department are responsible for creating, managing and implementing their own social distancing/minimal contact plan.</p> <p>All plans have been passed by Head Teacher and SMT/SLT</p> <p>Site Manager/Caretaker and Cleaners/Cleaning Contractors</p> <ul style="list-style-type: none"> ▪ Ensure all predetermined routes are clearly sign posted/marked. ▪ A COVID classroom capacity assessment has been carried out on each classroom and practice area/Learning Area to ascertain how many students and staff can occupy that space safely. ▪ Protective screening is erect where required ▪ All unnecessary furniture is removed and stored safely. ▪ All internal ventilation symptoms are checked to ensure they comply with current guidance and are maintained. ▪ The school will manage contractors to ensure all works carried out do not have an impact on the staff and student's health. ▪ The Caretaker/Cleaners will ensure that there are adequate supplies of tissues, soap, hot water, paper towels and that bins are emptied regularly. ▪ The Caretaker will decommission water fountains. ▪ The Caretaker/Cleaners will ensure alcohol (>60%) hand sanitiser/gel is made available to the whole school for more hygienic hand washing ▪ The Infectious Control cleaning routine is implemented for both general daily cleaning and the deep cleaning of the school. ▪ Rota's are implemented or adapted to ensure the school is cleaned and maintained regularly throughout the day 	4	1	4
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				<ul style="list-style-type: none"> Will check cleaning product, handwashing/drying, hand sanitizer and PPE stock levels are maintained. Will ensure Material Safety Data Sheets (MSDS) and COSHH Risk Assessments are obtained for all cleaning products used. Will ensure they use and dilute the cleaning products as per the product information sheet and/or the MSDS and COSHH risk assessment Vending machines are wiped down regularly. <p>Catering Manger Department/Contractor</p> <p>https://www.gov.uk/government/publications/covid-19-guidance-for-food-businesses/guidance-for-food-businesses-on-coronavirus-covid-19</p> <ul style="list-style-type: none"> The Catering Manager/Contractor will ensure relevant staff have Food Hygiene Certificates or other training in Food Handling. The catering staff will ensure all stored food that requires refrigeration, is covered and dated within a refrigerator, at a temperature of 5°C or below. The catering staff will ensure food is bought from reputable sources and used by recommended date. The Catering staff will ensure personal hygiene and handwashing is maintained. The Catering Manager/Contractor will adjust the kitchen cleaning rota and routine to ensure the kitchen is cleaned thoroughly throughout the day. The catering staff will clean and disinfect food storage and preparation areas. The catering staff will ensure a clean uniform is worn each day. The Catering Manager/Contractor will ensure PPE is worn when preparing and serving food (gloves, hair net/hat, apron?) The Catering Manager/Contractor will review their menu to reduce the number of catering staff in the kitchen at any one time. The Catering Manager/Contractor will plan their meals to reflect the equipment needed and its location. 				
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				<ul style="list-style-type: none"> ▪ The Catering Manager/Contractor will look at ways to protect staff whilst serving. ▪ Screen have been erected where necessary ▪ Contactless payments are implemented <p>Library Department</p> <ul style="list-style-type: none"> ▪ The School will keep abreast of all current guidelines in relation to library safety. ▪ The school will review their staff rota so social distancing in the office is maintained. ▪ The school will review their collection and return books process. ▪ The school will monitor and manage the number of persons in the library at any one time. ▪ Rooms are well ventilated <p>Heads of Department (Maths, English, Geography etc)</p> <ul style="list-style-type: none"> ▪ The Department Heads will review the syllabus to ascertain and make provision for distance learning, remote teaching etc ▪ The Department Heads will review the COVID classroom/practice area capacity assessment and their syllabus in order to ensure all practical sessions are delivered safely and with social distancing in mind. ▪ All staff will carry out dynamic risk assessments regularly and make adjustments when necessary. ▪ Where possible each year group are assigned to a smaller teaching group to minimise the risk of ill students spreading the virus to other groups. ▪ Practical sessions are programmed in various rooms around site and at different times to reduce the movement of persons around the building and to ensure each classroom is cleaned before being used by another year group. ▪ Rooms are well ventilated 				
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					Heads of Department (Drama, Music and PE) <ul style="list-style-type: none"> ▪ The Department Heads will keep abreast of all current guidelines in relation to their specialist subjects. ▪ All existing lesson risk assessments will be reviewed and adjusted with coronavirus in mind ▪ The PE department will follow current guidelines and only introduce contact sports, indoor gym and swimming session when it is safe to do so. https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-phased-return-of-sport-and-recreation https://www.sportengland.org/how-we-can-help/coronavirus https://www.afpe.org.uk/physical-education/wp-content/uploads/COVID-19-Interpreting-the-Government-Guidance-in-a-PESSPA-Context-FINAL.pdf ▪ The Department Heads of music will follow current guidelines and only introduce wind instrument practical rehearsals/lessons when it is safe to do so. ▪ Drama and music rehearsals/lessons are structured to minimise close contact with others. ▪ The Department Heads will review the syllabus to ascertain and make provision for distance learning, remote teaching etc. ▪ The Department Heads will review the COVID classroom/practice/sports area capacity assessment and their syllabus in order to ensure all practical sessions are delivered safely and with social distancing in mind. ▪ Where possible each year group are assigned to a smaller teaching group to minimise the risk of ill students spreading the virus to other groups ▪ Where necessary floor marks/grids are marked out as a visual reminder of the importance of minimising contact/maintaining social distancing. ▪ Practical lesson plans are reviewed to minimising contact/ensure social distancing is maintained. 				
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				<ul style="list-style-type: none"> ▪ Practical sessions are programmed in various locations around site and at different times to reduce the movement of persons around the building. ▪ Small groups will use the larger rehearsal rooms when necessary to reduce the risk of students catching the virus from respiratory aerosol ▪ All staff will carry out dynamic risk assessments regularly and make adjustments when necessary. ▪ Rooms are well ventilated <p>Heads of Department (DT, ART, Cookery, Science etc)</p> <ul style="list-style-type: none"> ▪ The Department Heads will keep abreast of all current guidelines in relation to their specialist subjects. ▪ All existing lesson risk assessments will be reviewed and adjusted with coronavirus in mind. ▪ The Department Heads will review the syllabus to ascertain and make provision for distance learning, remote teaching etc. ▪ The Department Heads will review the COVID classroom capacity assessment and their syllabus in order to ensure all practical sessions are delivered safely and with social distancing in mind. ▪ Where possible each year group are assigned to a smaller teaching group to minimise the risk of ill students spreading the virus to other groups ▪ All staff will carry out dynamic risk assessments regularly and make adjustments when necessary. ▪ Students will be instructed to maintain good hand hygiene. ▪ Touch points on equipment will be wiped down regularly. ▪ PPE is worn as per equipment, COSHH requirements and where social distancing cannot be maintained. ▪ Rooms are well ventilated <p>Offices/Reception</p>				
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No	Hazard	Initial			Existing Control Measures	Residual			Additional Controls
		Severity	Probability	Risk		Severity	Probability	Risk	
					<ul style="list-style-type: none"> A staff rota is in place in order to maintain social distancing in offices. Where possible staff are asked to work from home. Where necessary temporary offices are created around the school and/or screens are erected. Touch points on equipment will be wiped down regularly. <p>Reception Area</p> <ul style="list-style-type: none"> The reception desk is fully enclosed with a screen A protective screen has been installed to the reception desk. Only essential visitors and contractors are allowed on site and by appointment only. Visitors are discouraged from gathering in large groups. All unnecessary furniture in the reception area has been removed. Where possible staff will refrain from having close face to face contact with others Rooms are well ventilated <p>See School Plan for further details on how each department will manage and implement COVID safety measures.</p>				

No	Hazard	Initial			Existing Control Measures	Residual			Additional Controls
		Severity	Probability	Risk		Severity	Probability	Risk	
	Students mixing with other groups during Extra-curricular Provision	4	3	12	<ul style="list-style-type: none"> The school has assessed the need to resume breakfast and after-school provision. The school can offer breakfast/after-school provision from ??????. Students where possible will be placed in year group POD. A basic breakfast will be provided. Physical sports and activity groups will follow the same regulations as curriculum PE. https://www.sportengland.org/how-we-can-help/coronavirus https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-phased-return-of-sport-and-recreation	4	1	4	
	Arranging and/or attending inappropriate Education Visitors	4	3	12	<ul style="list-style-type: none"> No overnight UK or Overseas Educational Visits will be organised or take place until it is deemed safe to do so. The school Educational Visits Co-ordinator is responsible for arranging none-overnight domestic educational visits. All none-overnight educational visits will be arranged with both educational value and coronavirus in mind. All Educational Visits will be checked and approved by the Head Teacher prior to the trip taking place. Each educational visit will be recorded on EVOLVE and will be checked by your EVOLVE Officer. (Compliance/Local Authority) 	4	1	4	

7	Unable to stop the virus from spreading	4	3	12	Transmission <ul style="list-style-type: none"> The virus that causes COVID-19 is mainly transmitted through droplets generated when an infected person coughs or sneezes. This virus can be readily isolated from respiratory secretions. There are two routes by which COVID-19 can be spread: directly from close contact with an infected person (within 2 metres) where respiratory secretions can enter the eyes, mouth, nose or airways - this risk increases the longer someone has close contact with an infected person who has symptoms. Secondly, indirectly by touching a surface, object or the hand of an infected person that has been contaminated with respiratory secretions and then touching one's own mouth, nose, or eyes. 	4	1	4	
	Personal Hygiene				Handwashing <ul style="list-style-type: none"> Handwashing is one of the most important ways of controlling the spread of infections, The recommended method is the use of liquid soap, warm water and paper towels. Always wash hands after using the toilet, before eating or handling food, and after handling animals. Coughing and sneezing <ul style="list-style-type: none"> Coughing and sneezing easily spread infections. Persons are encouraged to cover their mouth and nose with a tissue. Wash hands after using or disposing of tissues. Spitting should be discouraged. Personal protective equipment (PPE). <ul style="list-style-type: none"> PPE for cleaners as per MSDS and/or COSHH risk assessments PPE for cleaners when completing a Deep Clean The correct PPE should be used when handling cleaning chemicals. 				

No	Hazard	Initial			Existing Control Measures	Residual			Additional Controls
		Severity	Probability	Risk		Severity	Probability	Risk	
					<ul style="list-style-type: none">PPE is worn as per the cleaning chemicals COSHH risk assessment or MSDS.PPE is worn by First Aiders				

8	<p>Unable to stop the virus from spreading</p> <p>General Cleaning</p>	4	3	12	<p>Cleaning of the environment,</p> <ul style="list-style-type: none"> • The school is cleaned with normal household disinfectant. • All surfaces that the symptomatic person has come into contact with must be cleaned and disinfected, including: • Objects which are visibly contaminated with body fluids. • All potentially contaminated high-contact areas such as bathrooms, door handles, telephones, grab-rails in corridors and stairwells • Use disposable cloths or paper roll and disposable mop heads, to clean all hard surfaces, floors, chairs, door handles and sanitary fittings. • Monitor cleaning contracts and ensure cleaners are appropriately trained with access to PPE <p>Cleaning of blood and body fluid spillages.</p> <ul style="list-style-type: none"> • All spillages of blood, faeces, saliva, vomit, nasal and eye discharges should be cleaned up immediately (always wear PPE). • When spillages occur, clean using a product that combines both a detergent and a disinfectant. Use as per manufacturer's instructions and ensure it is effective against bacteria and viruses and suitable for use on the affected surface. • Never use mops for cleaning up blood and body fluid spillages – use disposable paper towels and discard clinical waste as described below. A spillage kit should be available for blood spills. <p>Clinical waste.</p> <ul style="list-style-type: none"> • Always segregate domestic and clinical waste, in accordance with local policy. • Used nappies/pads, gloves, aprons and soiled dressings should be stored in correct clinical waste bags in foot-operated bins. • All clinical waste must be removed by a registered waste contractor. • All clinical waste bags should be less than two-thirds full and stored in a dedicated area. 	4	1	4	
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9	Failure to Deep Clean the school after a member of staff or child is suspected of having coronavirus COVID-19	4	3	12	<p>Deep Cleaning.</p> <ul style="list-style-type: none"> The school is cleaned with normal household disinfectant after someone with the suspected coronavirus COVID-19 has left to reduce the risk of others being infected. Where possible the area is closed and secure for 72 hours before the commencement of the deep cleaning. Suitable personal protective equipment is available Fluid resistant type IIR surgical mask Disposable gloves and apron Disposable eye protection (where there is a risk of splashing). Once used all PPE is disposed of Hands are washed before and after cleaning for at least 20 seconds. Handwashing facilities are available i.e. hot water, soap, hand sanitiser, paper towels etc. Pregnant staff or staff with a low immune system must take care and use the precautions available when dealing with bodily fluids <p>Cleaning of the environment,</p> <ul style="list-style-type: none"> Public areas where a symptomatic individual has passed through and spent minimal time, such as corridors, but which are not visibly contaminated with body fluids can be cleaned thoroughly as normal. All surfaces that the symptomatic person has come into contact with must be cleaned and disinfected, including: Objects which are visibly contaminated with body fluids All potentially contaminated high-contact areas such as bathrooms, door handles, telephones, grab-rails in corridors and stairwells Use disposable cloths or paper roll and disposable mop heads, to clean all hard surfaces, floors, chairs, door handles and sanitary fittings, following one of the options below: Use either a combined detergent disinfectant solution at a dilution of 1,000 parts per million available chlorine 	4	1	4	
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				<ul style="list-style-type: none"> • A household detergent followed by disinfection (1000 ppm av.cl.). Follow manufacturer's instructions for dilution, application and contact times for all detergents and disinfectants • If an alternative disinfectant is used within the school, this should be checked and ensure that it is effective against enveloped viruses • Avoid creating splashes and spray when cleaning. • Any cloths and mop heads used must be disposed of and should be put into waste bags as outlined below. • When items cannot be cleaned using detergents or laundered, for example, • Upholstered furniture and mattresses, steam cleaning should be used. • Any items that are heavily contaminated with body fluids and cannot be cleaned by washing should be disposed of. • If possible, keep an area closed off and secure for 72 hours. After this time the amount of virus contamination will have decreased substantially, and you can clean as normal with your usual products. <p>Clinical waste.</p> <ul style="list-style-type: none"> • Waste from possible cases and cleaning of areas where possible cases have been (including disposable cloths and tissues): • 1. Should be put in a plastic rubbish bag and tied when full. • 2. The plastic bag should then be placed in a second bin bag and tied. • 3. It should be put in a suitable and secure place and marked for storage until the individual's test results are known • Waste should be stored safely and kept away from children. You should not put your waste in communal waste areas until negative test results are known, or the waste has been stored for at least 72 hours. • If the individual tests negative, this can be put in with the normal waste 				
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No	Hazard	Initial			Existing Control Measures	Residual			Additional Controls
		Severity	Probability	Risk		Severity	Probability	Risk	
					<ul style="list-style-type: none"> If the individual tests positive, then store it for at least 72 hours and put in with the normal waste If storage for at least 72 hours is not appropriate, arrange for collection as a Category B infectious waste either by your local waste collection authority if they currently collect your waste or otherwise by a specialist clinical waste contractor. They will supply you with orange clinical waste bags for you to place your bags into so the waste can be sent for appropriate treatment 				

ACTION ARISING FROM RISK ASSESSMENT					
No	Risk Rating	Action Required:	Person (s) Responsible	Target Date	Date Completed
		▪			

Useful Websites

Health and Safety Responsibilities	https://www.gov.uk/government/publications/health-and-safety-advice-for-schools/responsibilities-and-duties-for-schools
	https://www.hse.gov.uk/services/education/sensible-leadership/school-leaders.htm
	https://www.hse.gov.uk/services/education/faqs.htm#a1
Business Continuity Plan	https://www.gov.uk/guidance/emergencies-and-severe-weather-schools-and-early-years-settings
Guidance for full opening – schools (published 2 nd July 2020)	https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools
Current guidance on shielding	https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19
Current guidance on Clinically vulnerable	https://www.gov.uk/government/publications/staying-alert-and-safe-social-distancing/staying-alert-and-safe-social-distancing#clinically-vulnerable-people
Other nonmedical vulnerable people	https://www.gov.uk/government/publications/covid-19-review-of-disparities-in-risks-and-outcomes
Providing extra mental health support	https://www.gov.uk/government/news/extra-mental-health-support-for-pupils-and-teachers
	http://www.educationsupport.org.uk/
	https://www.eventbrite.co.uk/e/dfes-supporting-pupil-and-student-mental-wellbeing-tickets-110796856380
Behaviour Expectations	https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools
Remote Education Support	https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#res
	https://www.gov.uk/government/publications/coronavirus-covid-19-online-education-resources
	https://educationendowmentfoundation.org.uk/covid-19-resources/covid-19-support-guide-for-schools/
	https://edtech-demonstrator.lgfl.net/

	https://get-help-with-tech.education.gov.uk/about-bt-wifi
Coronavirus Symptoms	https://www.gov.uk/guidance/nhs-test-and-trace-how-it-works#people-who-develop-symptoms-of-coronavirus
Stay at home guidance	https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance
Arranging a Test	https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested
Testing and Tracing	https://www.nhs.uk/conditions/coronavirus-covid-19/testing-and-tracing/
Contacting your Local Health Protection Team	https://www.gov.uk/guidance/contacts-phe-health-protection-teams
Guidance on staff wearing PPE	https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe
Site Manager/Caretaker	https://www.hse.gov.uk/coronavirus/legionella-risks-during-coronavirus-outbreak.htm
	https://www.cibse.org/coronavirus-covid-19/emerging-from-lockdown
	https://www.hse.gov.uk/coronavirus/equipment-and-machinery/air-conditioning-and-ventilation.htm
Cleaning	https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings
Catering	https://www.gov.uk/government/publications/covid-19-guidance-for-food-businesses/guidance-for-food-businesses-on-coronavirus-covid-19
Safer Travel	https://www.gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-for-passengers
Educational Visits	https://www.gov.uk/government/publications/coronavirus-covid-19-travel-advice-for-educational-settings/coronavirus-travel-guidance-for-educational-settings
	https://www.gov.uk/government/publications/health-and-safety-on-educational-visits/health-and-safety-on-educational-visits
Extra-curricular provision	https://www.gov.uk/government/publications/protective-measures-for-holiday-or-after-school-clubs-and-other-out-of-school-settings-for-children-during-the-coronavirus-covid-19-outbreak/protective-measures-for-out-of-school-settings-during-the-coronavirus-covid-19-outbreak
Physical Education and Sports	https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-phased-return-of-sport-and-recreation

Science and Design Technology	https://www.sportengland.org/how-we-can-help/coronavirus
	https://www.afpe.org.uk/physical-education/wp-content/uploads/COVID-19-Interpreting-the-Government-Guidance-in-a-PESSPA-Context-FINAL.pdf
	http://www.cleapss.org.uk/
	https://www.ase.org.uk/resources/health-and-safety-resources
	https://www.data.org.uk/for-education/health-and-safety

Acknowledgement

The following members of staff have read this risk assessment.

Their signatures are confirmation that they have read and understood all of that which is within its contents.

Name	Signature	Date	Name	Signature	Date

