

Christ the King Catholic Primary School
Planning for the Full Opening of Schools
September 2020

Section 1: Public Health Advice to Minimise COVID-19 Risks

| Issue | Implication | Further Information | Actions |
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| All children to start back FULLTIME at beginning of Autumn Term | Schools must not use rotas | Review and revise current planning document to prepare for full return of all children | Section 1 and 2 – refer to school action plan |
| Schools must thoroughly review risk assessment in light of new government guidelines | <p>Begin reviewing existing risk assessments and control measures.</p> <p>Revise control measures as required</p> <p>Planning and risk assessment documents to be signed off by ESMs by 24/7/2020</p> | Updated risk assessment guidance and proforma will be provided by Trust ASAP | <p>RA has been thoroughly reviewed and amended in light of new government guidance and trust directives. RA identifies all actions required in this action plan.</p> <p>For example, the RA includes staggered starts of year groups and staggered end of day timings (10 minute intervals).</p> |
| <p>Essential measures will include:</p> <ul style="list-style-type: none"> • People who are ill stay at home • Robust hand hygiene • Robust respiratory hygiene • Enhanced cleaning arrangements • Active engagement with Track and Trace • Formal consideration of how to reduce contacts and minimise distancing | <p>Must be addressed in risk assessment and control measures</p> <p>Reducing contacts:</p> <ul style="list-style-type: none"> • Group children together • Avoid contact between groups • Arrange classrooms with forward facing desks • Staff maintaining distance from pupils | <p>Trust will provide advice ASAP on what is meant by enhanced cleaning.</p> <p>ESMs/Trust monitor that controls are:</p> <ul style="list-style-type: none"> • Effective • Working as planned • Updated appropriately considering any issues identified and changes in public health advice | <p>All controls are identified in the RA – this includes robust hygiene regimes for handwashing and respiratory hygiene, active engagement with trace and track, records of all persons entering the school building, use of PPE for intimate care or if a suspected case of COVID-19, how to manage a confirmed case or outbreak, enhanced cleaning regimes.</p> <p>Pupils will predominantly learn in class bubbles of no more than 30 pupils. Children will be in year group bubbles for break and lunch times, for intervention groups and BASC. Year R and Year 1 pupils will be in year group bubbles</p> <p>Year R and Year 1 pupils share learning spaces and learn in open plan areas including shared outdoor learning environments. Year group bubbles will facilitate their access to all learning areas without discrimination. Cleaning of outdoor and shared areas will be manageable and regular within the year group bubbles. Years 2 to 6</p> |

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| <p>– reducing potential for contamination</p> <ul style="list-style-type: none"> • Wearing of PPE as necessary • Actively manage confirmed cases in school community • Contain any outbreak by following local Health Protection Team advice | <p>and other staff as much as possible</p> | | <p>also have shared learning areas and the curriculum is structured to include regular breakaway groups across the year group. Year group teams look at a year group as a whole and plan the teaching to target gaps. There is one TA across a year group and there will not be enough timetabled time for the TA to duplicate groups. Cleaning within the bubble will meet government guidance and will be regular throughout the day and thorough. BASC and other clubs can function on a year group bubble basis and this ensures that different year groups never mix. Single class bubbles will limit the successful use of RWInc strategies within a year group, reducing impact and prevent free flow use of shared areas, limit and reduce the use of TA to support learning gaps of children with similar needs within the year group, BASC and other clubs would compromise the control measures if class bubbles were used as BASC will need to function in year group bubbles. There are also not enough hours in the day to stagger drop off, breaks and lunch, etc for 15 class bubbles. Staggering these activities for 8 groups is manageable and ensures that all pupils have minimal disruption to their usual school routine.</p> <p>BASC will start as normal at 8am and ASC finishes at 6pm. Children will be divided into year group bubbles during BASC and will be in designated areas within large spaces (hall, studio / outdoors). Before and after school ‘Catch up Programmes’ and clubs will also keep pupils within bubble groups at all times.</p> <p>Registration –normal routine with registers to close at 9am.</p> <p>Expectations will be clearly emphasised to pupils and parents regarding attendance, uniform, homework and behaviour.</p> <p>Clear school communication will continue through virtual messages and assemblies, newsletters and memos, phase staff meetings and virtual staff meetings – share clear expectations and reinforce the importance of the control measures.</p> <p>Aim to maintain a sense of normality and familiarity for the pupils returning and establish routines within week 1.</p> <p>Aim to ensure smooth and ease of flow of pupils and adults around</p> |
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| | | | <p>school: corridors with walk on the left rules, corridors cleared of surplus furniture, staff room cleared of 1/3 chairs, clear signage to support flow, designated up / down stair case. Only one bubble group to move around school at a time and hall timetables allows for travel time.</p> <p>Aim to ensure enhanced cleaning regime: full clean down of classroom or hall / studio after each use, enhanced cleaning of touch points during the day, designated TA/MSA clean toilets for staff and pupils throughout the day.</p> <p>Cleaning – 4 cleaners work after school to clean allocated areas. Cleaning supervisor will lead the team and work from 3-7pm to ensure the cleaning is thorough and then secure the school. One cleaner will be redeployed to clean after the lunch</p> <p>Staff are reassured via daily updates and memos, daily monitoring by SLT and leaders, weekly whole staff virtual meetings and phase meetings.</p> <p>UFSM and FSM will be packed lunches in the autumn term to enable the staggered lunch time. Kitchen MSAs are allocated to a bubble for lunch break – this ensures every bubble has a consistent adult allocated.</p> <p>Stagger break times have been allocated to each year group and phase leaders manage the supervision rotas. Staggered lunch times are also allocated to each year group with a designated MSA for supervision. All outdoor play spaces are divided into safe bubble areas.</p> <p>Toilets – each bubble use the allocated toilets for their year group.</p> <p>Staff meetings – in small phase groups and large zooms</p> <p>Staff - control measure is to social distance – all staff expected to keep 2m from other adults - 2m distance where staff cover classes.</p> <p>Designated intervention spaces – none in corridors, KS2 use break out room for year group (wipe clean tables and chairs after each group). KS1 break out – use outdoor area when fine, Y2 use studio and Y1 use area at back of Y1W.</p> |
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| <p>Prevention</p> <p>1. Minimise contact with those who are unwell</p> | <ul style="list-style-type: none"> • Ensure all staff and parents are aware that must not attend school if have COVID-19 symptoms or someone in household does • Send symptomatic staff and children home immediately – advise of <i>Stay at home guidance</i> • Appropriately isolate symptomatic child until collection; separate bathroom; staff member PPE if can't keep 2m distance • Members of staff who have helped symptomatic person and children in close contact – wash hands with soap and water at least 20 secs • Area around person cleaned with normal disinfectant once he/she left • Do not routinely take pupil temperatures | <p>coronavirus (COVID-19) symptoms</p> <p>‘stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection’</p> <p>arrange to have a test</p> | <p>Clear and regular communication to staff and parents and visitors that they are not to attend school if they have COVID-19 symptoms.</p> <p>Staff know what to do in the event of a suspected case – child or staff member sent home immediately.</p> <p>The medical room will be used to isolate the person and staff supervising will wear PPE (mask, gloves, and apron) and wash hands following Gov guidance for 20 seconds afterwards.</p> <p>The spaces used and equipment used by the person will be thoroughly cleaned.</p> <p>Temperatures will not be routinely taken unless a child is symptomatic.</p> |
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| 2. Clean hands thoroughly | <p>Ensure pupils clean hands regularly, including:</p> <ul style="list-style-type: none"> • Arrival at school • Return from break • Change rooms • Before eating • When used bathroom | <p>Trust will review and procure consumables such as sanitiser, wipes, cleaning materials, cleaning stations etc.</p> | <p>Hands are washed following Gov guidance at all the times as directed in this section – 20 seconds every 2 hours or more frequently if eating / using toilet. All cleaning materials are out of reach of children and toilet cleaning materials are stored in a locked cupboard. Staff remind pupils and posters are displayed around school.</p> |
| 3. Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach | <ul style="list-style-type: none"> • Ensure each classroom etc has enough tissues • Ensure each area has sufficient and appropriate bins • Support development of routines • Support children with complex needs etc • Individual pupil risk assessments and control measures where necessary • Risk of spitting, use of saliva as stimulant etc is not a reason to prevent a child attending school • Do not routinely use face coverings in school unless PHE advice changes. | <p>Trust will review and procure tissues, bins etc</p> | <p>Site staff and SFA ensure sufficient stock of tissue and stock is replenished, lidded bins in classrooms. Staff ensure adults and pupils in their care follow the 'catch it, bin it, kill it' approach. Any pupil exhibiting distressed behaviour or challenging behaviour is risk assessed and supported with a personal behaviour plan – control measures are put in place to support the child. Science glasses would only be worn in extreme circumstances are unlikely as strategies used should support and calm a child and prevent any continued spitting.</p> <p>Any surface or skin which has been spat or sneezed / coughed on is immediately washed or wiped with an anti bac spray as appropriate.</p> |
| 4. Introduce enhanced cleaning, | <ul style="list-style-type: none"> • Put in place cleaning schedule that is | <p>Trust will advise on cleaning specification</p> | <p>Enhanced cleaning regimes are in place – 4 staff working 1-3 hours per day from 3-6pm, supervisor and cleaner in charge working 3-7pm per</p> |

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| <p>including frequently touched surfaces often using standard products such as detergents and bleach</p> | <p>generally enhanced and includes:</p> <ul style="list-style-type: none"> ○ More frequent cleaning of rooms/shared spaces used by different groups ○ Frequently touched surfaces cleaned more often than normal ○ Toilets cleaned regularly | <p>COVID-19: cleaning of non-healthcare settings guidance.</p> | <p>day, term time only.</p> <p>Designated support staff are directed to clean frequently touched and used areas including toilets during the school day.</p> <p>Classroom staff are responsible for the cleaning of classroom touch points (desks, door handles, backs of chairs, shared equipment) at regular intervals throughout the school day.</p> <p>MSAs wipe tables before and after lunch.</p> |
| <p>5. Minimise contact between individuals</p> | <ul style="list-style-type: none"> ● Minimise contacts and mixing whilst still delivering a broad and balanced curriculum ● Reduce number of contacts between children and staff ○ Keeping groups separate in bubbles and maintaining distance between individuals ● Balance between bubbles and distancing will depend on: children's ability to mix; layout of school; feasibility | <p>Schools may need to need to increase the size of their bubbles</p> <p>KS4/5: Groups likely to be size of year groups to enable full curriculum and specialist teaching etc</p> <p>Primary schools and KS3 may be a class rather than year group</p> <p>Consider mixed ability KS3 groups or streams?</p> | <p>Year groups do not mix as a result of staggered entry / exit routine and staggered break and lunch breaks.</p> <p>Children are no allowed to walk through school unattended and trips to the first aid is limited to head injuries, serious injuries or suspected COVID-19 symptoms.</p> <p>Basic first aid is administered by PFA trained support staff within each year group bubble.</p> <p>BASC is also organised into year group bubbles which safeguards the control measures in place during the school day and minimizes risk of contact.</p> <p>SD is expected of all adults and older children.</p> |

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| | <p>whilst offering broad and balanced curriculum</p> <ul style="list-style-type: none"> ○ Younger children emphasis on bubbles; older children emphasis on distancing • Keep groups apart • Older children keep distance in groups • Other measures become more important in larger groups • Acceptable for younger children not to distance within their group • Staff can operate across different bubbles, classes and year groups – must try to keep their distance from pupils and staff – ideally 2m | | <p>Staff minimise contact with children – face to face for 1min max, otherwise brief side by side or 2m distancing, depending upon the age and needs of the children.</p> <p>SEND pupils will be supported by consistent staff following the same guidelines unless specified within their risk assessment.</p> <p>PPA staff and SLT / SENCo can operate across bubbles but must maintain strict 2m distancing in each group.</p> |
| Measures within classroom | <ul style="list-style-type: none"> • Staff in secondary schools maintain 2m distance from pupils and staff – stay at front of class • Primary schools – avoid close face to | | <p>Desks face the front and pupils sit side by side – no close face to face contact – 1 min max time spent.</p> |

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| | <p>face contact; minimise time spent within 1m</p> <ul style="list-style-type: none"> Where children are old enough, support to maintain distance and not touch staff Pupils side by side facing forwards Remove unnecessary furniture from classrooms | | <p>Visualizers in classrooms enable staff to give feedback to children safely with 2m SD.</p> <p>Children have their own set of frequently used equipment on their desks.</p> <p>Surplus furniture has been removed to allow for improved spacing of desks and ease of flow for persons to sinks, exits and visualizer.</p> |
| Measures elsewhere | <ul style="list-style-type: none"> Keep groups apart Avoid large gatherings such as assemblies, collective worship, concerts etc with more than one group Keep movement around site to a minimum Avoid creating busy corridors, entrances or exits Stagger breaktimes and lunchtimes Consider staggered start and finish times but do not reduce the overall teaching time Parents not to gather at school gates | <p>safe working in education,</p> | <p>No large gatherings of pupils or staff are allowed – year groups bubbles may gather outdoors, inside the building only class liturgies and assemblies will take place – all other assemblies and hymn practice etc will be by virtual video links and webcam.</p> <p>Movement around site is limited – pupils need to access toilets – staff will ensure as far as possible pupils go to the toilet at set times (Y2-Y6) YR and Y1 pupils have their own set of toilets within their classroom area. Occasionally pupils will need access to the main first aider at the front office – they will follow the corridor protocols – walking on the left. All staff know to be vigilant and allow spacing on corridors. Pupils will not run errands or need to walk through school unattended. Classes may be scheduled to use the hall or studio – in this case timetables will ensure additional time for travel to and from the room to avoid groups meeting.</p> <p>Staggered routines – outlined above.</p> <p>Parents will not be able to gather at school gates – allocated staff will monitor this – SSCT will assist if there is any resistance.</p> |

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| | <ul style="list-style-type: none"> Communicate staggered drop off and collection information to parents. Process in place for safe removal of face coverings on arrival at school Adults and children must wash hands immediately on arrival | childcare and children's social care | <p>Face coverings worn to school or if used within school for suspected case / intimate, will always be disposed of in line with the gov guidance – double bin liner and left for 72 hours before</p> <p>Adults and pupils wash hands / sanitize hands on arrival at school and before they leave.</p> |
| Other considerations | <ul style="list-style-type: none"> Some pupils with SEND may need specific preparation for changes to routines etc – social stories etc Supply teachers, peripatetic teachers etc can move between schools – minimise contact and maintain distance from other staff. Enforce clear procedures for managing other visitors – guidance on physical distancing etc explained before arrival | | <p>Social stories and transition videos have been prepared to support all pupils but especially pupils with SEND. Pupils with EHCP have also visited school to meet staff and SENCo / PSW have discussed any further concerns or issues with the parent.</p> <p>Peripatetic teachers and supply protocols are in place and each will have a copy of the RA/ opening plan in advance of working with pupils.</p> <p>Visitors must adhere to SD and hygiene protocols – their details are logged for track and trace purposes and access to school areas is limited: outdoors, ASC room or studio/hall. Visiting contractors or other professional meetings will be arranged where possible before or after school hours.</p> |

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| | <ul style="list-style-type: none"> • Where possible, visits should take place outside school hours • Keep a record of all visitors • Where pupil attends more than one setting – work together to agree control measures etc. • Frequently used items such as pencils, rulers etc – pupils and staff should have their own – do not share. • Books and games can be shared within the bubble – cleaned regularly • Equipment that has to be shared between bubbles must be cleaned regularly, meticulously and always between bubbles – can rotate out of use for 48 hours, (72hrs for plastics) • Outdoor playground equipment to be cleaned after sessions | | <p>All staff CPD will be virtual – including moderation and cluster events.</p> <p>No pupils have dual placements.</p> <p>Staff do not share their frequently used stationary.</p> <p>Books and games are shared within bubbles and cleaned between users. Books are held for 48 hours (plastic 72 hours) before reusing. Books and games in BASC are also cleaned - rooms set up with tables and pupils have access to designated books / games each day – equipment is cleaned after each user – children are encouraged to complete home learning during BASC and to read a book from their own backpack / bag.</p> <p>Staff ensure that all equipment that is used between bubbles follows the cleaning expectations and ‘out of use’ periods specified.</p> <p>Outdoor play equipment is cleaned down after each session with anti bac spray by support staff working with that specified bubble group.</p> |
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| | <p>and always before new bubble uses it.</p> <ul style="list-style-type: none"> Where necessary books and other resources can be taken home, but must be cleaned/ put out of use for 48 hours before next person takes them home. | | <p>Borrowed items must follow the cleaning expectations and 'out of use' period specifications when returned to school.</p> |
| <p>6. Where necessary wear appropriate PPE</p> | <ul style="list-style-type: none"> When supervising any pupil with COVID-19 symptoms and distance of 2m can't be maintained Where a child has routine intimate care needs – use normal PPE | <p>safe working in education, childcare and children's social care settings, including the use of personal protective equipment (PPE)</p> | <p>In Sept 20 there will be 3 pupils who may require intimate care (PS, YR and Y2). Staff are fully briefed on PPE requirements. First aider and staff fully briefed regarding use of PPE if a suspected case.</p> |
| <p>Response to Infection</p> | <ul style="list-style-type: none"> Engage with NHS Contact and Trace <ul style="list-style-type: none"> Ensure fully understand the process, and ensure all staff and parents understand responsibilities and process. Ask parents and staff to inform school immediately of test results. Take | <p>Inform ESM of any symptomatic pupil or member of staff</p> <p>Inform ESM of outcome of tests</p> <p>Ensure have contact details for Local Health Protection team Public Health England health protection team.</p> <p>book a test</p> | <p>All issues and further implications identified in this plan are in place and all necessary persons informed / reminded frequently of their responsibilities.</p> <p>Leaders fully understand their duty and what to do in the event of a suspected case.</p> <p>Regular newsletters remind parents of their responsibility to inform school of symptoms and outcome of test.</p> |

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| | <p>appropriate action</p> <ul style="list-style-type: none"> • Manage confirmed cases in school ○ Take swift action when aware of positive test ○ Contact local Health Protection team ○ Follow advice and direction of Health Protection Team ○ Send home anyone who has been in close contact with person who has tested positive – self-isolate for 14 days from last contact with positive person. ○ HPT will provide definitive advice – follow it. ○ Follow government guidance ○ Remind parents and staff to inform school immediately test result is received ○ Do not share names or details of people with COVID-19 unless essential to protect others | <p>testing and tracing for coronavirus website</p> <p>Close contact means:</p> <ul style="list-style-type: none"> • Face to face contacts for any length of time within 1m; face to face conversation; coughed on; skin-to-skin contact • Proximity contacts – extended contact within 2m for more than 15 minutes. • Travelling in small vehicle i.e a car <p>Template letter will be provide by HPT to send to staff and parents if required.</p> <p>‘stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection’</p> <p>testing and tracing for coronavirus (COVID-19).</p> <p>Copy ESM into all contact with HPT</p> | |
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| | <ul style="list-style-type: none"> ○ Do not request evidence of negative test results or other medical evidence before re-admitting children ● Contain any outbreak by following HPT Advice ○ If 2 or more cases within 14 days or overall rise in symptomatic absence, there may be an outbreak ○ Work with HPT ○ Whole school closure is unlikely to be necessary ○ Only close school on the direct advice of the PHT | <p>Update ESM at least daily</p> <p>Do not close school without discussing it with your ESM first</p> | |
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Section 2: School Operations

| Issue | Implication | Further Information | Actions |
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| Transport | <ul style="list-style-type: none"> ● Dedicated school transport ○ Social distancing will not apply, but distance if possible ○ Try to ensure that groupings reflect those in school i.e year groups together | <p>Trust will support the school in working with the local authority to provide dedicated school transport if too much pressure on public transport</p> <p>safer travel guidance for passengers.</p> | <p>Parents are encouraged to engage with active travel and where possible walk, scooter or cycle to school. Where parents drive they are asked to park a safe distance from the school to ease traffic congestion on Durdells Avenue or Creasey Road.</p> <p>A few families use public transport but children are accompanied by their parents – parents are advised to follow gov guidance on public transport.</p> |

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| | <ul style="list-style-type: none"> ○ Use hand sanitiser on boarding and disembarking ○ Additional cleaning of vehicles ○ Organised queuing and boarding ○ Use of face coverings for children over 11 years old where appropriate ● Wider public transport <ul style="list-style-type: none"> ○ Use by pupils should be kept to an absolute minimum ○ Work with parents to encourage walking, cycling or drop off by family car. | | <p>School transport will not be required in the autumn term since there are no planned visits or trips out of school.</p> |
| Pupil Attendance | <ul style="list-style-type: none"> ● Expectations <ul style="list-style-type: none"> ○ Mandatory from beginning of Autumn Term ○ Parents' duty to ensure child attends school ○ School must record attendance and follow up absence ○ Fixed penalty notices can be issued in-line | <p>Do not issue a fixed penalty notice without first discussing it with your ESM</p> <p>Where possible share attendance officer and pastoral support resource between other local Plymouth CAST schools.</p> <p>current advice on shielding</p> | <p>Parents are informed of the expectation for attendance – this is followed by by the pastoral team (PSW / DSLs and EWO).</p> <p>EWO processes any penalty notices or fines, but only after communication and support has been offered.</p> |

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| | <p>with LA codes of conduct</p> <ul style="list-style-type: none"> • Pupils shielding or self-isolating <ul style="list-style-type: none"> ○ Symptomatic or positive test pupils or close contact with someone who is +’ve will be self-isolating ○ Pupils on the shielded patient list can return to school ○ Pupils who have family members who are shielding can return to school ○ Local rise in disease rate may lead to <i>shielded patient list pupil</i> being advised to temporarily shield – temporarily absent. ○ Some pupils under specialist health professional care may need to discuss their care with health professional before returning – temporarily absent ○ Where pupil is unable to attend because of medical advice, | | <p>The pastoral team work closely with families where either a parent or pupil have been shielding – additional support for pupil wellbeing and mental health is included.</p> <p>Pastoral team liaise with the teacher if a child is required to self-isolate or is unable to attend school for any reason - they ensure remote learning is in place and monitored carefully.</p> <p>BCP inform schools of local cases and the R rate in Dorset.</p> <p>The SENCo and lead first aider ensure health care plans are considered carefully where any pupils has underlying health concerns.</p> |
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| | <p>school must immediately offer access to remote learning</p> <ul style="list-style-type: none"> • Pupils and families who are anxious about return to school <ul style="list-style-type: none"> ○ Communication is key ○ Work with pupils and families to understand concerns ○ Be particularly sensitive to clinically vulnerable pupils' anxieties ○ Be particularly sensitive to anxieties of BAME pupils ○ Be clear with parents must be in school unless a statutory reason applies. • Action for schools and LAs <ul style="list-style-type: none"> ○ Communicate clear and consistent message ○ Identify reluctant or anxious pupils and develop plans to support their attendance | | <p>Pastoral team work closely with anxious families and pupils – see strategies mentioned above.</p> <p>BAME staff and pupils are identified by pastoral team and staff are aware to be sensitive to the anxieties or concerns.</p> |
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| | <ul style="list-style-type: none"> ○ Use <i>additional catch-up funding; pastoral support resources; Pupil Premium Funding</i> to support pupils and families to attend school ○ Work promptly and closely with other agencies. | | <p>PP Strategy for 2019-2022 has been reviewed and amended to reflect the additional needs of the most vulnerable pupils as a result of COVID-19. PPG funding and catch up funding is targeted to address the gaps in the learning and wellbeing for these pupils. The pastoral team monitor these families carefully and report back to HT / allocated LA social worker.</p> <p>Pastoral team and SENCo work closely with other agencies within BCP and CAST.</p> |
| Workforce Attendance | <ul style="list-style-type: none"> ● Expectation is that most staff will attend school ● Limited number of roles may be conducive to home working – consider what is feasible and appropriate ● Staff who are clinically vulnerable or extremely clinically vulnerable ○ Where planning, risk assessment and control measures are in-line with government guidelines, risk will be significantly mitigated. ○ Staff in highest risk | <p>Discuss with Trust HR before agreeing to home working beyond the 31/08/2020</p> <p>Complete/review existing individual risk assessments for clinically vulnerable staff, including pregnant women.</p> <p>Complete an individual risk assessment with BAME members of staff</p> <p>The Trust will review and revise its Coronavirus Policies ASAP</p> <p>Discuss with HR before any action is taken against a member of staff who is too anxious or clinically vulnerable to return to work</p> <p>clinically-vulnerable, including pregnant women,</p> | <p>Staffing for September has been finalised and all staff are working on site. Adaptations for some have been necessary and have been worked through using an individual risk assessment.</p> <p>Should the R number increase and cases in the locality rise then RAs will be revisited with staff who are clinically vulnerable or clinically extremely vulnerable and adaptations made.</p> <p>Staff are expected to work within the school control measures to mitigate any risks to their or others' health.</p> |

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| | <p>categories should take particular care while community transmission rates continue to fall</p> <ul style="list-style-type: none"> ○ Be flexible with roles to enable social distancing for clinically vulnerable staff ● Staff who are pregnant <ul style="list-style-type: none"> ○ Pregnant women are clinically vulnerable and should follow guidance available for clinically vulnerable people ● Staff who are otherwise at increased risk from COVID-19 <ul style="list-style-type: none"> ○ Individuals including BAME members of staff – leaders should be particularly sensitive and discuss control measures ○ Where possible accommodate additional measures where appropriate | <p>guidance on shielding and protecting people who are clinically extremely vulnerable from COVID-19.</p> <p>COVID-19: review of disparities in risks and outcomes report.</p> | <p>Should a member of staff become pregnant there will be a risk assessment completed as they will fall into the clinically vulnerable group – they may work at school with the control measures put in place – this will be reviewed in the event of a local lockdown or rise in the R number.</p> <p>Leaders know their staff well and are sensitive to any individual needs – a RA will be completed should a staff member become anxious.</p> |
| Employer Health and | ● Schools have a legal | The Trust will provide Health and Safety | Leaders follow CAST HR advice and adhere to the trust |

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| Safety and Equalities Duty | <p>duty to protect employees and others from harm – continue to assess health and safety risks, and consider how to meet equalities duties</p> <ul style="list-style-type: none"> • Following government advice will help protect staff and pupils, and help school meet its legal duties to protect from harm | <p>and risk assessment advice ASAP</p> | <p>policy for Coronavirus COVID-19.</p> |
| Supporting staff | <ul style="list-style-type: none"> • The Trust, LGBs and school leaders must have regard to staff, including headteacher, work-life balance and well being • Clear, timely communication and discussion of measures being proposed is critical • Familiarise staff with DoE resources to support staff and pupil wellbeing in current situation • The Education | <p>ESMs will speak with headteachers each week to provide support and guidance.</p> <p><u>extra mental health support for pupils and teachers</u></p> <p><u>Education Support Partnership</u></p> | <p>Leaders ensure staff wellbeing is prioritised and they are signposted to support should they need it, e.g. free counselling service for CAST staff.</p> <p>The wellbeing group plan support for colleagues throughout the term.</p> <p>Regular communication to staff – outlined above, is prioritised to ensure transparency and trust.</p> |

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| | Partnership provides free helpline for school staff, and targeted support for mental health and well being | | |
| Staff Deployment | <ul style="list-style-type: none"> Plans must avoid increases in unnecessary and unmanageable workload burdens. Deploying support staff and accommodating visiting specialists <ul style="list-style-type: none"> Appropriate support from school and external staff must be made available or children with SEND Support staff can lead catch-up provision; cover classes or groups as normal Redeployments must not be at the expense of supporting pupils with SEND. | workload reduction toolkit. case studies to support remote education | <p>Staff workload is monitored by leaders and supported by the wellbeing group.</p> <p>Supervision is in place for EYFS staff and DSL. External supervision for HT through cluster project.</p> <p>Phase leaders meet their teams weekly and have daily contact in order to attend to any concerns swiftly and support workload.</p> <p>Wellbeing and workload is also monitored by appraisal line managers. No large gatherings of pupils or staff are allowed – year groups bubbles may gather outdoors, inside the building only class liturgies and assemblies will take place – all other assemblies and hymn practice etc will be by virtual video links and webcam.</p> <p>Visiting specialists are by appointment only – use ASC room and max 3 adults in a SD meeting space – all other meetings will be virtual.</p> <p>SENCo ensures all necessary support and services are engaged with SEND pupils as required, including virtual EHCP reviews.</p> <p>Support staff may be deployed to lead intervention groups, SEND support and catch up groups (level 2 and level 3) or act as cover supervisor (level 3) as required. They must maintain 2m SD.</p> |
| Recruitment | <ul style="list-style-type: none"> Continue to recruit remotely throughout | Discuss needs with Trust HR | No current vacancies in school – Perfect Finish will recruit a cleaning supervisor to start in September. |

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| | <p>the summer period</p> <ul style="list-style-type: none"> ○ Consult with ESM about recruitment process from 1st September ○ All normal pre-employment checks and legal requirements must be adhered to | <p>experience of implementing interviews remotely</p> <p>how to prepare for remote interviews</p> <p>coronavirus (COVID-19): safeguarding in schools, colleges and other providers</p> | |
| Supply teachers and temporary or peripatetic teachers | <ul style="list-style-type: none"> ● Continue to use supply teachers subject to normal checks ○ Try to minimise the number of visitors into school – longer deployments of a few, rather than short for many ○ Ensure all staff are familiar with school control measures, routines and expectations before arrival | | Peripatetic teachers and supply protocols are in place and each will have a copy of the RA/ opening plan in advance of working with pupils. |
| ITT Trainees | <ul style="list-style-type: none"> ● Schools can continue to support students ○ Subject to the measures outlined above ○ Discuss with ITT provider how student | | No ITT student placements are currently booked. |

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| | can be deployed creatively and safely to support recovery teaching etc. | | |
| Staff taking leave | <ul style="list-style-type: none"> • Ensure any staff taking foreign holidays during summer holiday conform to any quarantine regulations ○ Remind staff that they need to be available for work from the beginning of the Autumn Term ○ Remind staff of risks of not being available for work if holidaying abroad. ○ If member of staff has to undergo quarantine during term time, consider temporary arrangement for working from home | <p>Advise HR of any member of staff who is unavailable for work at the beginning of the Autumn Term</p> <p>Trust Coronavirus Policy will be updated ASAP</p> <p>coronavirus (COVID-19): how to self-isolate when you travel to the UK</p> | <p>Staff must inform leaders should they plan to take a holiday abroad that require quarantine.</p> <p>It is expected that staff plan leave to ensure that they are ready to start the new term on 3rd September as planned.</p> |
| Safeguarding | <ul style="list-style-type: none"> • Review safeguarding procedures in school in light of coronavirus crisis. • Plan training for all staff for the | Trust is currently updating the Safeguarding Policy. It will be approved by the Board on 24/7/20 | <p>DSL s complete SSS training SEND SG training and KCSIE. DSLs meet regularly to review concerns – supervision of DSLs each half term.</p> <p>SG training planed for 3rd September with all staff – to include level 1 refresher and updated SG Policy and KCSIE.</p> |

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| | <p>beginning of Autumn Term on new Safeguarding Policy and new KCSiE</p> <ul style="list-style-type: none"> • Provide DSL with additional time at the beginning of Autumn Term to address new safeguarding and welfare concerns; referrals to other agencies and provision of support. | | <p>ADSL provided with time in Sept to monitor CPOMs and new SG concerns - liaise with DSL team / EWO / MASH where required.</p> |
| Catering | <ul style="list-style-type: none"> • Kitchens to be fully open from the beginning of term <ul style="list-style-type: none"> ○ Must provide food for all pupils who want it. ○ Benefits related FSM must be provided ○ UFSM must be provided ○ Kitchens must comply with government <i>guidance for food businesses on coronavirus</i>. | <p>guidance for food businesses on coronavirus (COVID-19)</p> | <p>Packed lunches provided for UFSM and all FSM in autumn term – this will be reviewed for second half term.</p> <p>Kitchen staff and BASC adhere to government guidance for food businesses on coronavirus.</p> |
| Estates | <ul style="list-style-type: none"> • No anticipated need to use additional premises such as community halls • Before start of term all pre-term building | <p>Discuss any need for additional space with ESM</p> <p>Paul Stewart will provide written advice to</p> | <p>Additional space is available outdoors and 6 gazebos available to extend shaded and sheltered space.</p> <p>No other additional space is required.</p> <p>H&S governor and site manager carry out building checks</p> |

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| | <p>checks must be carried out</p> <ul style="list-style-type: none"> • All statutory testing must continue • Normal routines for running taps etc after period of closure must be followed • Improve ventilation in all rooms by opening windows • Current instruction on use of air conditioning units must be followed – in most cases air con systems should be switched off – except in dedicated computer server rooms | <p>schools about site preparation</p> <p>Legionella risks during the coronavirus outbreak</p> <p>emerging from lockdown.</p> <p>air conditioning and ventilation during the coronavirus outbreak</p> | <p>prior to Sept and report to SFA and HT.</p> <p>Legionella management continues as normal.</p> <p>Ventilation will be improved by open windows and doors – no air conditioning will be used in the Y6 block.</p> |
| Educational Visits | <ul style="list-style-type: none"> • Domestic and overseas overnight educational visits must not take place • In the Autumn Term non-overnight domestic educational visits can resume <ul style="list-style-type: none"> ○ Any visits will require enhanced risk assessment taking into account all of the | <p>For the Autumn Term all educational visits will require the permission of the Trust's Director of Education</p> <p>Evolve must be completed as normal</p> <p>coronavirus: travel guidance for educational settings</p> <p>health and safety guidance on educational visits</p> | <p>There are no planned visits in the autumn term. The ESM will be consulted should this change.</p> |

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| | coronavirus risks and control measures outlined in this document, government guidance | | |
| School Uniform | <ul style="list-style-type: none"> • Normal school uniform rules should apply <ul style="list-style-type: none"> ○ Uniform does not need to be washed more frequently ○ Take a measured approach to non-compliance – parents may be experiencing financial difficulties; difficulty securing the correct uniform etc | | <p>Parents are informed of uniform expectations for autumn.</p> <p>Second hand uniform is available from the PSW.</p> |
| Extra-Curricular Provision | <ul style="list-style-type: none"> • Consider resuming breakfast and after school provision as soon as possible <ul style="list-style-type: none"> ○ Build up over time if necessary ○ Undertake risk assessment and planning to try to replicate wider school protective measures i.e keeping children in year groups or bubbles if possible | <p>Speak with Trust HR if staff are currently furloughed</p> <p>Discuss financial plans with School Business Manager</p> <p>Protective measures for out-of-school settings during the coronavirus (COVID-19) outbreak</p> | <p>BASC resumes in the autumn term.</p> <p>Music tuition resumes in the autumn term.</p> <p>Other clubs will be able to resume in the autumn with the exception of those that use the hall or studio as these are temporary venues for BASC.</p> <p>All club organisers should adhere to school control measures laid out in the RA and organise groups in year group bubbles. If this is not possible an additional RA will be reviewed.</p> |

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| | <ul style="list-style-type: none">○ If not possible to maintain bubbles, use small, consistent groups | | |
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