

King Charles I School reopening plans and Risk Assessment 13/08/20

Background

This document has been developed for education settings in Worcestershire and has drawn upon a range of examples from other local areas in the West Midlands and further afield along with including Worcestershire context and design. This document takes into account relevant advice taken from Liberata, ASCL, Worcestershire Children Services, Public Health England, NEU and the Department for Education.

Principles

This document is based upon the principles of:

- Any phased recovery plan nationally will be determined by the governmental five tests which need to be met and sustained;
- Making sure the NHS can cope
- A 'sustained and consistent' fall in the daily death rate
- Rate of infection decreasing to 'manageable levels'
- Ensuring supply of tests and PPE can meet future demand
- Being confident any adjustments would not risk a second peak
- The prompts in this document aim to provide consistency by principle, rather than consistency by provision as actions will need to be assessed and implemented contextually at a school level.

The Worcestershire Education Incident Planning Group for COVID-19 have agreed a set of basic principles some of which have been in place throughout this COVID response period and some relate to the basis of working towards recovery.

- The highest priority and consideration is the safety and wellbeing of Worcestershire children, young people, families and staff
- Reducing the risk of infection and following PHE/DFE guidance is key to any risk assessment and related actions
- We want to support a sustainable and progressive approach to reopening
- Increasing the attendance for vulnerable children along with children of critical workers will continue to be a priority
- An inclusive and therapeutic approach to reintegration will be taken, and particularly for those children and young people who may find a return to school or setting challenging
- Schools and settings will work with partners to support children and their families, for example health services, Here2Help and social care
- We will continue to reflect, assess, learn and share with our schools, settings and from other examples

Scenario Planning

Rationale:

Returning to school is vital for children's education and for their wellbeing. Time out of school is detrimental for children's cognitive and academic development, particularly for disadvantaged children. This impact can affect both current levels of learning and children's future ability to learn, and therefore we need to ensure all pupils can return to school sooner rather than later.

The risk to children themselves of becoming severely ill from coronavirus (COVID-19) is very low and there are negative health impacts of being out of school. We know that school is a vital point of contact for public health and safeguarding services that are critical to the wellbeing of children and families.

The guidance from the DfE is for all students in all year groups to return to school in September. However, the local death and infection rates may rise leading to further school closures. Additionally, the virus may lead to staff absences. If the number of staff absences becomes too high then, in order to ensure student safety, the school may also need to consider partial opening.

Scenario I: All students return to school

- Students taught in year group bubbles. Each year group is designated teaching rooms, break/lunch areas and facilities.
- Separate entrances/exits on the Hillgrove site and staggered start times for each year group. Staggered start/finish time for Year 7/8 on the Borrington site.
- No social distancing for students in their year group bubble but staff social distancing in place.
- Blended learning for all activities. All work in school is set online for any students having to work at home, this includes Narrated PowerPoints and booklets.
- Handwashing stations available in various locations around the site, hand sanitiser stations in every classroom and students are directed to bring their own bottles of sanitiser into school.

Scenario II: 50% of students in school

- Year 11, Year 12 and Year 13 in school full time, taught within their year group bubble.
- Years 7-10 in school on a rota basis.
- Reintroduce the group for vulnerable students and children of critical workers in the 6th form workroom.
- Social distancing of 1m in place – maximum of 15 in teaching rooms, Oldfield Hall, Borrington Hall, Gym, Sports Hall used for larger classes
- Designated teaching spaces and break/lunch areas for each year group
- Blended learning for all activities. All work in school is the same as that set at home. Narrated PowerPoints and booklets facilitate this.
- Handwashing stations available in various locations around the site, hand sanitiser stations in every classroom and students are directed to bring their own bottles of sanitiser into school.

Scenario III: 25% of students in school

- Years 11-13 in school on a rota, taught within smaller teaching bubble groups. All other year groups to work at home
- Year 11 will be based in the Sports Hall, Gym, and Oldfield Hall for core subjects. Option subjects to be studied virtually as cannot mix the students bubbles.
- Teachers will be allocated teaching bubble groups – where possible they will not be mixing between teaching groups.
- Reintroduce the group for vulnerable students and children of critical workers in the 6th form workroom.

- Blended learning for all activities. All work in school is the same as that set at home. Narrated PowerPoints and booklets facilitate this.
- Social distancing in place for all
- Handwashing stations available in various locations around the site, hand sanitiser stations in every classroom and students are directed to bring their own bottles of sanitiser into school.

Scenario IV: School is closed

- School closed except for the vulnerable children and those of critical workers
- Home learning for all students. Narrated powerpoints and booklets.
- Resource drop-offs for the most vulnerable students

Reopening Risk Assessment

Version Control

Guidance author: Jamie Butler
Next review date: 23rd October

Version	Date	Details
1.0	1 st June 2020	This guidance applies to the first fortnight (Mon 15 th -Fri 26 th June 2020) of the wider reopening of King Charles I School
2.0	22 nd June 2020	This guidance applies to the wider reopening of King Charles I School and includes: <ul style="list-style-type: none"> • The extended independent study hour and break from 22/06/20 • The humanities and MFL sessions from 29/06/20 • The Y7-9 support sessions from 29/06/20 • The parent consultation days from 29/06/20
3.0	5 th July 2020	This guidance applies to the wider reopening of King Charles I School and includes: <ul style="list-style-type: none"> ▪ The Y12 practical sessions in product design ▪ The Y12 CPACs in biology and chemistry
4.0	13 th August 2020	This guidance applies to the reopening for all students in all year groups from September 2020

The following Probability and Impact Matrix uses the combination of probability and impact scores of individual risks and ranks them for easy handling of the risks. Each Theme and area of consideration should be RAG scored using the probability and impact matrix to help to determine which risks need detailed risk response plans.

		Impact				
		Trivial	Minor	Moderate	Major	Extreme
Probability	Rare	Low	Low	Low	Medium	Medium
	Unlikely	Low	Low	Medium	Medium	Medium
	Moderate	Low	Medium	Medium	Medium	High
	Likely	Medium	Medium	Medium	High	High
	Very likely	Medium	Medium	High	High	High

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Checklist 1: Safeguarding

Checklist 1: Safeguarding		R	A	G
Risk/support required/additional considerations.	Issues & actions to manage risk: <i>Applies to all scenarios</i>	R	A	G
What additional risk assessments/amendments need to be in place for safeguarding of students – what these will look like for setting/schools and students (individually identified vulnerability)	<ul style="list-style-type: none"> ▪ Populated and centrally stored list of students who are shielded either because of their own health or the health of their family. Individual risk assessments completed for the most vulnerable students. ▪ Regular (twice weekly) welfare phone calls to vulnerable students that are self-isolating ▪ Continue the welfare phone calls with all students not attending school ▪ Updated individual risk assessments completed for all EHCP students and shared with WCF 			
How has the safeguarding policy been reviewed and amended in light of the current situation?	<ul style="list-style-type: none"> • Appendix included on the website and shared with staff and parents/carers • Safeguarding policy updated in line with guidance from WCF • Following the updated Keeping Children Safe in Education guidance • Follow and action all updates from WCF 			
What could the specific issues be for your school?	<p>There have been an increased number of students who witness domestic violence so during 2019/20 we:</p> <ul style="list-style-type: none"> ▪ Attended all child in need or child protection conferences and strategy meetings ▪ Increased the frequency of calls by Heads of Year to those students' parents/carers ▪ Discussed cases with the school nurse where necessary to signpost support where necessary ▪ Offered the students a place at school if we have received an encompass referral <p>During 2020/21 we will continue to monitor this and deal with the issues on a case by case basis.</p>			
How are you ensuring that someone is responsible for ensuring the policy actions are completed?	<ul style="list-style-type: none"> ▪ Policy checklist with deadline dates highlighted ▪ Close liaison with colleagues from the MAT 			
Are trustees and governors aware of the Government's interim safeguarding guidance and how this has been included in their school policy?	<ul style="list-style-type: none"> ▪ Safeguarding policy and interim guidance has been shared with trustees and governors in July. 			
How are you making sure that someone is responsible for continuity in safeguarding leadership?	<ul style="list-style-type: none"> ▪ Safeguarding is covered on each SLT agenda ▪ DSL disseminates safeguarding information/updates during SLT meetings ▪ DSL attends regular (weekly) webinars specifically to do with safeguarding e.g. bereavement. 			
How might you ensure a trained DSL is available, in-person, by phone or video link when required?	<ul style="list-style-type: none"> ▪ DSL and deputy DSLs are all on-site throughout the school day ▪ DSL has a safeguarding phone. The telephone number is published on the website. 			

Are all staff aware of the new arrangements for DSLs and reporting concerns?	<ul style="list-style-type: none"> ▪ Guidance published to staff on using CPOMs to report concerns. DSLs check CPOMs daily. ▪ CPOMs organigram created for checking reports 			
Are the leaders aware of any LA/Trust changes there may be for contacting the LADO?	Leaders are aware of arrangements to contact the LADO			
Are leaders aware of changes there may be for contacting/referring to the MASH team or other external services?	DSL are aware of arrangements to contact relevant external services.			
Are leaders aware of changes there may be for contacting social workers?	<ul style="list-style-type: none"> ▪ Pastoral team continue to work closely with social workers. ▪ Meetings can be held in school where social distancing can be maintained. Virtual case meetings will be the preferred approach 			
Are all who need to, aware of which children have social workers and how to contact them?	<ul style="list-style-type: none"> ▪ List of all students with social workers distributed to staff. ▪ Frequent welfare calls made to students and reported in CPOMs ▪ Social workers in regular contact where necessary. 			
Do all who need to, know which children are CLA/PCLA, who their Virtual School Head is and how to contact them?	Yes			
If you are a hub, how are you making sure that all staff understand that you have the responsibility for safeguarding all children and staff?	NA. We're not in a hub.			
Are leaders able to evaluate the risks and include this information in their rationale for assessing which students come into school first and when?	<ul style="list-style-type: none"> ▪ All senior leaders involved in the risk assessment process. ▪ We are following the government's guidance regarding the return of all students to school. Year 7 and Year 12 students will return on 2nd September as part of their induction programme. 			
Are leaders considering remote safeguarding based upon teacher knowledge from their students and the daily/weekly contact they have with their students and families?	<ul style="list-style-type: none"> ▪ All staff involved in phone calls ▪ Calls recorded in CPOMs and concerns additionally flagged to the HOY and DSL. 			
Do all who need to know, know which children should be in school and follow up where they do not attend?	<ul style="list-style-type: none"> ▪ The following students are not to attend school: <ul style="list-style-type: none"> ○ If a student is self-isolating prior to an operation in hospital. ○ If a student is in quarantine following a return from holiday. ○ If a student is self-isolating as they, or a member of their household, are showing symptoms of the COVID-19 virus. ▪ Attendance codes updated for all year groups 			
Who is ensuring emergency numbers and alternatives are kept up to date?	<ul style="list-style-type: none"> ▪ The administration manager has sent out requests for any updates on contact information. These have been added into SIMs. ▪ Since March, heads of year, tutors and teachers have been conducting calls which check the functionality of the contact numbers 			

<p>Are there new staff deployed to the school/volunteers? How are they made aware of the safeguarding processes they should adhere to?</p>	<ul style="list-style-type: none"> ▪ There are 10 new members of staff joining in September 2020 <ul style="list-style-type: none"> ○ 7 teaching staff including 1 maternity cover, 5 NQTs and 1 more experienced teacher ○ 3 members of the support staff ○ No volunteers in school ▪ All staff, including the new staff, were sent the safeguarding processes in July 2020. ▪ Safeguarding policies and procedures are again covered in the September TED day and induction process ▪ All staff sign a declaration to state they have read and understood the policies and procedures. 			
<p>How might you make sure new staff, staff relocated to the school, and volunteers understand the staff code of conduct?</p>	<ul style="list-style-type: none"> ▪ The code of conduct was sent out to all staff in July in the staff handbook ▪ The code of conduct is covered in the new staff induction process. The new staff induction began in July and continues throughout the year. ▪ The code of conduct is part of the annual declaration all staff receive and sign to state they have read and understood. 			
<p>How have you ensured that any volunteers have been individually risk-assessed?</p>	<p>No volunteers in school</p>			
<p>How are you making sure that each vulnerable child/student has an easily transferable record of why they are vulnerable, a copy of the EHCP and/or CIN or CP Plan, the name of their social worker and contact details, for LAC children the name of the relevant Virtual School Head?</p>	<ul style="list-style-type: none"> ▪ All collated in one document from Friday 20th March ▪ Password protected document in the staff shared area. 			
<p>How are you keeping track and recording which staff are onsite daily?</p>	<ul style="list-style-type: none"> ▪ All staff are now expected to return to work. Staff sign-in in the usual manner at various swipe machines around both sites. ▪ Staff that may need to self-isolate (if they're showing signs of symptoms etc) will notify the cover supervisor (teachers)/their line manager (support staff). The HR admin manager will have the overview of the staff who are self-isolating. 			
<p>Have you checked that the SCR is up to date with any relocated staff or volunteers and made sure that the appropriate checks have been made?</p>	<p>SCR is up to date.</p>			
<p>Have leaders ensured that the safer recruitment processes are clear and adhered to, for example, being aware of anyone unknown to the school offering themselves as a volunteer?</p>	<p>We have ensured that safer recruitment processes have been followed for all new appointments since 20th March.</p>			

<p>How are you ensuring staff are aware and understand that there may be an impact on the mental health of students, parents/carers and staff or volunteers; and therefore, have access to whatever support may be available?</p>	<ul style="list-style-type: none"> ▪ Weekly HOY meetings with their SLT line managers where vulnerable students (including those with mental health issues) are discussed. Information is then disseminated to the tutors. ▪ Counsellor is taking referrals. The counsellor will be onsite on Monday and Tuesday. He will be available for the students self-isolating by using the parents' phone. ▪ Website updated and referred to via the weekly parent email. 			
<p>Have you checked that the school has an online teaching and learning/curriculum policy which considers safeguarding risks for those students accessing home learning?</p>	<p>Policy and protocols for safe home learning in place and being followed/checked.</p>			
<p>Additional considerations: We have signed up to the Educare training package for staff to receive additional training prior to starting back in September.</p>				
<p>DfE guidance:</p> <ul style="list-style-type: none"> • Safeguarding: https://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers/coronavirus-covid-19-safeguarding-in-schools-colleges-and-other-providers • Remote learning: https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19 • Attendance: https://www.gov.uk/government/publications/coronavirus-covid-19-attendance-recording-for-educational-settings 				

Checklist 2: Premises

Risk/support required/additional considerations.	Issues & actions to manage risk:	R	A	G
<p>What physical changes and adaptations will leaders need to think about to ensure a safe entry and safe exit to the school for all?</p>	<ul style="list-style-type: none"> ▪ Statutory H&S checks still continuing – fire alarm tests, repairs, grass cutting etc. <p>Entrances/Exits</p> <ul style="list-style-type: none"> ▪ Students in each year group are allocated a separate entrance and staggered start time to school. <ul style="list-style-type: none"> ○ Year 7 must arrive at 8.15am on the Borrington Road Site ○ Year 8 must arrive at 8.30am on the Borrington Road Site ○ Year 9 will enter through the sports hall gate: <ul style="list-style-type: none"> ▪ Blounts at 8.15am ▪ Chads at 8.25am ▪ Queens at 8.35am ○ Year 10 will enter through the Science Theatre gate: <ul style="list-style-type: none"> ▪ Blounts at 8.15am ▪ Chads at 8.25am ▪ Queens at 8.35am ○ Year 11 will enter through the Hillgrove Crescent gate: <ul style="list-style-type: none"> ▪ Blounts at 8.15am ▪ Chads at 8.25am ▪ Queens at 8.35am 			

	<ul style="list-style-type: none"> ○ Year 12 and 13 will enter through the Science Theatre gate at 8.40am ▪ Students on the Hillgrove site will be able to leave at 2:55pm using their designated entrance ▪ Due to the Borrington site only having one entrance, Year 7 will be dismissed at 2.55pm and Year 8 at 3.05pm. 			
How will the entry and exit be supervised and labelled/marked out including appropriate signage?	<ul style="list-style-type: none"> ▪ SLT and duty staff supervising entrance/exits at key times ▪ Appropriate signage put up around site 			
Has the school site been measured to ascertain what the maximum capacity/proportion of students that can physically be in school at any one time with the social distancing applied?	<p>Scenario I:</p> <ul style="list-style-type: none"> ▪ All rooms measured for maximum occupancy ▪ No social distancing between students during this phase ▪ Staff social distancing at the front of classrooms <p>Scenarios II & III:</p> <ul style="list-style-type: none"> ▪ Classrooms measured to fit approximately 15 students with 1m social distancing enforced. ▪ Larger classes to go in the Borrington Hall (max 40), Oldfield Hall (max 40), Sports Hall (max 120) and Gym (40). These have exam tables spaced out at 1m distances 			
Has the capacity and availability of cleaning staff been considered to meet the increased need for cleanliness and hygiene of the premises?	<ul style="list-style-type: none"> ▪ Additional cleaning rota in place – some cleaners are now in during the school day. ▪ Cleaning staff will carry out a thorough clean in line with current guidelines at the end of each working day. All waste will be bagged sealed and disposed of in skips provided. No waste will remain in the buildings overnight. ▪ Prior to more students returning on 8th June 2020 the site was fogged by an external cleaning company. ▪ Cleaners will be provided with PPE equipment and will ensure that they have the appropriate cleaning products. 			
What is the availability of current staff and what will need to be increased to accommodate increased demand?	<ul style="list-style-type: none"> ▪ There are currently no staffing issues resulting from COVID-19. ▪ We have increased the allocation of surplus teaching hours to cover supervision in preparation for the potential reduced staff availability at points in the year. 			
Have the site team/assigned person increased stock levels for cleaning, toilet and hygiene products, first aid, soap and hand sanitiser? This will take time to order and be delivered – staff need to communicate the time scales for this to be in place.	<ul style="list-style-type: none"> ▪ Cleaners' stock levels are regularly monitored and products are ordered before levels are low. ▪ Soap dispensers, tissue dispensers and hand sanitisers will be checked and replenished by the site team on a regular basis. Site team must be informed of any deficiencies at the earliest opportunity. 			
How will leaders ensure it is checked that staff maintain higher than normal levels of essential supplies to prepare for more frequent cleaning or the possibility of a second outbreak of COVID-19/or cases of COVID-19 and additional 'deeper' cleaning needing to take place?	<ul style="list-style-type: none"> ▪ Deep clean "fogging" in May 2020. ▪ Cleaning checklist for each area. Cleanliness checked at the start of each school day and will be maintained by the cleaning team during the day. ▪ Other areas restricted to staff and students so do not require cleaning. 			

	<ul style="list-style-type: none"> ▪ The Chief Operations Officer and the Trust Estates and Facilities Manager will ensure that the cleaning is checked regularly and is to a high standard and if required instruct a 'deep clean' or fogging of the area. ▪ They will also ensure that the cleaning products are maintained to a satisfactory level and that products are ordered before levels are low. 			
<p>How are leaders making sure the use of school space both inside and outside is used effectively to ensure the safety of all students adhering to social distancing recommendations?</p>	<ul style="list-style-type: none"> • Clearly defined entrance and exit to teaching areas with signage in place • The use of hazard marking tape to enforce social distancing where required • Where possible doors will be wedged open to reduce contamination levels on contact points (door handles etc) but must be closed at end of school day in line with fire risk assessment. • Social distancing must be maintained between reception staff and students/visitors, reinforced with the use of hazard tape line marking. • Any communal surfaces (eg telephones etc) used will be cleaned on a regular basis. <p>Break/lunch scenarios I & II:</p> <ul style="list-style-type: none"> ▪ Students remain in their bubble groups and designated break zone. Duty staff remain 1-2m away from students ▪ In order for us to keep students in their year group 'bubbles', students will eat their lunch in a designated area of the school. The kitchens will ensure sandwiches, snacks and some hot food is delivered to each bubble. <ul style="list-style-type: none"> ○ Year 7: Borrington hall ○ Year 8: Harradine and L23/24 ○ Year 9: Oldfield Hall ○ Year 10: Diner ○ Year 11: Queens hall and Q5 ○ Year 12 and 13: Ordered and brought over to the Woodward building by kitchen staff <p>Break/lunch scenario III:</p> <ul style="list-style-type: none"> ▪ Students will have a supervised break allocated to their smaller teaching bubble supervised by SLT. ▪ Hot lunch service will be suspended. Students will be encouraged to bring a packed lunch to school. FSM students will have a packed lunch provided. <p>Movement around site:</p> <ul style="list-style-type: none"> ▪ Clearly defined walkways to and from designated teaching spaces, with appropriate signage in place. ▪ Hand wash and sanitiser facilities will be available at the main entrances and in each teaching bubble location. 			

	<p>Reception area:</p> <ul style="list-style-type: none"> ▪ Social distancing must be maintained between reception staff and students/visitors, reinforced with the use of hazard tape line marking. ▪ Any communal surfaces (eg telephones etc) used during the signing in process must be cleaned on a regular basis. <p>First aid:</p> <ul style="list-style-type: none"> ▪ No medical rooms will be used for students that show symptoms of the COVID-19 virus. SLT informed and students to go home if they are showing symptoms. <ul style="list-style-type: none"> ○ Hillgrove: SLT to supervise the student outside the Sports Hall (or under the covered area if the weather is poor) from a safe distance until they can be collected by a parent/carer. This is to mitigate against contaminating further areas. ○ Borrington: SLT to supervise the student outside the main entrance until they can be collected by a parent/carer. This is to mitigate against contaminating further areas. ▪ Guidance shared with the parent/carer that collects the students on deep cleaning the car and self-isolation. ▪ First aid staff on site to deal with other first aid issues where students do not show symptoms of the COVID-19 virus. The student can use the medical room (R5). The first aid member of staff will have access to PPE (facial masks, aprons and gloves). 			
<p>How will classes be set out to ensure all students can follow social distancing effectively?</p>	<p>Scenario I:</p> <ul style="list-style-type: none"> ▪ Year groups are separated into bubbles, reducing the number of people students will come into contact with: <ul style="list-style-type: none"> ○ Year 7 will be predominantly based in the Collins building and L3, 4, 5, 6, 7, 8, 9, 10 and 15 ○ Year 8 will be predominantly based in the Harradine, the Reilly building and L11/12 ○ Year 9 will be based in the Renwick building ○ Year 10 will be based in the Old building ○ Year 11 will be based in the Queens building. ○ Year 12/13 will be based in the Blounts and Woodward buildings ▪ All proposed teaching spaces must be subject to a usable floor space calculation in line with current guidelines to ensure the correct occupancy. ▪ Student tables arranged in rows so that students will not face each other. ▪ Teacher desks are at the front. Students should keep 1-2metres away from teacher desk. Protective screens in place where that is not possible. ▪ Designated teaching spaces will be kept well ventilated with windows and fire exit doors open 			

	<ul style="list-style-type: none"> ▪ Doors wedged open to remove the need for students to touch door handles ▪ Designated entrances to certain classrooms where they are shared by multiple year groups ▪ Cleaning rota in place for multiple year group used rooms. ▪ There is no social distancing between students within each bubble ▪ Where there are shared classrooms, students have designated entrances/exits and the rooms are cleaned thoroughly in between use ▪ Hand sanitiser stations in every classroom and students are directed to bring their own bottles of sanitiser into school. ▪ Resources will be collected by the students from the front of the class. Staff may not distribute resources nor collect work in. ▪ Equipment is not loaned out to students <p>Scenario II:</p> <ul style="list-style-type: none"> ▪ Students stay in year group bubbles but more classes are required as social distancing will have a 15 classroom limit. <ul style="list-style-type: none"> ○ Year 12/13 will be in the Blounts building ○ Year 11 will be in the Queens and old buildings ○ Year 7-10 will be in on a rota using the Borrington site ▪ Teaching room desks will be set out in rows, clearing marked which tables can be allocated to students ▪ Seating plans will be drawn up to show where students are permitted to sit. ▪ Teacher desks remain 1-2m away from the students. <p>Scenario III:</p> <ul style="list-style-type: none"> ▪ Students will be in smaller teaching bubbles in school on a rota system. ▪ Year 11 will have use of the Sports Hall, Gym and Oldfield Hall. Exam desks will be used set out 2m away from each other. ▪ Teacher desk at the front 2-3m away from the students. ▪ Fire exits are open to assist with ventilation. ▪ Year 12/13 will use the Blounts/Queens teaching rooms. Larger classes will be split 			
<p>What areas are safe to be used by students for different purposes than the school premises were used for previously to achieve better social distancing?</p>	<p>Not required</p>			
<p>Have leaders looked at premises use for lettings to make decisions about whether these will be stopped/some restarted/fully operational again? (May have financial implications for schools as well</p>	<ul style="list-style-type: none"> ▪ Lettings were cancelled during the school closures but some facilities will be available for hire from September. The Chief Operations Officer and the Trust Estates and Facilities Manager have written separate risk assessments. 			

as in 'normal' times, care for students for working parents)	<ul style="list-style-type: none"> ▪ Where possible, all deliveries and the use of essential outside contractors should be scheduled to avoid clashing with high student numbers ▪ Delivery drivers and contractor will be supervised whilst on site and the schools distancing and hygiene regimes will be enforced. 			
DfE guidance: Premises: https://www.gov.uk/government/publications/managing-school-premises-during-the-coronavirus-outbreak/managing-school-premises-which-are-partially-open-during-the-coronavirus-outbreak				

Checklist 3: Health and Safety

Risk/support required/additional considerations.	Issues & actions to manage risk	R	A	G
How have leaders added to/adapted the health and safety policy and other associated policies to include aspects linked to COVID-19 management?	<p>Health and safety protocols using advice from the government, Worcestershire Children First and Public Health England have been written and issued to parents/carers during the week beginning 8th June.</p> <p>All relevant policies have an appendix that are centrally stored and in one place on the website.</p> <p>MAT policies Complaints procedure Exclusions policy Health and Safety</p> <p>Individual school policies Accessibility Attendance Code of conduct Examinations Safeguarding SEND</p>			
How will the health and safety policy and other associated policies (it may be across a number of policies or all in one policy document) be reviewed?	See above			
Have you ensured that all health and safety compliance checks have been undertaken before opening?	<ul style="list-style-type: none"> ▪ All normal school opening H&S checks were completed during August 2020. ▪ COVID-19 specific site checks will be completed on 20th and 27th August. 			
Student/staff hygiene	<ul style="list-style-type: none"> ▪ Hygiene posters displayed ▪ Catch it/bin it/kill it posters displayed ▪ Students informed about how the disease spreads through touching their faces/eyes etc through the tutorial programme. 			

	<ul style="list-style-type: none"> ▪ Students told about covering their mouths etc if they cough/sneeze ▪ Students told to bring their own tissues. Tissue dispensers have been purchased and placed in the Sports Hall entrance. Students must bring their own plastic bag to dispose of used tissues. ▪ Covered bins to be used in designated teaching spaces. ▪ Students will wash their hands a minimum of 8 times a day. Students to wash their hands on arrival in the washing stations. There are 17 wash stations spread over both sites (12 on the Hillgrove site and 5 on the Borrington site). They are located at each entrance/exit and in the designated year group areas. ▪ Each teaching space has a hand sanitising station by the entrance. This is also used for students to collect their resources for the lesson. ▪ Students told to bring their own bottle of sanitiser in for personal use. ▪ Toilets regularly checked for soap/towels and cleaned ▪ Science labs – students use the labs to frequently wash their hands. 			
Student with symptoms	<ul style="list-style-type: none"> • No medical rooms will be used for students that show symptoms of the COVID-19 virus. SLT informed and students to go home if they are showing symptoms. <ul style="list-style-type: none"> ○ Hillgrove: SLT to supervise the student outside the Sports Hall (or under the covered area if the weather is poor) from a safe distance until they can be collected by a parent/carer. This is to mitigate against contaminating further areas. ○ Borrington: SLT to supervise the student outside the main entrance until they can be collected by a parent/carer. This is to mitigate against contaminating further areas. • Guidance shared with the parent/carer that collects the students on deep cleaning the car and self-isolation. • First aid staff on site to deal with other first aid issues where students do not show symptoms of the COVID-19 virus. The student can use the medical room (R5). The first aid member of staff will have access to PPE (facial masks, aprons and gloves). 			
What procedures will be in place for staff to safely return to school and prepare classrooms for the return of all students?	<ul style="list-style-type: none"> ▪ COVID-19 site checks will be completed on 20th and 27th August. ▪ Policies and risk assessment shared with governors and trustees ▪ Individual risk assessments completed for staff who: <ul style="list-style-type: none"> ○ were identified as part of the 'clinically vulnerable' group ○ are BAME ○ were identified as part of the 'clinically extremely vulnerable' group ○ have raised concerns ▪ Students living with clinically extremely vulnerable shielded/vulnerable people within the household – individual risk assessments completed where required. ▪ Instructions for self-isolation shared with parents/students 			
Fire procedures	<ul style="list-style-type: none"> ▪ Students fire assembly points are situated in their year group zones 			

	<ul style="list-style-type: none"> ▪ Staff to support the year group they are currently teaching ▪ Visitors/non-teaching support staff use the Hillgrove patio and Borrington playground maintaining social distancing ▪ SIMs register to be used as fire register – attendance officer distributes registers upon alarm ▪ Fire evacuation procedures to be explained to students, staff and visitors in September 			
<p>What are the PPE needs for the staff at school? Consider contact and risk assess? <i>PPE is only needed in a very small number of cases:</i></p> <ul style="list-style-type: none"> ▪ <i>children, young people and learners whose care routinely already involves the use of PPE due to their intimate care needs should continue to receive their care in the same way</i> ▪ <i>PPE should be worn if a distance of 2 metres cannot be maintained from any child, young person or other learner displaying coronavirus symptoms</i> 	<ul style="list-style-type: none"> ▪ Individual hand sanitiser bottles to be given out to all members of staff. ▪ Staff are not required to use face masks. However they may wear their own non-surgical mask if they wish. Technology teachers will wear visors in order to support the students during practical lessons. ▪ First aid staff have been given a plastic face shields, gloves and aprons. ▪ Reception staff have a plastic screen as they may come into contact with visitors. ▪ Teaching staff have protective screens in their rooms to be used if a 1m social distancing cannot be maintained to the students. ▪ Cleaners will be provided with PPE equipment. ▪ Students are not required to wear PPE. They may choose to wear a non-surgical mask if they wish. They must store their masks in a plastic bag when not wearing them. ▪ Students should not wear gloves on-site as this prevents them from handwashing. 			
<p>Have leaders explored how PPE equipment will be obtained and the timing for this as this will impact upon the students entering the school and staff attending? Risk assess and gain support where required.</p>	<ul style="list-style-type: none"> ▪ The Chief Operations Officer and the Trust Estates and Facilities Manager have been buying supplies of PPE for both schools in the MAT. They are regularly looking into where PPE equipment can be purchased from and are in regular contact with suppliers. ▪ Identify students that already use PPE due to their intimate care needs. Individual risk assessments produced for them. ▪ Guidance on disposal of PPE: <ul style="list-style-type: none"> ○ Disposable aprons, masks and gloves are subject to single use and must be disposed of immediately by putting into a sealed plastic bag ○ Facial masks must be cleaned thoroughly after each use and discarded and replaced if they become damaged, soiled or uncomfortable. 			
<p>What assurance is gained about continual supply of PPE to sustain a re-opening safely? Especially for schools where intimate care and physical care is required on a regular basis?</p>	<p>There is enough PPE equipment purchased to allow the school to open safely. The Chief Operations Officer and the Trust Estates and Facilities Manger are ensuring that supplies of PPE do not fall low and are regularly ordered. PPE equipment will not be provided to students and parents will be asked to provide this for their child.</p>			
<p>Has consideration been given for cases of COVID-19 and what will happen following this? For example, deep clean, temporary halt to re-opening process.</p>	<ul style="list-style-type: none"> ▪ Deep clean (fogging) of the affected year group zone. ▪ With any confirmed case, PHE will be contacted for guidance ▪ If there are multiple cases, the year group bubble of students can self-isolate for 10 days ▪ If there are multiple cases across different year groups the school may look at the alternate scenarios for opening 			

	<ul style="list-style-type: none"> If there are is too much staff absence then the school may have to look at the alternate scenarios for opening 			
What risk assessments will be needed or how are leaders adjusting their risk assessments to meet the current needs of the school?	<ul style="list-style-type: none"> This risk assessment has been put together for COVID-19. Individual risk assessments have been completed for extremely clinically vulnerable, clinically vulnerable and BAME members of staff A risk assessment has been completed and shared for staff safely working at home Individual risk assessments have been completed for EHCP students. Individual risk assessments have also been completed for the most vulnerable students 			
How are leaders ensuring that a named person has responsibility for reviewing and adapting the risk assessments as the school re-opens and student attendance increases?	The Associate Headteacher is in charge of reviewing the risk assessment and is in regular contact with the Executive Headteacher to ensure that the risk assessment is accurate and is up to date with the return of the students so that this can be fed to the Chief Operations Officer and Trust Estates and Facilities Manager to ensure that PPE is available and that the sites are sanitised in the areas where required and that the relevant staff are in to maintain these areas.			
How will leaders stagger start/finish times/playtimes and lunchtimes to support social distancing measures?	<ul style="list-style-type: none"> Start/end of day are staggered. Break/lunch times are not staggered as students are kept within their separate zones. 			
How will parents drop off and collect students at the beginning and end of the school day? What will this look like in your school and how will the social distancing be implemented visually and supervised if necessary?	<ul style="list-style-type: none"> Parents will drop and collect their child outside of the school. Although social distancing between students not required, 2m markers are on the ground outside school to mark out the queue to the handwashing facilities. 			
Have leaders checked the building and grounds for health and safety issues? Are all 'normal' tasks being carried out/planned such as fire alarm testing, legionella risk assessments, repairs, grass cutting, servicing of equipment or PAT testing? Check if the boiler and heating, utilities, and internet services are working? (especially if the school building has been closed for a period of time)	<ul style="list-style-type: none"> Regular Health and Safety checks are carried out across the site on a weekly basis and will continue as normal. This has not stopped whilst the school has been shut to students and some staff. Statutory checks/servicing etc. will continue with appropriate social distancing etc. taking place where required. 			
Have leaders considered the sharing of resources to think about cost and resource especially amongst smaller schools and within cluster working groups?	PPE (gloves, aprons and masks) is being purchased by the trust and then distributed across the schools to ensure sound procurement.			
DfE guidance: Prevention and control: https://www.gov.uk/government/publications/guidance-to-educational-settings-about-covid-19/guidance-to-educational-settings-about-covid-19				

Checklist 4: Human Resources

Checklist 4: Human Resources		R	A	G
Risk/support required/additional considerations.	Issues & actions to manage risk	R	A	G
Are all staff clear on the absence reporting system linked to COVID-19? How do leaders know?	<ul style="list-style-type: none"> ▪ Staff were informed about this via the bulletin prior to the school closing. ▪ HR guidance regularly updated and shared with the staff through the weekly bulletin (appendix B) 			
How are leaders ensuring there is a communication link with staff who are shielding so they are supported and their situation is monitored to ensure their well-being?	<ul style="list-style-type: none"> ▪ Scenario I: Staff no longer shielding. ▪ If members of staff/students need to shield in other scenarios regular phone calls to check their welfare will be made. 			
When looking at staffing and the changes being made, are there staff that could potentially be redeployed to support the school working effectively?	Not required during this phase.			
Is there a clear system of support through the bereavement policy that ensures staff are clear about the support and systems in place?	<ul style="list-style-type: none"> ▪ Bereavement policy in place ▪ Staff have completed a bereavement training including 3 online workshops during July. ▪ Support guidance shared weekly through the bulletin ▪ Support mechanisms (website, occupational health etc) outlined in the policy 			
What support is offered to staff through the local authority/trust to help staff who are anxious and/or concerned?	<ul style="list-style-type: none"> ▪ The MAT has signed up for an Employee Assistance Programme (EAP) With Education Support. ▪ Staff have been informed to contact HR or their line manager. ▪ List of supportive websites and phone numbers shared weekly signposting advice. ▪ If required, staff can be referred to Occupational Health. 			
How are leaders inducting new staff during this period of time? Are the appropriate checks being made and overseen including the SCR checks and records?	<ul style="list-style-type: none"> ▪ All regular checks are still taking place – SCR completed. ▪ DBS carried out, references requested and ensure that they have been received etc. ▪ New teachers involved in faculty meetings ▪ The new staff induction began in July and continues throughout the year. ▪ Greater frequency of training due to the amount of NQT/RQTs joining in September. ▪ Training programme incorporated into faculty and general training sessions. 			
How will recruitment be managed?	We have ensured that safer recruitment processes have been followed for all new appointments since 20 th March. Interviews will continue to be held virtually where possible.			
Check any staff contracts that need to be issued, extended or amended in light of the current situation and for the future.	<ul style="list-style-type: none"> ▪ Probation periods for support staff employed during 2019/20 have been extended ▪ All contracts have been checked and issued. 			

Check current advice about staff appraisal and pay. If this is paused, what arrangements have been made and how has this been communicated with the staff it involves?	Staff have been informed about the appraisal procedures for 2019/20 and 2020/21-eg staff appraisals cancelled for 2019/20 and the policy for 2020/21 amended.			
Prior to the current situation, were there any outstanding HR matters that require appropriate communication within timescales and deadlines, for example, redundancy consultations?	N/A. There are no outstanding HR matters			
Are there any external staff required to be furloughed? How has this been communicated and what agreements have been made?	No staff have been furloughed at this stage			
Additional considerations:				
<ul style="list-style-type: none"> Teachers' workload carefully monitored. We have been mindful of staff wellbeing and practical circumstances when designing the arrangements. Staff are required in school for a minimal amount of time therefore protecting their PPA time.. 				
DfE guidance				
<ul style="list-style-type: none"> Advice: https://www.gov.uk/government/collections/coronavirus-covid-19-list-of-guidance Data protection: https://www.gov.uk/government/publications/data-protection-toolkit-for-schools 				

Checklist 5: Governance

Risk/support required/additional considerations.	Issues & actions to manage risk	R	A
How are trustees and governors involved in the discussion and planning for the school re-opening?	The legal responsibility for the reopening of the school rests clearly with the Trust Board. All plans are circulated to trustees who examine them and discuss them with the executive headteacher in advance of implementation. An example of this is the discussion around June opening at the Trust Board meeting on 18/19 th May and 8 th June. The governors were emailed the relevant risk assessment during the w/b Mon 8 th June. The trustees will be looking at the plans and risk assessment for the September opening on 17 th August. The governors will be emailed the relevant risk assessment during the w/b Mon 17 th August.		
What are trustees and governors able to do to support leaders during the various phases of re-opening? How will they assure themselves of the safety of students and staff? What will be their determining factors for making the decisions they need to make?	The MAT has continued to hold the scheduled meetings with the trustees and governors via Microsoft Teams. As such there is no distinction between the operation of strategic governance now and at any other time. As always, trustees assure themselves of the operational aspects of the schools and more so now than in 'normal' times.		
How do leaders decide what trustees and governors need to know and how frequently they receive information? How might this be being determined?	The executive headteacher is in regular contact with the chair of the Trust Board about the information the trustees need to know and how frequently. The trustees have agreed what information will be shared with the governors and when.		

How involved are trustees and governors in communicating with parents and the school's community?	The trustees have been clear that this is the responsibility of the executive headteacher and associate headteachers as this is an operational rather than strategic function. They have asked that the schools regularly communicate with the parents/carers and students and ensure they are given adequate and appropriate warning of the reopening.			
Are trustees and governors able to work with leaders to review what is happening on a regular basis? What might this look like for the school?	The MAT has continued to hold the scheduled meetings with the trustees and governors via Microsoft Teams. The executive headteacher is in much more regular contact with the chair of the Trust Board			
How will trustees and governors know that the plans they have participated in are being followed and adhered to?	This will be done through questioning at the Trust Board and local governing body meetings and the executive headteacher and associate headteacher reports.			
How will trustees and governors evaluate the impact of their work to re-open the school? What ways can this be achieved that would not cause additional work?	The work of trustees and governors is strategic and so to evaluate, critique and support the strategies proposed by senior leaders. The effectiveness and issues around this will be discussed in the normal way at Trust Board and local governing body meetings and through the executive headteacher and associate headteacher reports.			
What agencies are trustees and governors working with to ensure they are aware of the staffing situation? What can be planned? And how are staff used effectively as the school moves through the phases of re-opening fully?	The trustees and governors have the support of governor services and the NGA when required, but delegate the staffing of the school to the executive headteacher and associate headteachers. The executive headteacher and associate headteachers receive regular updates and guidance from the DfE, Worcestershire Children First and Liberata.			
What aspects of governance are being put to one side to deal with the immediate situation? When do leaders envisage these to be reviewed as being or not being required?	The trustees are still exercising the majority of their responsibilities through the scheduled meetings on Microsoft Teams. However, they are prioritising the safeguarding of staff and students, plans and risk assessments for the reopening of the schools and the financial performance of the schools over holding the executive headteacher to account for the educational performance of the schools and the students. It is planned that all the strategic leadership and accountability in schools will restart in September.			
How are trustees and governors ensuring they are providing support to leaders in this current situation?	The executive headteacher is in regular contact with the chair of the Trust Board. The trustees are still holding their scheduled meetings. There is an open and full dialogue about all issues that the school is facing.			
DfE guidance: <ul style="list-style-type: none"> ▪ Educational provision guidance: https://www.gov.uk/government/publications/coronavirus-covid-19-maintaining-educational-provision/guidance-for-schools-colleges-and-local-authorities-on-maintaining-educational-provision ▪ Educational settings: https://www.gov.uk/government/publications/guidance-to-educational-settings-about-covid-19/guidance-to-educational-settings-about-covid-19 ▪ Guidance on school closures: https://www.gov.uk/government/publications/covid-19-school-closures/guidance-for-schools-about-temporarily-closing ▪ Reporting: https://www.gov.uk/government/publications/coronavirus-covid-19-attendance-recording-for-educational-settings/educational-settings-self-reporting-online-form-frequently-asked-questions-faq 				

Checklist 6: Staffing/Well-being

Checklist 6: Staffing/Well-being		R	A	G
Risk/support required/additional considerations.	Issues & actions to manage risk	R	A	G
<p>What is the capacity of staff:</p> <ul style="list-style-type: none"> ▪ To be in school? ▪ If not able to be in school, capacity to work from home? 	<ul style="list-style-type: none"> ▪ Individual risk assessments have been completed for all clinically extremely vulnerable/shielded, clinically vulnerable, BAME and concerned members of staff to ensure the workplace is safe enough for them to return. ▪ If staff have to self-isolate due to a hospital operation or if members of their household have symptoms they are still able to work from home. Staff have been provided with external access to the network and, in some cases, a laptop in which to work from. Line managers will assign the tasks to be completed. 			
<p>How are leaders going to communicate and consult over the re-opening plan for their school?</p>	<ul style="list-style-type: none"> ▪ Staff were issued with a handbook explaining all the details of the return in September ▪ Staff meetings were held in July in school to go through the changes for September ▪ Regular bulletin reminders have been sent out prior to the summer holiday ▪ Bulletin reminder to be sent out during week beginning 24th August reminding staff of the changes. ▪ The associate headteacher is in contact with the union representative for NEU members 			
<p>How will staff keep themselves safe and be kept safe?</p>	<ul style="list-style-type: none"> ▪ Staff to maintain a 1-2meter social distance with the students and other staff members ▪ Non-essential visitors not permitted on site ▪ Virtual meetings (via Microsoft Teams) when social distancing cannot be maintained ▪ No other contact with members of staff/students ▪ Optional PPE ▪ No sharing of resources (e.g. board pens) ▪ Offices have been redistributed so that social distancing can be maintained in shared offices 			
<p>How will leaders evaluate the well-being and personal and emotional needs of staff who are dealing with anxiety, loss, fear and upset?</p>	<ul style="list-style-type: none"> ▪ Through their line managers ▪ Through HR manager ▪ Repeated staff wellbeing links published via the bulletin. ▪ The MAT has signed up for an Employee Assistance Programme (EAP) With Education Support to help provide information, guidance and support for wellbeing for all staff 			
<p>What minimum staffing will you require on a daily basis with the model of phases of student entry leaders choose?</p>	<ul style="list-style-type: none"> ▪ Scenario I: All staff should return to school. Some support staff have been given the option to work from home if they have shown that they can be equally as effective. No staff members have chosen to do this. 			

	<ul style="list-style-type: none"> ▪ Scenario II: Teaching staff will be required to attend school on a daily basis. Some support staff may be directed to work from home. ▪ Scenario III: Teachers are on a rota to ensure they see only their “bubble” group. <ul style="list-style-type: none"> ○ 3 teachers/day (en/ma/sc) ○ 2 teachers/day in Oldfield Hall/Gym ○ 2 SLT/day – different staff in the hall each morning ○ 1 reception staff/day ○ 3 members of staff (approx.) to make phone calls to the students, parents/carers. ○ 2 communication centre staff ○ 4 Cleaners ○ 2 Site staff ▪ Scenario IV: Staff required to supervise the vulnerable students/critical worker children. <ul style="list-style-type: none"> ○ 1 SLT on site ○ 1 receptionist ○ 2 site staff ○ 2 cleaners 			
<p>What are the variables that will need to be considered to staff the school and what are the options if this changes from day-to-day?</p>	<ul style="list-style-type: none"> ▪ Staff illness or change in availability: <ul style="list-style-type: none"> ○ SLT cover ○ Non-specialist cover 			
<p>What support will staff require to effectively manage the return of students to school?</p>	<p>Advice given to staff:</p> <ol style="list-style-type: none"> 1. Do not come to work if you have coronavirus symptoms, or go home as soon as these develop (informing your manager) and access a “test and trace” as soon as possible. 2. Clean your hands more often than usual - with running water and soap and dry them thoroughly or use alcohol hand rub or sanitiser ensuring that all parts of the hands are covered. 3. Use the ‘catch it, bin it, kill it’ approach. 4. Avoid touching your mouth, nose and eyes. 5. Clean frequently touched surfaces often using standard products, such as detergents and bleach. 6. Think about ways to modify your teaching approach to keep a distance from children in your class as much as possible, particularly close face to face support (noting that it’s understood that this is not possible at all times, which is why hygiene and hand cleaning is so important). 7. Consider avoiding calling students to the front of the class or going to their desk to check on their work if not necessary. 8. Help your class to follow the rules on hand cleaning, not touching their faces, ‘catch it, bin it, kill it’ etc. including by updating your classrooms displays with posters. 			

	<p>9. Prevent your class from sharing equipment and resources (like stationery).</p> <p>10. Keep your classroom door and windows open if possible for air flow.</p> <p>11. Limit the number of children from your class using the toilet at any one time.</p> <p>12. Limit your contact with other staff members, and don't congregate in shared spaces, especially if they are small rooms.</p> <p>13. Make sure you've read the school's updated behaviour policy and know what role in it you're being asked to take.</p>			
How will staff working arrangements be different and how will you involve them in this process?	<ul style="list-style-type: none"> ▪ Staff toilets are open and cleaned regularly ▪ Staff are encouraged to bring their own food into school. Staff are able to purchase food from the various serving stations around site. They will not be able to queue with the students as social distancing cannot be maintained, ▪ No Department/Group workspaces to be used. A rota of available rooms will be distributed so that staff have a place they can work during their PPA. ▪ Meetings to be held virtually if social distancing cannot be maintained 			
What is the staffing capacity to support while increasing numbers of students attend school – consider how this will be led/overseen?	Staff absence closely monitored by RAN and cover supervisor. If staff absence reaches a critical level whereby the students cannot be safely taught then alternate scenario plans will be considered including school partial opening.			
<p>DfE guidance:</p> <p>NQT advice: https://www.gov.uk/government/publications/coronavirus-covid-19-induction-for-newly-qualified-teachers</p>				

Checklist 7: Return of students

		R	A	G
Risk/support required/additional considerations.	Issues & actions to manage risk			
What is leaders' rationale as to which year groups/students are considering as a priority to have in school first?	<ul style="list-style-type: none"> ▪ Scenario I: As per the guidance from the government, all students in all year groups will return to school. ▪ Scenario II: Years 11-13 will stay in school on a full time basis. The impact on school closures are greater for these year groups as they have not had the full access to the required preparation for their examinations. The other year groups will be able to attend on a daily rota. ▪ Scenario III: As above for Year 11 and Year 13. The vast majority of Year 12 will also be asked to work at home. The exceptions will be for practical subjects where the students do not have access to required resources. The curriculum has been planned to support Years 7-10 working from home. 			
What are leaders' thoughts and rationale about the return for all students?	<p>The health and safety of all students and staff is paramount, so the reopening of the school considers all aspects of the day including:</p> <ol style="list-style-type: none"> 1. Code of Conduct 2. Maintaining student bubbles and keeping staff safe 3. Uniform expectations 			

	<ol style="list-style-type: none"> 4. Equipment (including hand sanitiser) - must bring in but if they forget it will be supplied (not loaned) 5. Commute to school 6. Student arrival to school 7. Student departure from school 8. Student social time 9. How will school be different and what students cannot do. 10. Blended learning to ensure all students have access to the curriculum 11. Hygiene: increased hand washing and the purchase of portable hand washing facilities. 			
How could you adapt the timetable to allow for more socially distant activities (e.g. outdoor learning/use of hall?)	<ul style="list-style-type: none"> • Scenarios I and II involve a variety of adaptations to the timetable, particularly the rooming, to support the safety of students in their year group bubbles. • PE have adapted the curriculum to support practical PE lessons with all year groups. • The use of shared specialist rooms on a timetable (e.g. music school hall) • The larger teaching spaces will be used for larger classes in Scenarios II and III. 			
How will leaders manage siblings/what will be the offer to families with siblings?	<ul style="list-style-type: none"> ▪ Advice given to the parents about hygiene of students/siblings in alternative years. We cannot monitor social distancing within the home. ▪ Scenarios II and IV: Students may be allowed to join the COVID-19 group if the family is struggling 			
Do you have a full up-to-date list of all eligible key workers, including those who have not taken up the offer yet, but do qualify?	Last updated March 2020			
What has worked well from being open to key workers that you would wish to continue?	<p>The feedback from parents/carers during the school closures has been overwhelmingly positive. We will continue:</p> <ul style="list-style-type: none"> ▪ Weekly communication with parents/carers. ▪ Signposting support for parents/carers should they need it. ▪ Regularly check on students/parents when a child is self-isolating ▪ To use Microsoft Teams as the main platform to set home learning tasks and provide feedback on them 			
What will need changing to accommodate more students than the key worker groups?	<ul style="list-style-type: none"> ▪ Parent/carer handbook issued in July explained all the details regarding the changes to site and protocols ▪ Larger staff presence required in key areas and key times e.g. lesson transition and social time. The duty rotas have been amended to accommodate this. ▪ Frequent reminders about the plans prior to 2nd September via twitter, website and the weekly parent email. 			
Who are the children that will need continued shielding and what will be the provision for them?	<ul style="list-style-type: none"> ▪ Scenario I: Students should no longer be shielding. Vulnerable students will have an individual risk assessment where required ▪ Scenarios II – IV: Students may need to shield. These students have been identified and names saved centrally. 			

	<ul style="list-style-type: none"> ○ Work packs/booklets will be sent home to the shielded students – differentiated as required. ○ Regular (twice/week) contact via phone and email. ○ Shielded students have access to exactly the same resources that are used in school. ○ Narrated PowerPoints available for the students to still have access to the full curriculum. 			
What do leaders think will be more difficult or not possible to do in school due to social distancing rules? What is the rationale behind this decision? Are there alternatives that could be considered for now and/or in the future?	<ul style="list-style-type: none"> ▪ Wet Breaks will be held in the designated teaching spaces maintaining social distancing. ▪ Assemblies will be held virtually ▪ Scenario II and III – the delivery of option subjects in Year 9-13 if students are allocated smaller teaching groups. ▪ Open evening ▪ Parent evenings ▪ Curriculum evening ▪ School trips 			
Have leaders looked at the weekly model of attendance based upon smaller class sizes? How could this work?	This has been taken into account for the various scenarios. The varying proportions of students permitted to be on site in each scenario are based upon social distancing restrictions creating smaller class sizes. This limits resources such as teaching space and staff.			
Additional considerations: All students currently on trial managed moves will continue to work with their new school. We stay in contact on a regular basis with the new school on the students' welfare and ability to access the virtual curriculum.				
DfE guidance: Cluster and hubs: https://www.gov.uk/government/publications/using-clusters-and-hubs-to-maintain-educational-provision/cluster-and-hub-provision-coronavirus-covid-19				

Checklist 8: Vulnerable students

Checklist 8: Vulnerable students		R	A	G
Risk/support required/additional considerations.	Issues & actions to manage risk	R	A	G
What is the current level of knowledge leaders have about the vulnerable groups of students? How will this inform future planning for their provision?	<ul style="list-style-type: none"> ▪ 3 EHCP students and 6 SEN support students are either clinically vulnerable or are living with someone who is classed as clinically vulnerable ▪ A keyworker will be assigned to each student to support with the work in school and any work they have missed during the school closures. ▪ Discussions around safety procedures school have taken will also happen to build up confidence for September 2020. ▪ Individual risk assessments have been completed and updated for all EHCP students 			
While schools have been closed, how have leaders ensured vulnerable students are safe, attend	The vast majority of vulnerable students have been supported effectively in accessing and completing their home learning. This support needs to continue in September.			

<p>school and/or are accessing learning? Is this effective for all? Where it is, how can this be continued while re-opening? If it is not, what can be done to improve this aspect?</p>	<ul style="list-style-type: none"> ▪ Regular monitoring of students work completion ▪ Differentiating home learning resources ▪ Welfare and academic check (phonecalls) with any student working at home ▪ Frequent letters offering support and signposting other supportive agencies ▪ Work and resource drop offs during home visits ▪ Attend Child in Need, Child Protection and Strategy meetings via conference call ▪ Laptops provided to those who need them 			
<p>While schools are closed, have families accessed support for students – free meals; food banks; support from social workers etc? How will these services be continued and maintained?</p>	<p>Families have accessed support in terms of FSM and social workers, although only a small proportion of vulnerable students have accessed support in school. Our support will continue to be offered every week to parents/carers of vulnerable students.</p>			
<p>How are students currently shielded being supported? What will this look like while working through the phases of re-opening?</p>	<ul style="list-style-type: none"> ▪ Previously shielded students will return to school in September. ▪ Any student working from home will continue to receive: <ul style="list-style-type: none"> ○ 2 x per week phone calls ○ Adapted work for SEND students ○ Letters home ○ Work drop-offs during home visits ○ Support with their online learning 			
<p>What support will families require as the school re-opens? Can this be from within, or are external agencies needing to be planned for and planned in for different phases of re-opening?</p>	<p>Reassurance regarding the protocols we have in school to keep their sons/daughters as safe as possible from the virus. This will be done through:</p> <ul style="list-style-type: none"> ▪ Letters ▪ Newsletters ▪ Loom presentations ▪ Over communication of the measures we have in place to help reduce the risk of infection. 			
<p>How are leaders making sure vulnerable students are safe and accounted for?</p>	<ul style="list-style-type: none"> ▪ Regular student meetings with vulnerable students by their key worker. ▪ A phone call every week to parents/carers. ▪ Close liaison with social workers, the LADO (where necessary) and the students themselves. ▪ A rota of support staff has been drawn up who will be able to meet (maintaining social distancing) students that are in need of pastoral support whilst in school. All students are contacted weekly to identify need. 			
<p>What additional support measures will require consideration for students with SEND to understand social distancing? (thinking about the younger students/varying independence levels)</p>	<ul style="list-style-type: none"> ▪ A select few students will be working in the communication centre for part of their timetable in smaller groups ▪ Interventions, modelling and practice of social distancing ▪ Packs to be sent home containing visuals 			
<p>How will leaders manage the reintegration of EHCP students especially those with allocated 1:1 support?</p>	<ul style="list-style-type: none"> ▪ Select few students will be working in the communication centre ▪ 1:1 support will be conducted using Impero ▪ Some Achievement Assistants will be in lessons assigned within the year group bubble 			

	<ul style="list-style-type: none"> Small group teaching, with clear guidance for the Achievement Assistants and student(s) 			
What arrangements have been made with the local authority to ensure the EHCPs are picked up and continue?	<ul style="list-style-type: none"> Risk assessments have been completed and updated WCF have RAG rated the risk assessments WCF have called to discuss each individual Annual reviews are still be conducted using Microsoft Teams 			
Have leaders considered what transition will be required for students to access the EHCP arrangements?	<ul style="list-style-type: none"> Small group teaching in the communication centre Regular communication with parents to build up confidence Lots of visuals around the communication centre Interventions, modelling and practice of social distancing Packs sent home (visuals) in July 			
Will leaders have a phased or separate return day for those students more likely to find transition back to school more difficult?	<ul style="list-style-type: none"> Support staff will be used to do additional transition for those who require it Small group teaching in the communication centre Separate exit and entrance to the rest of the school Students will have their own toilet facilities A rota of support staff has been drawn up who will be able to meet (maintaining social distancing) students that are in need of pastoral support whilst in school. All students are contacted weekly to identify need. 			
How are resources being adapted for vulnerable students?	<ul style="list-style-type: none"> All Achievement Assistants have been attached to a department to adapt any resources that students will find difficult – saved in a central area Phone calls made a week by a key worker who is adapting resources when required for those students working at home Use of additional online platforms-eg Oak National Academy Trust, Educake etc 			
DfE guidance: <ul style="list-style-type: none"> Vulnerable: https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people Extremely vulnerable: https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19 SEND - https://www.gov.uk/government/publications/coronavirus-covid-19-send-risk-assessment-guidance/coronavirus-covid-19-send-risk-assessment-guidance 				

Checklist 9: Curriculum

		R	A	G
Risk/support required/additional considerations.	Issues & actions to manage risk			
What has the curriculum for students at home looked like since the school closed? How are leaders ensuring this is working effectively?	<p>The curriculum has been adapted so that it is accessible given all scenarios in this document.</p> <ul style="list-style-type: none"> Adaptions have been made to the schemes of work to take into consideration the following: <ul style="list-style-type: none"> assessment data gathered in summer 2; issues caused by the loss of teacher explanation and modelling; and 			

	<ul style="list-style-type: none"> - restrictions in place in line with the DFE guidance during the autumn term. ▪ Every lesson will consist of a voice over PowerPoint and booklet/textbook/revision guide ▪ All lesson resources will be set via Microsoft Teams so that absent students can access the same curriculum as their peers ▪ Students will be given a task sheet for each subject (uploaded to Teams) to support organisation and so that they know what is to be completed. ▪ Weekly monitored work to continue via either homework (if all students in) or identified task (if students are at home) ▪ Knowledge organisers made into booklets in Y7 and 8 (and core subjects in 9-11) to ensure easy access 			
What school routines could be transferred remotely – assemblies in small groups; group discussions etc?	<ul style="list-style-type: none"> ▪ Virtual assemblies to tutor rooms ▪ Virtual pastoral checks for students working at home 			
What changes are being made/is being kept the same to secure a consistent approach to home-school learning?	<ul style="list-style-type: none"> ▪ As above ▪ Home learning task to be used for work set via Microsoft Teams to ensure a consistent approach ▪ Systems in place that will stay regardless of whether students are working in school or at home such as: <ul style="list-style-type: none"> - Setting of work via Microsoft Teams - Voice over PowerPoints - Weekly monitored work - Use of online quizzes and assessments 			
What does learning currently look like for those students at home and at school?	<ul style="list-style-type: none"> ▪ All students will return to school in September. ▪ All lesson resources will be set via Microsoft Teams so that absent students can access the same curriculum as their peers. 			
How will the school displays be adapted for the phased approaches to the curriculum?	<ul style="list-style-type: none"> ▪ Not required to update school curriculum displays. ▪ COVID-19 posters put up around the site. ▪ Catch it, bin-it, kill-it posters added in key areas around the site 			
How will learning be developed so it improves virtually for all?	<ul style="list-style-type: none"> ▪ Effective remote learning is a key focus for all staff ▪ Whole school staff training sessions for all teachers on effective remote learning and clarity of explanation and modelling ▪ Use of voice over PowerPoints will be created via collaborative planning ensuring sharing of best practice. ▪ Regular collaborative planning and adherence to following the agreed lessons as uploaded to Microsoft Teams will improve consistency within departments. 			
What might learning look like for students at the different levels of the return?	<ul style="list-style-type: none"> ▪ Full return means that we continue with a full curriculum ▪ Students working at home will have access to the full curriculum via resources loaded onto Microsoft Teams. ▪ Interventions will be bespoke, monitored and timely to ensure that students' access to the curriculum is not reduced 			

	<ul style="list-style-type: none"> ▪ Some practical subjects have adapted their curriculum to teach theory based work in the Autumn term. This reduces the need for sharing specialist teaching rooms. 			
How will students' behaviour be managed – break with school routines and expectations – how is this being re-addressed while home schooling so impact upon return is minimised?	<ul style="list-style-type: none"> ▪ Staff training on behaviour updates, starts and ends of lesson scripts and daily routines ▪ Start of term sessions re-planned to focus on supporting students to re-establish routines and effective learning habits quickly. ▪ Staggering of setting homework to enable students to develop the necessary learning routines ▪ Communication with parents/carers about the need for routines, how to create a learning environment at home, importance of sleep etc. 			
Have students been disadvantaged by accessing learning from home? Evaluate to what extent for your school (from this plans/actions to look at what actions to be taken from this)	<ul style="list-style-type: none"> ▪ Adaptions have been made to the schemes of work to take into consideration the following: <ul style="list-style-type: none"> ○ assessment data gathered in summer 2; ○ issues caused by the loss of teacher explanation and modelling; and ○ restrictions in place in line with the DFE guidance during the autumn term. ▪ Moving forward every lesson will consist of a voice over PowerPoint that is uploaded to Microsoft Teams. This will be available to all students and will enable them to relisten to the teacher explanation and modelling. 			
How will the curriculum address the impact upon learning for students linked to well-being – loss/stress/concern?	<ul style="list-style-type: none"> ▪ PSHRE plans have been updated to include aspects to support students to deal with the issue they may have encountered during the last few months. ▪ Plans in place to quickly support students to get back into string routines and re-establish previous learning habits ▪ All staff have had bereavement training 			
How will students' learning be balanced appropriately with their personal experiences and well-being? How will this inform their curriculum?	<ul style="list-style-type: none"> ▪ As above ▪ Schemes of work take into consideration the need to revisit, reteach and revision certain areas of the curriculum that have been covered during the summer term. This will support students who have not been able to access some of the work due to personal experiences. 			
What adaptations are being made to the curriculum to take account of the home/school learning and the full time/part time schooling students have received?	<ul style="list-style-type: none"> ▪ Adaptions have been made to the schemes of work to take into consideration the following: <ul style="list-style-type: none"> ○ assessment data gathered in summer 2; ○ issues caused by the loss of teacher explanation and modelling; and ○ restrictions in place in line with the DFE guidance during the autumn term. ▪ Formative assessments done via online programmes and work uploaded to Microsoft Teams. ▪ Data from assessments used to adapt lessons as necessary ▪ Collaborative planning within department to ensure that all lessons, both in and at home, are the same. 			
Have leaders reviewed the school's typical annual calendar of events to decide when decisions will be taken about cancelling or going	<ul style="list-style-type: none"> ▪ Normal calendar and contingency calendar have been created ▪ Decision made as we progress throughout the year. 			

ahead with them; summer initially; autumn as planning ahead, 'leaving' events, residential visits, parent evenings, sporting events. How can these aspects be achieved differently?	<ul style="list-style-type: none"> ▪ Plans in place for 'virtual' information evenings such as the Year 9 curriculum evening and the open evening ▪ Information will go out via letter, the website, video, tutorial sessions and twitter ▪ Use of technology such as Microsoft Teams will be used 			
How will the curriculum change and what is the rationale for this as you move through the phases of re-opening?	<ul style="list-style-type: none"> • Over-arching philosophy that students should have access to a broad and balanced academic curriculum remains as the focus • Bespoke interventions will be used where necessary 			
What will the whole school approach to teaching be during the phases? How will this be developed and how will leaders and staff ensure there are opportunities for students to share their home and school experiences as a key part of their current education?	<ul style="list-style-type: none"> ▪ T&L model to remain in place ▪ Plans put in place to support blended learning ▪ Whole school training focussed on: <ul style="list-style-type: none"> - Re-establishing effective behaviour and learning routines - Explanation and modelling - Effective remote learning ▪ PSHRE amended and tutor time protocols in place to support students to discuss the past few months 			
How will leaders consider what the expectations for the quality of education will be during all phases, considering realistically what the phases of admitting students will be?	<ul style="list-style-type: none"> • Expectations considered and shared with subject leaders. • Expectations on students' attendance is realistic. • Monitoring systems have been amended and are in place • Quality assurance via SLT, line management and middle leaders 			
Additional considerations: <ul style="list-style-type: none"> ▪ Year 11 and 13 will receive their calculated results on the scheduled results' days. ▪ Year 12 entry requirements have been relaxed to ensure that students are not disadvantaged. ▪ Conference rooms have been created to enable Year 12 and 13 students who would normally travel to Hagley Catholic School or Haybridge High School can access the lessons live via Microsoft Teams. ▪ Parent/carer requests for a student to repeat a year will unlikely be granted due to the lack of evidence to support this option improving students' attainment. 				
DfE guidance: <ul style="list-style-type: none"> ▪ Home learning support: https://www.gov.uk/government/publications/coronavirus-covid-19-online-education-resources ▪ Remote support: https://www.gov.uk/guidance/get-help-with-technology-for-remote-education-during-coronavirus-covid-19 ▪ Accountability measures: https://www.gov.uk/government/publications/coronavirus-covid-19-school-and-college-performance-measures/coronavirus-covid-19-school-and-college-accountability 				

Checklist 10: Communication – students

Risk/support required/additional considerations.	Issues & actions to manage risk	R	A	G

<p>How are leaders/staff evaluating students' preparation and response to return to school – what will happen if that is not positive? What will be in place to support and give additional home support to alleviate this?</p>	<ul style="list-style-type: none"> ▪ During phone calls home week beginning 13th July to speak to students (after they have spoken to parents), staff had a detailed script to follow linked to Year bubbles, hygiene protocols and tutor lists to alleviate student concerns ▪ HOY email to students Mon 13th and Friday 17th July detailing return to school plans ▪ HOY have an identified cohort of students for Achievement Leaders to call on TED 1 to offer support and remind students of protocols in place ▪ HOY to complete phone calls home week beg 14th July to key intervention students who were on a reduced timetable prior to school closure to amend their plans ▪ Home liaison officer will conduct home visits to those students who do not return to school ▪ Twitter video and assembly via Loom released in July regarding returning to school in September ▪ Structured support programme of intervention including the tutorial programme (assemblies, tutor group support sessions to normalise the events and allow students to engage in conversation of their experiences), PSHE curriculum, and identified interventions with pastoral staff. All students will be offered support as and when necessary and will be encouraged to email their concerns, questions and anxieties to their HOY or use the student report tool. 			
<p>Are and students aware of the key COVID-19 prevention control measures:</p> <ul style="list-style-type: none"> ▪ avoiding contact with anyone with symptoms ▪ frequent hand cleaning and good respiratory hygiene practices ▪ regular cleaning of settings ▪ minimising contact and mixing (social distancing) 	<p>Through the weekly parent e-mail, twitter, phonecalls, student assemblies and the website we have:</p> <ul style="list-style-type: none"> ▪ Shared government guidance on symptoms and protective measures ▪ Shared key government messages, guidance, social media links and posters ▪ Updated website with guidelines and protocols 			
<p>How are staff going to gauge how students are feeling about returning to school and link this to their learning throughout the transition through the phases of the re-opening of the school?</p>	<ul style="list-style-type: none"> ▪ HOY will share key information with staff via the bulletin and SIMS to support vulnerable students. ▪ Staff encouraged to use CPOMS to log any concerns to the pastoral team 			
<p>How will leaders communicate with students returning to school?</p>	<ul style="list-style-type: none"> ▪ Twitter video and assembly via Loom released in July regarding returning to school in September. ▪ HOY email to students on Mon 13th and Friday 17th July detailing return to school plans 			
<p>What opportunities will students have to be able to share the experiences they have had with COVID-19 sensitively and how will this shape how staff support students to communicate and provide alternative ways for students to share and express their thoughts?</p>	<p>See above programme of support.</p>			

How will students be included in the consultation process at their level so they understand the expectations and the reasons for the differences in their daily school life?	<ul style="list-style-type: none"> Microsoft forms questionnaire and feedback to be completed. Start of term PowerPoint/assembly communicating the reasoning behind our protocols 			
DfE guidance: Students' mental health support/pastoral care at home: https://www.gov.uk/government/publications/covid-19-guidance-on-supporting-children-and-young-peoples-mental-health-and-wellbeing/guidance-for-parents-and-carers-on-supporting-children-and-young-peoples-mental-health-and-wellbeing-during-the-coronavirus-covid-19-outbreak#helping-children-and-young-people-cope-with-stress				

Checklist 11: Communication parents

Risk/support required/additional considerations.	Issues & actions to manage risk	R	A	G
How will leaders communicate with parents during the various phases of re-opening? Are parents aware of the key COVID-19 prevention control measures: <ul style="list-style-type: none"> avoiding contact with anyone with symptoms frequent hand cleaning and good respiratory hygiene practices regular cleaning of settings minimising contact and mixing (social distancing) 	<ul style="list-style-type: none"> Continue with various methods of communication. Weekly parent e-mail letter to provide any updates Shared government guidance on symptoms and protective measures Shared key government messages, guidance, social media links and posters Updated website with guidelines and protocols Regular Twitter messages on key updates 			
How will leaders manage the different perspectives of parents feeling fearful of sending their child to school and those who are worried about their child falling behind?	<ul style="list-style-type: none"> Vulnerable and worried parents identified through the regular phonecalls prior to summer holiday. Staff in regular contact. Home liaison officer conducting home visits from 17th August to the identified families Additional summer work options given to concerned parents 			
What will leaders do to effectively communicate the balance of thought between students' learning and their well-being and safety with parents so parents' views are considered and a phased approach with an emphasis on safety and well-being is established based on trusting leaders to keep their children safe?	<ul style="list-style-type: none"> Must be clear in the messages home about site capacity for H&S reasons. Video tours on twitter and in the virtual assembly Staff training on how they communicate with students in September. Includes many "banned phrases" such as (catch-up curriculum, COVID anxiety, lost time etc.) 			
What on-going weekly/regular communication could be used to ensure parents are kept well-informed?	As current			
How could a parent group support the school's work with communication?	Parent/Carer forum to restart from September 2020.			

Have leaders considered their current means of communication and the strengths of these to use as the school plans and implements re-opening over phases?	The current methods of communication have been effective and will continue in September.			
Have leaders considered reasonable expectations of parents sending their children to school?	<ul style="list-style-type: none"> ▪ Attendance is compulsory in Scenario I. However it is expected to be lower, partly through illness and some anxiety. There is an attendance strategy in place to support students' return to school with prosecution used as a last resort with those students with historical poor attendance. ▪ Attendance is expected to be even lower in December/January, where more students will get colds/flu and show signs of COVID symptoms. ▪ In Scenarios II and III attendance will be significantly lower. ▪ The blended learning curriculum is particularly important as students will still be able to access and complete their work from home. 			
Have leaders considered parental choice re sending their children into school – what might this guidance and advice look like and be for parents?	<ul style="list-style-type: none"> ▪ It has been made very clear that parents no longer have a choice on whether or not they send their children to school. Guidance published via Parentmail parents on: <ul style="list-style-type: none"> ○ Transportation ○ Uniform/PPE expectations ○ Equipment ○ Social distancing measures ○ Hygiene and H&S measures ○ Curriculum/lessons ▪ We have avoided updating the parents that prosecution has been reinstated for poor attendance. This will be a last resort for students that have historically had poor attendance prior to the COVID outbreak. 			
How will leaders manage attendance with parents considering the various phases of attendance as the re-opening extends further and more students are regularly attending school? How can the attendance of students be supported during the early stages to alleviate parental anxiety and still share expectations for the future?	<ul style="list-style-type: none"> ▪ Attendance appendix written ▪ Phone calls continue for home educated students ▪ Vulnerable students receive more regular check-ins ▪ Weekly parent e-mail to include regular updates ▪ HOY email and weekly pastoral update letter 			
How will leaders share expectations of home learning which will not pressurise parents but equally reiterate set expectations that are realistic, doable and can be transferred seamlessly when students attend school more regularly?	Multiple guides, letters and policies			
DfE guidance: <ul style="list-style-type: none"> ▪ Parents: https://www.gov.uk/guidance/supporting-your-childrens-education-during-coronavirus-covid-19 ▪ Parents with students with SEND: https://www.gov.uk/guidance/help-children-with-send-continue-their-education-during-coronavirus-covid-19 				

<ul style="list-style-type: none"> Supporting parents: https://www.gov.uk/government/publications/covid-19-school-closures/guidance-for-schools-about-temporarily-closing#working-with-parents 			
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Checklist 12: LA/MAT

Risk/support required/additional considerations.	Issues & actions to manage risk	R	A	G
Who are the key contacts in the Appropriate Bodies	The Trust Board and Stephen Brownlow (executive headteacher)			
Have leaders accessed all the information relevant during this time from Appropriate Bodies?	The executive headteacher and associate headteachers receive regular updates and guidance from the DfE, Worcestershire Children First and Liberata. All information is shared and distributed within the MAT.			
What support will leaders require from LA/MAT throughout each phase?	The executive headteacher and associate headteachers are in regular communication about the plans and risk assessments for the reopening of the schools.			
What additional support can be brokered – working together – for example, clusters of school, within federations or trusts etc.?	The executive headteacher and associate headteachers are in regular communication about the plans and risk assessments for the reopening of the schools. The schools are working together to share good practice and documentation.			
Where applicable, do you have consistency with neighbouring/cluster/local schools in terms of your offer/systems? Would it be helpful to do this within trust and/or cluster groups?	The associate headteachers are liaising with the neighbouring schools without compromising the individual school's context.			
How will leaders take account of and implement the agreed guidance from Appropriate Bodies while sustaining a considered, do-able re-opening of the school to meet DfE statutory guidance?	The executive headteacher and associate headteachers are in regular communication about the plans and risk assessments for the reopening of the schools and use all the available guidance and information.			
How will leaders share and communicate their planning for re-opening with the Appropriate Body? Is the rationale clear and demonstrates leaders secure oversight and planning for their school?	The executive headteacher and associate headteachers are in regular communication about the plans and risk assessments for the reopening of the schools and use all the available guidance and information. The executive headteacher is in regular contact with the chair and vice-chair of the Trust Board.			
Have leaders considered sharing of ideas about monitoring of their work to ensure realistic expectations shared and communicated for how the re-opening plan will impact upon the quality of learning and outcomes?	The executive headteacher and associate headteachers are in regular communication and the plans for re-opening and the continued remote education are shared across both schools.			
Are leaders ensuring they are communicating with the Appropriate Body about their planning so appropriate support is allocated?	Yes			
Has the Appropriate Body's guidance and supportive directives been applied and discussed appropriately to ensure consistency and support is used effectively?	Yes			

While considering the plans to re-open, are there any thoughts about what additional support will be required that is additional to the offer that is usually applied?	We are currently planning how to use the COVID-19 catch-up grant.			
DfE guidance: <ul style="list-style-type: none"> Local authority: https://www.cambridgeshire.gov.uk/residents/children-and-families/schools-learning/school-term-dates-closures/school-closures Local authority: https://www.peterborough.gov.uk/residents/schools-and-education/school-closures 				

Checklist 13: Transition of students

Risk/support required/additional considerations.	Issues & actions to manage risk	R	A	G
Have leaders ensured that students' transition from primary and secondary provision is considered and how this will be communicated with the appropriate settings?	<ul style="list-style-type: none"> Use of letters (information updates, HOY weekly update), twitter, staff calls to every student to answer any questions. Virtual transition – presentations, tours, top tips for students and staff. Year 7 September entry section on school website. September induction day and further training and support through extended induction arrangements. 			
Are there any thoughts about how secondary schools contact/communicate with primary schools to ensure effective transition?	<ul style="list-style-type: none"> Sharing of Year 6 information and data during the summer term. All students discussed including SEND, safeguarding and vulnerable students. Virtual transition plans: regular use of twitter. HOY updates and school website. Q&A sessions completed via Microsoft Teams and further visits to primary school. 			
How are leaders ensuring students' transition into sixth form and further education settings are considered? What are the transition arrangements and how are students/students informed?	<ul style="list-style-type: none"> Grade entry requirements lowered for Year 12 courses Virtual enrolment Results day planned (both virtually and if students can come in) 			
What arrangements have been thought of to ensure all important information is shared – verbally/documentary – between schools and between home and school?	<ul style="list-style-type: none"> Sharing of data and information meetings – remotely. Pastoral information spreadsheet collated and tutor groupings allocated based on primary information. Correspondence by parent letter. Follow up pastoral calls to vulnerable/SEND and safeguarding issues identified from meetings. Opportunities for parents to contact school using an enquiry email. Virtual transition section of the website set up. 			
What might the transition from home learning to return-to-school look like at various stages of re-opening?	<ul style="list-style-type: none"> Curriculum bridging tasks being delivered in primary schools. Preparation advice and guidance shared with students and parents on how to support transition. Staff support via telephone contact to answer questions about the school. Follow up Q&A sessions. 			

	<ul style="list-style-type: none"> ▪ Phased introduction of homework. ▪ September induction supporting habits and routines ▪ Phased implementation of consequence system for Year 7 for equipment and organisation. ▪ Pastoral support and identified key staff for identified students or students of concern 			
Have leaders considered what will happen following any guidance about how students will move on or transition to their next academic year? Do leaders have an 'ideal' that would meet the needs of their own students? What might this look like and what are the possible implications and considerations for the future? How are leaders thinking about the needs of students with SEND and their needs transferring to other settings and/or moving into different year groups with unfamiliar staff members?	<ul style="list-style-type: none"> ▪ Students will receive a sustained transition in to Year 7. ▪ Familiarisation with the site and support available. ▪ Time dedicated to routines/habits in school and working from home. ▪ Microsoft Teams to be taught for remote learning. ▪ Identified and targeted support for vulnerable students (anxious, friendship issues) ▪ SEND and vulnerable students invited in for a 'visit' of the Borrington site in small groups maintaining H&S and social distancing guidelines. ▪ Summer contact and invite to school on the TED days to support transition. ▪ Targeted support and key staff identified to work with specific students. ▪ Pastoral support staff introductions made during summer term and at start of new term. 			
What does the transition from home learning to school learning look like in your school, for your students? Have leaders considered consistency and expectations that are appropriate for the context of families' capacity (albeit because they are working; more than one child at home to home school etc) to support at home?	<ul style="list-style-type: none"> ▪ The 'normal' expectations to be communicated. ▪ Routines and habits and high expectations. ▪ Outline what the routine is in school ▪ Outline what the routine should be for working at home. ▪ Online learning platforms explained – establish access to these/computer access ▪ Communicate the covid-19 amendments to parents/carers and students. ▪ Access to internet questionnaire to identify any students who will struggle with remote learning. ▪ Monitoring system in place to establish who is and isn't completing 			
How will staff be supported to transition between home/school planning and teaching?	In every scenario the planning and teaching expectations are the same. The students will receive workbooks/booklets and narrated presentations.			

Checklist 14: Finance

Risk/support required/additional considerations.	Issues & actions to manage risk	R	A	G
Is there a business continuity plan that can be adapted to reflect the changes and the phases of re-opening?	Yes			
What additional costs are leaders having to incur that were not planned into the original budget, and how will this impact upon the current budget plan and resources? Can these be reclaimed from	A list of 'Exceptional costs due to COVID-19' has been drawn up for both schools and shared with the Trust Board and associate headteachers. The list is updated regularly. It is likely that some of this expenditure can be claimed back but it is likely that loss of income due to the cancellation of lettings and hirings cannot be claimed back.			

government for example, increased premises related costs; additional cleaning; support for FSM?				
How will leaders of finance ensure invoices etc continue to be paid and authorised when working remotely?	<ul style="list-style-type: none"> Scenario I: All members of the finance team will be working in school Scenarios II-IV: Each member of the finance team has a laptop and access to the finance system, emails etc. On a weekly basis a member of the finance team goes onsite and checks for post. This is then emailed to the senior finance officer to pay. The chief operating officer carries out a weekly BACS run. A lot of the invoices are emailed to finance and only a few come through the post. 			
Are leaders aware of the delays and cancellations of some financial returns? For example: BFRO for academies cancelled	Yes			
Have the reintroduction of contracts been considered? Cleaning; IT support; catering; financial support services etc	Yes as no contracts were cancelled.			
Have leaders evaluated the impact of lettings and the finance implications of possibly not restarting or a phased re-opening of lettings?	Yes, this has had a massive effect on our forecasted income levels. Budgets for both 2019/20 and for 2020/21 have been updated to reflect the loss of income (and continued forecasted loss) to ensure that we are not overstating our budget assumptions.			
Are there financial implications for transport to ensure social distancing arrangements are upheld?	No			
Are there visits/trips booked previously, for example, residential whereby monies can be claimed off insurance or refunds applied?	Yes. We have refunded all trips through the insurance company.			
Is there a plan for a potential COVID-19 repeat that could be included in a crisis management financial plan?	<ul style="list-style-type: none"> Some assumptions have already been made within the budget forecast (i.e. reduced revenue from lettings and hire). The annual budget will be revisited at several points along the year and if necessary money will be moved from one cost centre to another (i.e. we may need to pull certain spending decisions to fund other essential areas) 			
Additional considerations:				
Examination costs to be amended following refund announcements. These refunds will be ring-fenced for any autumn term exam entry fees in the first instance.				
DfE guidance on finance:				
<ul style="list-style-type: none"> Financial support: https://www.gov.uk/government/publications/coronavirus-covid-19-financial-support-for-education-early-years-and-childrens-social-care/coronavirus-covid-19-financial-support-for-education-early-years-and-childrens-social-care Exceptional costs: https://www.gov.uk/government/publications/coronavirus-covid-19-financial-support-for-schools/school-funding-exceptional-costs-associated-with-coronavirus-covid-19-for-the-period-march-to-july-2020 Reducing burdens: https://www.gov.uk/government/publications/coronavirus-covid-19-reducing-burdens-on-educational-and-care-settings/reducing-burdens-on-educational-and-care-settings 				

Checklist 15: COVID-19 infection control



Risk/support required/additional considerations.	Issues & actions to manage risk	R	A	G
Have you put in place actions to prevent and minimise contact with individuals who have COVID-19 symptoms?	<ul style="list-style-type: none"> ▪ See Appendix B for staff guidance ▪ Reduce non-essential visitors to site <ul style="list-style-type: none"> ○ Ensured staff/parents/students/suppliers are advised to not attend school if they or any member of their household has symptoms or has been identified as a positive case. ○ Communication with parents is by telephone/e-mail – no meetings are to be held on site. ○ Any deliveries are taken to outside reception for the site team to collect. ○ Food deliveries are taken to the kitchen on the Borrington site as normal. ○ Staff/parents/students informed and know and adhere to self-isolation (Appendix F). Students and parents/carers regularly reminded. ▪ Testing facilities for staff available at sixways and with home testing kits – included in staff absence procedures if staff develop symptoms ▪ See appendix C for Worcester test and trace guidance ▪ We have shared the Government messages with staff and parents: <ul style="list-style-type: none"> ○ Explained how to access tests through the NHS website ○ Essential workers can apply for priority testing ○ Guidance on the Test and Trace programme ▪ Students to go straight home if they show symptoms. SLT to notify parents/carers. Students can wait for their parents/carers outside or under a covered area to mitigate against contaminating further areas of the school – students do not go to medical room. Students will be supervised from a safe distance by the supporting member of the SLT. 			
Has the reintroduction of contracts been considered linked to rationale for reopening? E.g.: Cleaning; IT support; catering; financial support services.	<ul style="list-style-type: none"> ▪ Following liaison with suppliers the majority of contracts are continuing as normal to enable school to re-open. ▪ Catering services open to students 			
Have catering requirements been assessed, alongside your catering supplier's capacity?	<ul style="list-style-type: none"> ▪ Catering requirements are sufficient to meet the primary school provision. They have been adapted so that there are serving stations in each designated year group zone. ▪ There will likely be a reduction in the amount of catering requirements as many parents/carers will prefer to send their children in with packed lunch. ▪ FSM children will still have a meal provided for them. ▪ The kitchens have been thoroughly cleaned 			
How are transport arrangements being managed and maintained for students? How will this look as increased number of students attend school at different times/days?	<p>Transport guidelines being shared with parents/students:</p> <ul style="list-style-type: none"> ▪ Public transport should be avoided ▪ Chaddesley bus can run depending on need ▪ Taxis are available for SEN students ▪ Parent drop off outside of school 			

<p>How will a school day be managed to ensure social distancing for example, breaks, lunchtime?</p>	<p>This guidance will apply for scenarios I to III</p> <ul style="list-style-type: none"> ▪ Separate entrance/exits for each year group zone on the Hillgrove site ▪ Staggered entry/exit for Year 7/8 due to having one entrance on the Borrington site ▪ Separate break areas for each year group bubble. ▪ Wet breaks will be held in the designated teaching spaces with the 2m social distancing guidelines with staff on duty maintained. ▪ Handwashing stations at each entrance and in various other locations in the year group zones ▪ Duty rota drawn up to ensure sufficient supervision in all year group zones. 			
<p>How will leaders manage the different perspectives of parents – sending students into school or deciding not to?</p>	<ul style="list-style-type: none"> ▪ Attendance compulsory for scenario I. ▪ Vulnerable and disadvantaged students are the least likely to attend and the ones that need to most. More frequent calls and home visits will be made to promote attendance. 			
<p>What learning has there been about COVID-19 at home to prepare students for return? How can this be supplemented by school information?</p>	<ul style="list-style-type: none"> ▪ Reinforced messages about the changes to site via the weekly parent e-mail ▪ SLT have addressed the students that attended school in July ▪ Signage around the site ▪ Assemblies and notifications on twitter ▪ Further messages through twitter and the weekly parent e-mail prior to the students return 			
<p>Following risk assessment, what PPE is required to ensure staff safety?</p>	<p>See health and safety section</p>			
<p>Have leaders considered the risk of a student/staff member contracting COVID-19? Is a plan considered for communication of this to alleviate fear, appropriate communication with external agencies (e.g. public health), how testing will be gained for staff/students in contact and thereafter dealing with the impact of this?</p>	<ul style="list-style-type: none"> ▪ See appendix C ▪ If there are multiple cases in a particular group, that group of students self-isolate for 10 days. PHE will advise. ▪ If further cases are detected in multiple year groups other scenario plans may have to be enacted. We will contact the Public Health England team to take further advice ▪ Letters and phonecalls home to parents ▪ Free testing available for staff ▪ Instructing parents on accessing testing kits sent home via the weekly parent e-mail ▪ See appendix C for guidance for staff and parents/carers 			
<p>Has the emotional impact upon staff and students been evaluated considering what they may have endured through 'lockdown' and 'isolation' for example, loss, neglect, loneliness. What additional resources can be given to support all staff and students to manage and deal with personal</p>	<ul style="list-style-type: none"> ▪ Website contains links to student wellbeing ▪ Parentmail regularly shares links to wellbeing services ▪ Bulletin shares links to wellbeing services to staff ▪ Counsellor/nurse available virtually 			

circumstances while supporting them through to a form of normality following the trauma?				
How will the curriculum offered change to meet the personal, social and emotional needs of students giving them a chance to talk, share and 'off load' their worries in a way that will support them to move on to a place of feeling more secure and emotionally stable?	<ul style="list-style-type: none"> PSHE tasks adapted to cover many of the main issues Tutorial tasks provide opportunity for the students to talk and share concerns Counsellor, school nurse and achievement leaders available if students require further advice. 			
Can students contribute towards what school will need to look like for them to feel safe during the time of COVID-19? How might this be achieved?	Student survey in Autumn term			
Can parents be consulted about how to alleviate their fears about sending their children to school? Have leaders considered online forums to discuss their ideas?	Continue with the parent survey but reduce the frequency to once a month			
DfE guidance: <ul style="list-style-type: none"> Social distancing: https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-social-distancing-in-education-and-childcare-settings/coronavirus-covid-19-implementing-social-distancing-in-education-and-childcare-settings PPE: https://www.gov.uk/government/collections/coronavirus-covid-19-personal-protective-equipment-ppe 				

Review/evaluation

Upon consideration of the factors included in the risk assessment above, the decision has been made the school can open on 1st September for all students

Risks that the school are unable to mitigate for because their circumstances prevent it from following the guidance or implementing adequate controls

- It is likely that loss of income due to the cancellation of lettings and hirings cannot be claimed back.
- We cannot monitor and enforce the social distancing regulations when the students are commuting to and from school. We can only issue guidance and enforce restrictions when they are on the school site
- Although we have taken every step to avoid students in different year groups mixing, there are many families with children in multiple year groups. We have no control on maintaining social distancing out of the school site.

Risks that the school can partially mitigate for by taking certain actions and/or adjusting its plans

Although this risk assessment highlights all the actions taken to mitigate against the risk of spreading the virus, we cannot fully guarantee protection due to:

- Parents unknowingly sending their children to school with COVID-19
- Monitoring students' self-isolation
- Asymptomatic students attending school

Although measures have been put in place to mitigate against curriculum loss, it may well be that some students will not be able fully catch up with the lost curriculum time.

Appendices

Appendix A

- Public health England <https://www.gov.uk/government/organisations/public-health-england>
- NHS: <https://www.nhs.uk/conditions/coronavirus-covid-19/what-to-do-if-you-or-someone-you-live-with-has-coronavirus-symptoms/>
- Government advice: <https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance>
- DfE <https://www.gov.uk/government/publications/guidance-to-educational-settings-about-covid-19/guidance-to-educational-settings-about-covid-19>
- A detailed Theme and key guidance for action for health and safety is available at: www.gov.uk/government/publications/managing-school-premises-during-the-coronavirus-outbreak/managing-school-premises-which-are-partially-open-during-the-coronavirus-outbreak
- Information re testing: <https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested>
- Preparing for the wider opening of schools from 1 June <https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june>
- Actions for schools during the coronavirus outbreak <https://www.gov.uk/government/publications/covid-19-school-closures>
- Actions for early years and childcare providers during the coronavirus outbreak <https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures>
- Actions for FE colleges and providers during the coronavirus outbreak <https://www.gov.uk/government/publications/coronavirus-covid-19-maintaining-further-education-provision>
- Worcestershire Covid 19 public health guidance for schools: http://www.worcestershire.gov.uk/info/20774/coronavirus_covid-19_advice_for_schools_and_education_settings/2257/coronavirus_covid-19_management_of_cases_and_local_outbreaks_in_educational_early_years_and_childcare_settings
- Worcestershire Covid 19 Education Bulletins: http://www.worcestershire.gov.uk/downloads/download/1421/coronavirus_covid-19_education_and_early_help_bulletin_for_schools

Appendix B: HR Guidance for staff on Covid-19

The HR guidance is regularly reviewed, updated in line with the government guidance and shared internally with staff.

Appendix C: COVID-19 National Testing Programme – Recommended Process for Schools

All general and process related questions contact: CV19Testing@worcestershire.gov.uk or call 01905 846126

1. Who is eligible for testing?

The National Testing Programme 2020 has identified the following scenarios as meeting the eligibility for a test

Reason 1: Self-isolating because key worker is symptomatic

In this instance the key worker is the only eligible person in their household to receive a COVID-19 test. No other members of their household are eligible.

Reason 2: Self-isolating because someone in their household is symptomatic, but the key worker is not

In this instance only the household member(s) of the key worker is eligible to receive a COVID-19 test. It is that household member(s) whose data must be collected and sent to the National Test Centres – with the key workers name noted. The key worker will not receive a test as they are not symptomatic. All symptomatic key workers should be tested.

It should be noted that if the key worker is **self-isolating for other reasons and is not themselves symptomatic**, they are not eligible to be tested.

2. How many tests will we be able to allocate:

Through initial discussions with Deloitte we will be able to allocate a **maximum of 100 places per day** at Sixways Stadium (Worcester Warriors).

3. Summary Process to be used by relevant organisations:

The following process is recommended for immediate implementation:

- Online 'CAP' form (now live via: <https://capublic.worcestershire.gov.uk/HRFormsEmployee/CVCovidTesting.aspx>) which will enable direct inputting of critical information
- The CAP form should make the link available via internal webpage for use by staff only
- All school staff should select 'WCC – Schools' as employer. Full details will be taken on the request confirmation call by advisors
- CAP form to be completed by **no later than 11am each day** (NOTE: if submitted later than 11am then they will not be processed that day or submitted for testing the following day). Any forms received after 11am but before 2pm will be processed within 24 hours
- At 11:01am each day (and at 1pm at the discretion of WCC) the CAP form report will be run by WCC and distributed to the assigned team for processing

4. On receipt of the report WCC will then:

1. Telephone self-isolating key workers and assess their eligibility to attend the test centre – and **ensure that only the right person/people are invited for tests**. In support of this and as way of a basic prioritisation of tests the following will be applied:
 - i. Is the person a key worker or do they fall under the second eligibility criteria i.e. live with a key worker and showing symptoms
 - ii. Have they had COVID-19 symptoms for between 1 and 3 days (Note: if they have had symptoms for more than 3 days they will not be tested)
2. **Whilst on the phone**, essential details from each individual to be tested will be collected as per the required template
3. Each Worcestershire County Council adviser will **complete the necessary spreadsheet as specified by the programme**.
4. **Worcestershire County Council will upload by 3pm** the day before testing (or earlier, at the Coordination Lead's request).
5. Once the system is digitalised (expected to be live 23.04.2020) **everyone being invited for a test will receive a text message** with a **link** for them to complete their registration and their personal unique identifier. Until the process is digitalised this will be picked up by WCC HR.
6. **Once registration is confirmed everyone will receive a code to present when attending the test**. Any subjects without this code, who are not on this list on the day of testing will be turned away, with **no exceptions**

5. On receipt of results:

On receipt of their test results employees may want to let their employer know their results.

1. Online 'CAP' form (now live via: <https://capublic.worcestershire.gov.uk/HRFormsEmployee/CVCovidTestingResults.aspx>) which will enable direct inputting of critical information
 - The CAP form should make the link available via internal webpage for use by staff only
 - The following test results are possible:

POSITIVE
Your COVID-19 test has come back POSITIVE. Please follow government advice on self-isolation at <https://www.nhs.uk/conditions/coronavirus-covid-19/self-isolation-advice/>. If you are a key worker, please inform your employer.

PRESUMED POSITIVE
Your COVID-19 test has come back PRESUMED POSITIVE and a retest is recommended. Your test has reported a borderline indication of the COVID-19 virus, but in insufficient concentration to confirm its presence. You should presume a positive result until a repeat test has been conducted.

Please arrange a retest as soon as possible and follow government advice on self-isolation at <https://www.nhs.uk/conditions/coronavirus-covid-19/self-isolation-advice/>.

NEGATIVE

Your recent COVID-19 test has been processed and has come back NEGATIVE. If you are a key worker, please contact your employer about returning to work. Continue to follow government advice at <https://www.gov.uk/coronavirus>.

VOID

Your recent COVID-19 test has come back as VOID and a retest is needed. Please arrange a retest as soon as possible and follow government advice on self-isolation at <https://www.nhs.uk/conditions/coronavirus-covid-19/self-isolation-advice/>. For example, the swab was placed in the incorrect tube, the sample collection tube was returned without the URN label attached or the sample collection tube leaked during transit due to the lid not being fastened properly

Appendix D: PPE guidance

Parent/Carer

The government has advised in relation to the use of personal protective equipment (PPE) which includes the use of face masks, gloves and aprons that:

- People should aim to wear face coverings on public transport and in shops
- Also in other "enclosed spaces where social distancing is not always possible and they come into contact with others that they do not normally meet"
- Face coverings should be worn and not surgical masks or respirators which should be left for healthcare staff and other workers who need them.

"Social distancing" means staying more than two metres away from someone.

People do not need to wear face coverings where they are:

1. Outdoors or while exercising
2. In schools
3. In workplaces such as offices and shops

Although, the guidelines suggest that students and staff do not need to wear face covering we will of course support those families who their son/daughter to do so. Unfortunately, we are not in a position to be able to provide for all students in school and ask that you provide a face covering for your son/daughter.

The face covering should be appropriate for school in that:

- in should not cover the whole face
- any design should be plain and not with a slogan or picture that could be deemed offensive

Staff

Current government advise is that personal protective equipment (PPE) is not a requirement within the school environment and the emphasis should still be on high standards of personal hygiene (hand washing) and where possible social distancing.

PPE has been purchased by the school which includes hand sanitiser, disposable gloves, aprons and face masks, these are primarily for when staff who are administering first aid and for the site cleaning team. If you feel that you require PPE then please discuss this with your SLT line manager.

Staff are welcome to wear an home-made non-surgical mask if they wish to do so.

When staff are administering first aid disposable gloves, aprons and a face masks must be worn. Further guidance and training will be offered to our first aid trained staff on our return school.

Appendix E: Cleaning guidance

Cleaners guidance/protocols (issued by Public Health England):

- No specialist cleaning materials are required. Use the usual products, like detergents and bleach, as these will be very effective at getting rid of the virus on surfaces. Cleaning an area with normal household disinfectant even after someone with suspected coronavirus (COVID-19) has left will reduce the risk of passing the infection on to other people
- Wear disposable or washing-up gloves and aprons for cleaning. These should be double-bagged, then stored securely for 72 hours then thrown away in the regular rubbish after cleaning is finished
- Using a disposable cloth, first clean hard surfaces with warm soapy water. Then disinfect these surfaces with the cleaning products you normally use. Pay particular attention to frequently touched areas and surfaces, such as bathrooms, grab-rails in corridors and stairwells and door handles
- If an area has been heavily contaminated, such as with visible bodily fluids, from a person with coronavirus (COVID-19), use protection for the eyes, mouth and nose, as well as wearing gloves and an apron
- Wash hands regularly with soap and water for 20 seconds, and after removing gloves, aprons and other protection used while cleaning
- Additional PPE beyond what it normally required for cleaning is only needed in the specific circumstances where a person with suspected coronavirus has been this will be supplied by the school

Further information can be found at:

- <https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings>
- <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>

Appendix F: Isolation guidance

If anyone develops symptoms of coronavirus (COVID-19): a high temperature, new and persistent cough or a loss of, or change in, normal sense of taste or smell (anosmia), however mild, they should self-isolate for at least 10 days from when the symptoms started; or if they are not experiencing symptoms but have tested positive for coronavirus (COVID-19) they should self-isolate for at least 10 days starting from the day the test was taken.

If they have tested positive whilst not experiencing symptoms, but develop symptoms during the isolation period, they should restart the 10 day isolation period from the day they develop symptoms.

Anyone who displays symptoms should [arrange to have a test to check if they have coronavirus](#). If they test negative, they and their household contacts can end their self-isolation.

If they test positive:

- they and their household contacts will need to continue to self-isolate
- non-household close contacts in the educational setting should self-isolate for 14 days from when they first developed symptoms

Appendix G: Parent/Carer Plans for return to school

Please see the website at <https://www.kingcharlesschool.co.uk/index.php/coronavirus-covid-19>