

## COVID-19 risk assessment – Full re-opening of schools

Site / school name:	Chertsey High School		
Name(s) of person(s) covered by this assessment:	<ul style="list-style-type: none"> <li>▪ Students</li> <li>▪ Staff: <ul style="list-style-type: none"> <li>▪ Classroom based staff</li> <li>▪ Catering staff</li> <li>▪ Cleaning staff</li> <li>▪ Office staff</li> <li>▪ Premises / site staff</li> <li>▪ SMSAs</li> </ul> </li> <li>▪ Contractors</li> </ul>		
Tasks and activities covered by this risk assessment:	<ul style="list-style-type: none"> <li>▪ Full re-opening of schools from 8 March 2021</li> <li>▪ Pick up and drop off from school</li> <li>▪ Cleaning and sanitisation</li> <li>▪ Food provision</li> <li>▪ Potential remote working of some staff and students</li> </ul>		
Equipment and materials used:	<ul style="list-style-type: none"> <li>▪ General class and teaching materials</li> <li>▪ Practical equipment and materials</li> <li>▪ Sports and PE equipment</li> <li>▪ Cleaning materials and equipment</li> </ul>		
Location(s) covered by this risk assessment:	<ul style="list-style-type: none"> <li>▪ All school premises and grounds</li> </ul>		
Name of person completing this risk assessment:	Clare Struthers & Zelia Munnik	Date of completion:	27 <sup>th</sup> February 2021
Risk assessment approved by:		Date of approval:	
Date risk assessment to be reviewed by:		Risk assessment no:	Version 3A – 24 February 2021

**Record of risk assessment reviews**

Date of review:	24 February 2021	Reviewed by:	Jon Robinson	Comments / date of next review:	<ul style="list-style-type: none"> <li>▪ Significant amendment to reflect updated DfE guidance for school reopening from 8 March 2021, including a revised system of controls.</li> <li>▪ Main changes are: <ul style="list-style-type: none"> <li>▪ DfE guidance notes removed, page references included only</li> <li>▪ Updated system of controls</li> <li>▪ Use of face coverings in secondary schools</li> <li>▪ Asymptomatic testing for primary and secondary schools – (further guidance on this is due from DfE)</li> <li>▪ Latest information on CEV and CV persons and those at increased risk from COVID-19.</li> <li>▪ Updated guidance on curriculum provision and wraparound provision</li> <li>▪ Included page numbers to enable easier cross reference to DfE Schools Coronavirus (COVID-19) Operational Guidance</li> <li>▪ Added contents page for easier navigation through this template</li> </ul> </li> </ul>
Date of review:		Reviewed by:		Comments / date of next review:	<ul style="list-style-type: none"> <li>▪</li> </ul>
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## System of controls

We know that the predominant new variant of coronavirus (COVID-19) is more transmissible however, PHE advice remains that the way to control this virus is with the system of controls, even with the current new variants. This is the set of actions schools must take. They are grouped into 'prevention' and 'response to any infection'. If you follow the system of controls, you will effectively reduce risks in your setting and create an inherently safer environment.

### Prevention

#### You must always:

1. Minimise contact with individuals who are required to self-isolate by ensuring they do not attend the school.
2. Ensure face coverings are used in recommended circumstances.
3. Ensure everyone is advised to clean their hands thoroughly and more often than usual.
4. Ensure good respiratory hygiene for everyone by promoting the 'catch it, bin it, kill it' approach.
5. Maintain enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents.
6. Consider how to minimise contact across the site and maintain social distancing wherever possible.
7. Keep occupied spaces well ventilated.

#### In specific circumstances:

8. Ensure individuals wear the appropriate personal protective equipment (PPE) where necessary.
9. Promote and engage in asymptomatic testing, where available.

#### Response to any infection:

10. Promote and engage with the NHS Test and Trace process
11. Manage and report confirmed cases of coronavirus (COVID-19) amongst the school community.
12. Contain any outbreak by following local health protection team advice.

## Risk assessment

<b>What are the hazards?</b>	<ul style="list-style-type: none"> <li>Potential for spread of COVID-19 between persons at school showing symptoms of coronavirus or those who are confirmed to have coronavirus.</li> </ul>
<b>Who might be harmed and how?</b>	<ul style="list-style-type: none"> <li>Staff, pupils, contractors, and visitors may catch COVID-19 via direct or indirect contact with carriers whilst on site.</li> <li>Potential for spread to other family members / persons.</li> </ul>

**Note:** We have specifically removed any rating or scoring from this risk assessment. We do not feel this adds any significant benefit to this untypical situation. You may wish to prioritise any actions, but the basis of the approach to mitigating the risks from coronavirus is such that all measures should be carried out alongside each other rather than in sequence. The planning and assessment you undertake will form the basis of an overall plan to manage the risks specific to your setting and that is the most important aspect of this process.

**This risk assessment is based on Department for Education (DfE) Schools coronavirus (COVID-19) operational guidance as published on 22 February 2021.**

Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
<b>SYSTEM OF CONTROLS – PREVENTION</b>				
<b>1. Minimise contact with individuals who are required to self-isolate by ensuring they do not attend the school (DfE page 8)</b>				
<ul style="list-style-type: none"> <li>Is there a procedure for managing suspected or positive cases of coronavirus?</li> <li>How will this be communicated to the school community?</li> <li>Consider what information or measures may be needed at school gates and entrances to the building, as well as on the school website.</li> <li>How will visitors to site be managed?</li> <li>Is there an appropriate room identified that can be used to isolate someone with symptoms whilst they are awaiting collection?</li> <li>Have welfare staff and others been trained in measures to take?</li> </ul>	<ul style="list-style-type: none"> <li>Staff emailed prior to start of term setting out measures</li> <li>Staff briefed on measures on before students return</li> <li>Students briefed during tutor time</li> <li>Letter to parents stating the measures to be sent home</li> <li>Website updates with measures</li> <li>Notices in main reception for visitors – declaration as part of sign-in procedure</li> </ul>	<p>ZMK</p> <p>ZMK</p> <p>Tutors</p> <p>ZMK</p> <p>MVN</p> <p>MVN</p>	<p>8/3</p> <p>1/3</p> <p>9/3</p> <p>5/3</p> <p>1/3</p> <p>Ongoing</p>	

Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
<ul style="list-style-type: none"> <li>▪ Have welfare staff and others been provided with PPE and training on its use?</li> <li>▪ How will the school manage and monitor those persons who are required to isolate e.g. those who have been in close contact with a positive case or have been instructed to do so?</li> </ul>	<ul style="list-style-type: none"> <li>▪ If a student is unwell during the time they are at school, they will be assessed by a First Aider.</li> <li>▪ Dedicated First aid room identified for any staff/students showing signs of coronavirus.</li> <li>▪ If a student is showing signs of coronavirus they will be sent home as soon as possible, after a parent has been informed.</li> <li>▪ Staff will ensure the room is thoroughly cleaned after use, and PPE disposed of appropriately.</li> <li>▪ Staff will make a follow-up call to students who have been unwell on the next school day.</li> <li>▪ If a staff member or student is tested positive for coronavirus, parents of students in their group will be informed and national test and trace procedures will need to be followed.</li> <li>▪ Children, young people, parents, carers or any visitors, such as suppliers, are told not to enter the education or childcare setting if they are displaying any symptoms of the virus.</li> <li>▪ Parents only visit by appointment – declaration as part of sign-in procedure</li> </ul>	<p>HOY / AHT</p> <p>HOY / AHT</p> <p>CSS</p> <p>AHT</p> <p>All</p> <p>HOY</p> <p>ZMK</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	
<b>2. Ensure face coverings are used in recommended circumstances (DfE page 11)</b>				

Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
<ul style="list-style-type: none"> <li>▪ Schools should have a process for when face coverings are worn within your school and how they should be removed. You should communicate this process clearly to pupils, staff and visitors and allow for adjustments to be made for pupils with SEND who may be distressed if required to remove a face covering against their wishes.</li> <li>▪ Safe wearing of face coverings requires the:               <ul style="list-style-type: none"> <li>▪ Cleaning of hands before and after touching – including to remove or put them on –</li> <li>▪ Safe storage of them in individual, sealable plastic bags between use.</li> </ul> </li> <li>▪ Where a face covering becomes damp, it should not be worn, and the face covering should be replaced carefully. Staff and pupils may consider bringing a spare face covering to wear if their face covering becomes damp during the day.</li> <li>▪ Pupils must be instructed to:               <ul style="list-style-type: none"> <li>▪ Not to touch the front of their face covering during use or when removing it</li> <li>▪ Dispose of temporary face coverings in a ‘black bag’ waste bin (not recycling bin)</li> <li>▪ Place reusable face coverings in a plastic bag they can take home with them</li> <li>▪ Wash their hands again before heading to their classroom</li> </ul> </li> <li>▪ Due to the increasing use of face coverings in wider society, staff and pupils are already likely to have access to face coverings. You should have a small contingency supply for people who:               <ul style="list-style-type: none"> <li>▪ Are struggling to access a face covering</li> <li>▪ Are unable to use their face covering as it has become damp, soiled or unsafe</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Clear face coverings ordered for use by staff teaching students with hearing impairment.</li> <li>▪ All students are encouraged to wear face coverings when in the building. Those students who are exempt from wearing a face covering needs to apply for an exempt card through their heads of year. Yellow lanyards will be provided to all students who have authorised exemption.</li> <li>▪ Students will receive a briefing on first day of return during their extended tutor period where they will be shown a video on how to put on/wear/remove face coverings safely.</li> <li>▪ Students will be encouraged to wear reusable face coverings rather than disposable masks. A small contingency supply of face coverings will be available for those who are struggling to access a face covering.</li> </ul>	<p>CSS</p> <p>HOY</p> <p>HOY</p> <p>ZMK</p>	<p>5/3</p> <p>9/3</p> <p>9/3</p> <p>9/3</p>	

Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
<ul style="list-style-type: none"> <li>▪ Have forgotten their face covering</li> <li>▪ Face visors are not an alternative to face coverings</li> <li>▪ Is there an understanding of exemptions for wearing of face coverings?</li> </ul>				
<b>3. Ensure everyone is advised to clean their hands thoroughly and more often than usual (DfE page 14)</b>				
<ul style="list-style-type: none"> <li>▪ Consider how often pupils and staff will need to wash their hands and incorporate time for this in timetables or lesson plans.</li> <li>▪ Are there enough hand washing or hand sanitiser 'stations' available so that all pupils and staff can clean their hands regularly?</li> <li>▪ Ensure supervision of hand sanitiser use given the risks around ingestion. Skin friendly skin cleaning wipes can be used as an alternative.</li> <li>▪ Build these routines into school culture, supported by behaviour expectations and helping ensure younger pupils and those with complex needs understand the need to follow them</li> <li>▪ Sufficient quantities of cleaning supplies and hand soap to be maintained.</li> <li>▪ All staff will be briefed weekly as a minimum on expected hygiene standards.</li> <li>▪ All staff instructed to actively monitor to ensure all pupils and colleagues are adhering to principles of good hygiene.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Students trained and reminded through tutor time presentations</li> <li>▪ Students advised they must use hand sanitiser on entering of the classroom as well as when they leave the classroom.</li> <li>▪ Every classroom, key corridor points, toilet areas and eating areas will have hand sanitiser dispensers.</li> <li>▪ All staff will monitor use of hand sanitiser use – dispensers deliver measured dose</li> <li>▪ Premises team will top-up after break, lunch and at the end of the day.</li> <li>▪ Staff to email Premises helpdesk to alert if supplies run out and premises team will replenish.</li> <li>▪ Weekly briefing to remind staff of expected hygiene standards</li> <li>▪ There are enough hand washing or hand sanitiser 'stations' available around the school so that all pupils and staff can clean their hands regularly.</li> <li>▪ Antibacterial wipes available in all classrooms for use on key touchpoints</li> <li>▪ Posters to encourage handwashing for 20 seconds are in each toilet block.</li> </ul>	Tutor  All staff  Site team  All staff  Site team  All staff  ZMK  Site staff  Site team  MVN	March/ ongoing	
<b>4. Ensure good respiratory hygiene for everyone by promoting the 'catch it, bin it, kill it' approach (DfE page 14)</b>				
<ul style="list-style-type: none"> <li>▪ Are there enough tissues and bins available in the school to support pupils and staff to follow this routine?</li> <li>▪ Ensure that younger children and those with complex needs are helped to get this right.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Daily checks in occupied rooms</li> <li>▪ Enough tissues and bins around the school.</li> <li>▪ Displays around the school promoting good hygiene.</li> </ul>	Site team  MVN	March/ ongoing	

Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
<ul style="list-style-type: none"> <li>Are there risk assessments in place for pupils with complex needs who will struggle to maintain as good respiratory hygiene as their peers?</li> <li>All staff should be briefed weekly as a minimum on expected hygiene standards.</li> <li>All staff instructed to actively monitor to ensure all pupils and colleagues are adhering to principles of good hygiene.</li> </ul>	<ul style="list-style-type: none"> <li>Students will be encouraged to 'Catch it, Bin it, Kill it' and there will be a poster in each room, they will have to clean their hands and desk after coughing or sneezing.</li> <li>Staff will have a supply of handtowels and tissues and cleaning supplies in every classroom.</li> <li>Bins will be positioned away from staff and students. Bins in toilet blocks will be emptied regularly throughout the day.</li> <li>Risk assessment to be completed for any pupils with complex needs.</li> </ul>	Tutor/Site team  Site team  Site team  SBR	9/3	
<b>5. Maintain enhanced cleaning, including cleaning frequently touched surfaces often, using standard products, such as detergents (DfE page 15)</b>				
<b>Enhanced cleaning regime</b>				
<ul style="list-style-type: none"> <li>Is there an enhanced cleaning regime in place and are all cleaners and staff aware of measures to take?</li> <li>Are high contact items such as door handles, including main entrance doors and commonly used doors cleaned more frequently?</li> <li>Are bins are emptied throughout the day?</li> <li>IT equipment should ideally be used by one person as a designated workstation. Where possible IT equipment should be cleaned (wiped down) pre use and at the end of the day.</li> </ul>	<ul style="list-style-type: none"> <li>Whole school has had a deep clean</li> <li>Dialogue with cleaning company about expectations for routine cleaning in line with Public Health England guidance</li> <li>Additional cleaning in place for IT rooms and in high contact areas</li> <li>Cleaners are in school every day</li> <li>Deep cleans happen every day for the rooms in use</li> <li>Lavatories cleaned every day throughout the day</li> <li>Maintenance team are aware and clean offices used during the week</li> <li>Sufficient handwashing facilities are available. Where is a sink is not nearby, hand sanitisers are provided.</li> <li>Bar soap is not used, in line with the Infection Control Policy – liquid soap dispensers are installed and used instead.</li> </ul>	CSS CSS  CSS  CSS CSS  Cleaner/ Site team Site team  Site team	8/3 1/3  8/3  Ongoing Ongoing Ongoing Ongoing  Ongoing  Ongoing	
<b>Hazards from using new or different hazardous products</b>				

Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
<ul style="list-style-type: none"> <li>▪ Ensure that any hazardous substances that are used because of changes to cleaning or hygiene regimes have a COSHH risk assessment.</li> <li>▪ Ensure that any significant findings or precautions are shared with those using the products.</li> <li>▪ It should be noted that in most if not all cases these will be lower risk items.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Cleaning team to be informed.</li> <li>▪ CSS to confirm that there are no changes or that a COSHH risk assessment has been completed for any new products.</li> <li>▪ Log to be kept of significant findings or changes.</li> <li>▪ As necessary, all staff and students briefed on significant finding or precautions.</li> </ul>	CSS CSS  CSS All Staff	1/3 5/3  Ongoing Ongoing	
<b>Principles of cleaning after an individual with symptoms of, or confirmed COVID-19, the case has left the setting or area</b>				
<ul style="list-style-type: none"> <li>▪ Is there a procedure in place for cleaning an area a person with symptoms of COVID-19 or a confirmed case of COVID-19 has been?</li> <li>▪ Is the appropriate PPE being used?</li> <li>▪ Are appropriate cleaning products or methods being used?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Any individual showing symptoms or a confirmed case will be moved to the dedicated Covid Room whilst awaiting collection.</li> <li>▪ Room will be cleaned and sanitised after individual has left the setting by on site cleaner.</li> <li>▪ On site cleaner provided with full PPE (mask, gloves, visor, apron) in order to carry out necessary cleaning of possibly infected areas</li> <li>▪ Cleaning team trained and will use appropriate methods and products for cleaning as per government guidance</li> </ul>	SLT  CSS  CSS  CSS	Ongoing	
<b>Contaminated waste</b>				
<ul style="list-style-type: none"> <li>▪ Personal waste from individuals with symptoms of COVID-19 and waste from cleaning of areas where they have been (including PPE, disposable cloths and used tissues) should be:               <ul style="list-style-type: none"> <li>▪ Put in a plastic rubbish bag and tied when full</li> <li>▪ The plastic bag should then be placed in a second bin bag and tied</li> <li>▪ This should be put in a suitable and secure place and marked for storage until the individual's test results are known</li> </ul> </li> <li>▪ This waste should be stored safely and kept away from children. It should not be placed in communal waste areas</li> </ul>	<ul style="list-style-type: none"> <li>▪ Cleaning team to be informed appropriately.</li> <li>▪ Bags available (along with PPE) in first aid and covid rooms.</li> <li>▪ Secure storage space available and managed by site team with all suspect materials labelled with time and date of disposal and stored for 72hours. Waste to be removed by Initial Medical contractors.</li> <li>▪ Staff trained in procedure for dealing with possible COVID cases</li> <li>▪ If procedure is enacted, member of SLT will ensure that the procedure was followed and that all people involved have appropriate follow-up advice and follow it.</li> </ul>	CSS CSS  CSS/Site team  ZMK  SLT	March/ ongoing	

Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
until negative test results are known, or the waste has been stored for at least 72 hours. <ul style="list-style-type: none"> <li>▪ If the individual tests negative, this can be disposed of immediately with the normal waste.</li> <li>▪ If COVID-19 is confirmed this waste should be stored for at least 72 hours before disposal with normal waste.</li> </ul>				
<b>6. Consider how to minimise contact across the site and maintain social distancing wherever possible (DfE page 15)</b>				
<b>How to group children</b>				
<ul style="list-style-type: none"> <li>▪ Consider the minimum size groups you can manage whilst delivering the curriculum.</li> <li>▪ Can consistent groups be maintained wherever possible?</li> <li>▪ Are pupils able to socially distance?</li> <li>▪ Does the layout of the building make it easier or harder to keep groups separate?</li> <li>▪ Groups should be kept apart from other groups. This could be through using different parts of the school for each group, limiting sharing of rooms and social spaces, varying break and lunch times and limiting movement between lessons.</li> <li>▪ Social distancing should be reinforced within groups, particularly for older children.</li> <li>▪ Where staff need to move between groups are they able to maintain their distance as much as possible and ideally 2 metres from pupils and other adults?</li> <li>▪ Are cleaning arrangements in place for shared spaces?</li> </ul>	<ul style="list-style-type: none"> <li>▪ School will operate a one way system</li> <li>▪ We will continue to offer our normal broad and balance curriculum.</li> <li>▪ Student desks face forward</li> <li>▪ Student desks spaced out 1m.</li> <li>▪ Seating plan in place for classrooms (one student to only ever use the same chair/ computer/keyboard)</li> <li>▪ Students will have their own equipment and not share any</li> <li>▪ Students will move in and out at teacher instructions, ensuring they remain a minimum of 1m apart at all times</li> <li>▪ Students will move between classrooms following the one way system without lining up outside classrooms and with staff marshalling corridors to ensure social distancing.</li> <li>▪ Year groups will not mix / be in contact with one another when outside or in the canteen</li> <li>▪ The number of children using the toilet at any one time is limited</li> <li>▪ In and out of use toilets are identified.</li> <li>▪ Staff will be briefed on the logistics of the plan to minimise contact and maintain social distancing during briefing.</li> </ul>	HOY  HOD  HOD  HOY  All Staff  All Staff  HOY  ZMK	March/ ongoing	

Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
	<ul style="list-style-type: none"> <li>▪ The timetable is revised to implement:               <ul style="list-style-type: none"> <li>✓ Staggered start and end times for students</li> <li>✓ Break and lunch times are staggered so that all students are not moving around the school at the same time.</li> </ul> </li> <li>▪ Drop-off and collection arrangements are staggered to avoid clustering in the same area</li> </ul>	CHL		
<b>Measures within the classroom</b>				
<ul style="list-style-type: none"> <li>▪ Can changes be made in classrooms to support distancing where possible?</li> <li>▪ A 2m space around the teacher's desk should be maintained as far as is possible.</li> <li>▪ Consider if moving furniture will also allow for better access routes maximising distance from other desks or allowing for seating side by side and front facing etc.</li> <li>▪ Can support and other staff maintain a 2m distance from other adults in the classroom?</li> <li>▪ For students with more complex needs who require more support then additional control measures e.g. PPE will be needed for staff.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Same as above.</li> <li>▪ Where possible 2m space laid out around the teacher's desk to ensure student and staff maintain social distancing.</li> <li>▪ Furniture does not require moving, with the exception of student desks facing forwards.</li> <li>▪ Training delivered to students and staff on the first day back at school.</li> <li>▪ Staff do not use any shared resources for their curriculum areas</li> <li>▪ Students do not use any shared resources while in school for their academic learning</li> <li>▪ Practical lessons in Science, PE, Art and Food Tech, use individual sets of resources which are cleaned after every use</li> </ul>	ZMK	March/ ongoing	
<b>Measures elsewhere</b>				
<ul style="list-style-type: none"> <li>▪ Ensure that large gatherings involving more than one group are avoided</li> <li>▪ Plan timetables to minimise groups using corridors at the same time, including staggering break and lunch times.</li> <li>▪ Plan time for cleaning between groups using shared spaces.</li> <li>▪ Consider how staff rooms can be set up to maintain distancing.</li> </ul>	<ul style="list-style-type: none"> <li>▪ All rooms assessed to optimise social distancing</li> <li>▪ Teacher's desks relocated to the front of classrooms if necessary</li> <li>▪ Staff to teach from the front of the room wherever practicable</li> <li>▪ High level windows kept at least ajar for ventilation</li> <li>▪ Staggered and reduced break and lunch times to be taken by each year group separately</li> </ul>	Site team HOD  HOD  All Staff	March/ ongoing	

Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
	<ul style="list-style-type: none"> <li>▪ Dedicated areas (indoor and outside - weather dependant) for year groups to allow them to remain separate at break and lunch.</li> <li>▪ One way systems to be introduced and clearly signposted in corridors.</li> <li>▪ Clear systems to be set up for lining up between lessons and admitting students to classrooms.</li> <li>▪ Some communal areas will be out of bounds for students at certain times of the day to prevent congestion.</li> <li>▪ For wet lunches: All students will be required to sit down – no running around. Doors will remain open to provide maximum ventilation.               <ul style="list-style-type: none"> <li>✓ Y7 – Sports hall</li> <li>✓ Y8 – Main hall</li> <li>✓ Y9 – Tutor classroom</li> <li>✓ Y10 – Tutor classroom</li> </ul> </li> <li>▪ Staff work in one workspace / office when on duty, and cleaning takes place in these rooms after use. Strict social distancing is observed in the staff room and at the lunchtables.</li> <li>▪ Students are using separate areas during break times and lunchtimes</li> <li>▪ Doors are propped open, where safe to do so, to limit use of door handles and aid ventilation</li> </ul>	<p>HOY</p> <p>All staff</p> <p>All staff</p> <p>SLT</p> <p>HOY</p> <p>All staff</p> <p>HOY</p> <p>All staff</p>		
<b>Measures for arriving at and leaving school</b>				
<ul style="list-style-type: none"> <li>▪ Consider staggered starts or adjusting start and finish times to keep groups apart.</li> <li>▪ A staggered start may, for example, include condensing / staggering free periods or break time but retaining the same amount of teaching time, or keeping the length of</li> </ul>	<ul style="list-style-type: none"> <li>▪ Students to arrive at the allocated time, staggered start and finish times as below               <ul style="list-style-type: none"> <li>○ Year 7 – start 8:15 end 2:50</li> <li>○ Year 8 – start 8:20 end 2:55</li> <li>○ Year 9 – start 8:25 end 3:00</li> <li>○ Year 10 – start 8:30 end 3:05</li> </ul> </li> </ul>	<p>HOY</p>	<p>9/3 Ongoing</p>	

Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
<p>the day the same but starting and finishing later to avoid rush hour.</p> <ul style="list-style-type: none"> <li>Consider how to communicate the arrangements for drop off and collection to parents and reinforce it, as necessary.</li> </ul>	<ul style="list-style-type: none"> <li>Students to go straight to designated area in the playground</li> <li>Staff on duty at various points on the playground to help navigate students to their tutor rooms.</li> <li>Students will be encouraged to leave the school site promptly if they are not involved in an extra-curricular club.</li> </ul>			
<b>Travelling to school</b>				
<ul style="list-style-type: none"> <li>Promote walking or cycling to school where possible.</li> <li>Remind pupils and staff using public transport to follow safer travel guidance including wearing of face coverings for people over the ages 11.</li> <li>Dedicated school transport should follow safer transport guidance as well including wearing of face masks.</li> <li>Distancing should be maximised and mixing of groups should be minimised where possible and practical.</li> </ul>	<ul style="list-style-type: none"> <li>Students encouraged to walk or cycle to school</li> <li>KS3 training booked for end of March relating to safe travel to school</li> <li>Students using public transport reminded of the requirement to follow government guidance related to wearing of face coverings</li> <li>Students informed of importance of ensuring they do not travel to school in large groups and maintain distance from other members of the public</li> </ul>	<p>Tutors JHS</p> <p>Tutors</p> <p>ZMK</p>	<p>March/ ongoing</p>	
<b>Other considerations including SEND and visitors to school</b>				
<ul style="list-style-type: none"> <li>Refer to additional guidance on supporting pupils at school with medical conditions including reviewing EHC plans.</li> <li>Consider how to manage visiting and support staff to maintain social distancing measures.</li> <li>Consider what arrangements are required for contractors and visitors including arranging visits out of hours or remote meetings where possible.</li> <li>Records of visitors must be kept to support NHS Test and Trace.</li> <li>Work with other establishments to devise appropriate arrangements where children attend more than one setting.</li> <li>Also see <a href="#">specific section</a> on EHC.</li> </ul>	<ul style="list-style-type: none"> <li>Senco to review EHCPs for relevant students and ensure appropriate support put in place as necessary</li> <li>Where possible all outside agencies to have virtual meetings through Teams. Where meetings or sessions unable to be held remotely arrangements will be in place for these to be held after school.</li> <li>Inventory system in use to record details of all visitors to site. Daily report auto-generated by system and emailed to Business Officer, maintained in line with GDPR guidelines.</li> <li>No students attending an alternative setting</li> </ul>	<p>SBR</p> <p>SLT</p> <p>CSS</p>	<p>March/ ongoing</p>	

Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
<b>Equipment</b>				
<ul style="list-style-type: none"> <li>▪ Are staff and pupils reminded to use their own pencils and pens?</li> <li>▪ Are there measures to limit sharing of resources as much as is possible and kept within bubbles?</li> <li>▪ Are there measures to limit what is brought into and taken home from school?</li> <li>▪ Is there a consistent policy for marking books?</li> <li>▪ Are classroom resources included as part of an enhanced cleaning regime?</li> <li>▪ Are shared resources cleaned between use?</li> <li>▪ Is outdoor playground equipment cleaned more frequently?</li> <li>▪ Refer to CLEAPSS guidance for advice on cleaning science and D&amp;T equipment.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Letter to students / parents reminding students to bring their own common stationery items with a list of items allowed to limit what is brought in.</li> <li>▪ Sharing of resources are limited.</li> <li>▪ Consistent Marking policy in school which applies to all staff.</li> <li>▪ Computer keyboards, mice and immediate desk space to be cleaned by students prior to use and, in shared areas, by staff.</li> <li>▪ Practical equipment (Science, DT, art, PE) to be cleaned by teachers between year group sessions or left unused and out of reach for 48 hours (72 hours for plastics).</li> <li>▪ Space in each room for equipment which has been used to be placed prior to cleaning / isolation</li> </ul>	<p>HOY</p> <p>HOD HOD</p> <p>All staff</p> <p>HOD</p>	<p>March / ongoing</p>	
<b>Parent pick-up and drop-offs</b>				
<ul style="list-style-type: none"> <li>▪ How will arrangements for pick-up and drop-offs be communicated to parents?</li> <li>▪ How will gathering at the school gates be monitored and managed?</li> <li>▪ How will appointments be managed?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Parents will be informed of arrangements for pick up/drop off through a letter from the headteacher.</li> <li>▪ Parents informed that if arriving by car they are to wait in their vehicle and not congregate in the car park area</li> <li>▪ Parents informed that they are not to congregate by the school gates and, if required, to meet their child away from the immediate school entrance.</li> </ul>	<p>ZMK</p>	<p>5/3</p>	
<b>7. Keep occupied spaces well ventilated (DfE page 21)</b>				
<ul style="list-style-type: none"> <li>▪ If air handling systems that move air between rooms are used set them to use a fresh air supply and do not recirculate air. Standalone room units can operate as normal.</li> <li>▪ Ensure any filters in ventilation or air conditioning systems are changed as per manufacturer instructions. Take additional care when changing filters.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Classrooms have an automatic ventilation system to meet fresh air ventilation requirements in line with BB101 providing a daily average of 5l/s/person of fresh air year round</li> <li>▪ Air Handling units provide fresh air to the kitchen and via ceiling ductwork leading to fabric socks in the main hall/dining hall</li> </ul>	<p>CSS</p>	<p>March / ongoing</p>	

Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
<ul style="list-style-type: none"> <li>▪ Airing rooms as frequently as you can, will help improve ventilation. This involves opening all doors and windows wide to maximise the ventilation in the room. It may be easier to do this when the room is unoccupied or between uses particularly in colder or adverse weather.</li> <li>▪ Manage colder temperatures in rooms by opening high level not low level windows, opening window just enough to allow for ventilation, increasing heating and allowing for flexibility on uniform.</li> <li>▪ Identify any poorly ventilated areas and consider if these areas should be restricted or if ventilation can be improved.</li> <li>▪ Desk or ceiling fans can be used provided the area is well ventilated but they should not be used in poorly ventilated areas.</li> <li>▪ With due regard to fire safety, some doors may be temporarily propped open to limit touching of door handles and aid ventilation. Fire doors including doors at the top and base of stairs, or to higher risk areas of fire starting e.g. kitchens / IT suites / plant rooms should not be propped open.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Air handling system /air conditioning units annual maintenance completed and relevant filters changed as necessary.</li> <li>▪ BMS system monitored to ensure systems operating as required on an ongoing basis</li> <li>▪ All classroom and office doors to be opened at the beginning of each day and closed overnight</li> <li>▪ All high level windows to be opened at the beginning of each day with additional windows opened as necessary to allow for increased airflow</li> </ul>	All staff		
<b>8. Ensure individuals wear the appropriate personal protective equipment (PPE) where necessary (DfE page 22)</b>				
<ul style="list-style-type: none"> <li>▪ Reference to PPE for specific higher risk situations means:               <ul style="list-style-type: none"> <li>▪ Fluid-resistant surgical face masks (also known as Type IIR)</li> <li>▪ Disposable gloves</li> <li>▪ Disposable plastic aprons</li> <li>▪ Eye protection (for example a face visor or goggles)</li> </ul> </li> <li>▪ The PPE that should be used in the following situations when caring for someone with symptoms of coronavirus (COVID-19) is:</li> </ul>	<ul style="list-style-type: none"> <li>▪ Staff encouraged to wear face coverings when teaching, clear coverings available for those staff who teach hearing impaired students</li> <li>▪ Staff and students will wear face in classrooms and in all communal areas (including dining hall) in line with updated government guidelines.</li> <li>▪ Full PPE as described in DfE guidance available for any staff members requiring.</li> </ul>	SLT  ALL	March/ ongoing	

Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
<ul style="list-style-type: none"> <li>▪ A face mask should be worn if a distance of 2 metres cannot be maintained</li> <li>▪ If contact is necessary, then gloves, an apron and a face mask should be worn</li> <li>▪ Eye protection if a risk assessment determines that there is a risk of fluids entering the eye, for example, from coughing, spitting or vomiting</li> <li>▪ Where staff have been identified as needing PPE, have they been provided with appropriate supplies?</li> <li>▪ Have staff identified as needing PPE been provided with appropriate training and information on correct use and disposal?</li> </ul>	<ul style="list-style-type: none"> <li>▪ PPE guidance will be followed by any staff member required to attend to a student in a medical situation (such as vomiting etc)</li> <li>▪ PPE supplies in Medical room and staff trained regarding appropriate use and methods of donning and doffing PPE as well as disposal (Initial Medical bin provided)</li> </ul>	<p>All staff</p> <p>CSS</p>		
<b>9. Promote and engage in asymptomatic testing, where available (DfE page 23)</b>				
<ul style="list-style-type: none"> <li>▪ Communicate and promote importance of asymptomatic testing</li> <li>▪ Refer to <a href="#">asymptomatic testing</a> section below for further information and assessment.</li> </ul>	<ul style="list-style-type: none"> <li>▪ All staff and students who have provided consent will be issued with home test kits to check for any asymptomatic cases of Covid-19 once required AST has been completed in on site test centre.</li> </ul>	CSS	March / ongoing	
<b>SYSTEM OF CONTROLS – RESPONSE TO ANY INFECTION</b>				
<b>10. Promote and engage with the NHS Test and Trace process (DfE page 23)</b>				
<ul style="list-style-type: none"> <li>▪ Is there a clear understanding in the school around NHS Test and Trace procedures?</li> <li>▪ Have the requirements around symptomatic testing been communicated to all parties?</li> <li>▪ Have all parties been told that they must inform the school of the results of any test as soon as possible?</li> <li>▪ Anyone who displays symptoms of coronavirus (COVID-19) can and should get a test.</li> <li>▪ Home testing kits can be given directly to parents/carers collecting a child who has developed symptoms at school, or staff who have developed symptoms at school, where</li> </ul>	<ul style="list-style-type: none"> <li>▪ Clear NHS Test and Trace procedures communicated with staff.</li> <li>▪ Letter home to parents to explain the procedure should NHS Test and Trace be required and imperative to inform the school of the results of any test as soon as possible.</li> <li>▪ Contact details for Public Health Protection Team shared with staff.</li> <li>▪ All staff and parents are aware that they need to inform the school once PCR test results become available.</li> <li>▪ Procedures in place if staff or student remain at home with CV19 symptoms.</li> </ul>	<p>ZMK</p> <p>ZMK</p> <p>CSS</p> <p>ZMK</p> <p>ZMK</p>		

Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
<p>this will significantly increase the likelihood of testing taking place.</p> <ul style="list-style-type: none"> <li>Further guidance on Use of the NHS COVID-19 app in education and childcare settings is available. School leaders should be aware of the features of the app, how the app may work with the settings use of mobile phones policy, and communicate with staff, students and parents about the use of the app.</li> </ul>	<ul style="list-style-type: none"> <li>School policy regarding use of mobile phones remains in place for students, parents and students reminded of school requirement for all phones to remain off during school hours. CHS students are not over the age of 16 therefore they are not eligible to make use of the NHS COVID-19 app.</li> <li>Should any member of staff receive a notification through the Test and Trace app they will be required to adhere to the government guidance relating to self isolation.</li> </ul>			
<b>11. Manage confirmed cases of coronavirus (COVID-19) amongst the school community (DfE page 25)</b>				
<ul style="list-style-type: none"> <li>Are staff aware of the need to contact the DfE helpline?</li> <li>Are proportionate records of pupils and staff in each group and close contacts between groups maintained?</li> <li>Is there a clear understanding of what close contact means?</li> <li>Ensure that all visitors to the school sign in and there is a means to contact them if needs be.</li> <li>Is there an escalation process in place for managing confirmed cases in school?</li> </ul>	<ul style="list-style-type: none"> <li>All staff aware that they need to contact the local health protection team should there be a confirmed case of COVID amongst the school community.</li> <li>Contact details for the local health protection team available in the front office.</li> <li>Close records and up to date contact details of all groups available on our cloud base MIS.</li> <li>All visitors to sign in through Invenry system, use hand sanitiser and screen will be regularly wiped</li> <li>All students' emergency contact details are up-to-date, including alternative emergency contact details, where required.</li> <li>Pupils' parents are contacted as soon as practicable in the event of an emergency</li> <li>Pupils' alternative contacts are called where their primary emergency contact cannot be contacted.</li> <li>The school has an up-to-date First Aid Policy in place which outlines the management of medical emergencies.</li> <li>Staff have been emailed of updated arrangements for return to school</li> </ul>	<p>ZMK</p> <p>CSS</p> <p>CDS</p> <p>EWA</p> <p>CDS/EWN</p> <p>ZMK</p> <p>ZMK</p> <p>CSS</p> <p>ZMK</p>	<p>March / ongoing</p>	
<b>12. Contain any outbreak by following local health protection team advice (DfE page 28)</b>				

Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
<ul style="list-style-type: none"> <li>Ensure there are contingency procedures in place for an outbreak considering partial or full closure, on the advice of health protection teams.</li> <li>Are there procedures in place for admitting staff and students back to school who have tested positive?</li> </ul>	<ul style="list-style-type: none"> <li>Whole school closure will not be necessary, except with the advice of health protection team.</li> <li>School will inform local health protection team of any confirmed cases in line with guidance and follow recommendations</li> <li>Clear guidance in place for all positive cases, attendance officer monitors absence records for any students testing positive and if necessary works with the pastoral team to ensure smooth transition back to school</li> </ul>	<p>ZMK</p> <p>ZMK</p> <p>GJS/KHD</p>	<p>March / ongoing</p>	
<b>SECTION 2: SCHOOL OPERATIONS</b>				
<b>Asymptomatic testing (DfE page 29)</b>				
<ul style="list-style-type: none"> <li>Consider how initial on site testing (in secondary schools only) will be delivered and if this needs to be on a phased basis.</li> <li>Make arrangements for continuing on site testing (in secondary schools only).</li> <li>Complete a risk assessment for the testing process relevant for your setting (templates are available).</li> <li>Communicate procedures for testing and continue to encourage take up of testing.</li> <li>Ensure staff, students and parents understand what to do in the event of a positive test.</li> <li>Ensure that staff, students and parents understand that symptomatic testing still needs to take place and that it can be booked online.</li> </ul>	<ul style="list-style-type: none"> <li>Initial on site testing scheduled for Monday 8<sup>th</sup> March for all consented students to ensure swift return to school for all students on Tuesday 9<sup>th</sup> March</li> <li>Room identified for continuing on site testing facility</li> <li>Risk assessment completed and uploaded onto School website</li> <li>Weekly update sent to parents to remind them of the importance of on-going testing and students briefed by HOY</li> <li>Step by Step guide provided to staff and parents on what process to follow should there be a positive test result</li> <li>All staff and parents continue to receive communication regarding symptoms of Covid-19 and importance of booking PCR tests, Covid secure guidelines reiterated for school premises</li> </ul>	<p>CSS</p> <p>CSS</p> <p>CSS</p> <p>ZMK</p> <p>CSS</p> <p>ZMK</p>	<p>March/ ongoing</p>	
<b>Attendance (DfE page 32)</b>				
<ul style="list-style-type: none"> <li>Identify any pupils who may not be able attend school.</li> <li>Ensure there is provision for remote education for those unable to attend school.</li> <li>Monitor engagement with remote education.</li> </ul>	<ul style="list-style-type: none"> <li>Lighthouse staff keeping a close record of those students who may not be able to attend school.</li> </ul>	<p>KHD</p>	<p>March/ ongoing</p>	

Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
	<ul style="list-style-type: none"> <li>Remote education is provided through Teams and, where necessary a laptop provided, for those students who are unable to attend school environment.</li> <li>Engagement is closely monitored on Teams through Insight which gives a breakdown of each individual students engagement and interaction</li> </ul>			
<b>Pupils and families who are anxious about return to school</b>				
<ul style="list-style-type: none"> <li>Share the risk assessment and significant findings with parents via the school's website.</li> <li>Discuss and engage with pupils and their parents regarding any concerns around returning to school. Individual discussions around concerns can help to allay fears.</li> </ul>	<ul style="list-style-type: none"> <li>Risk assessment is shared with all families and uploaded onto website</li> <li>Anxious students have been invited to a drop in session with their HOY to alleviate fears prior to their return to school. Drop in sessions available on school cloud for anxious parents to meet with Lighthouse team.</li> <li>Pastoral afternoon on Friday 5<sup>th</sup> March where all tutors will meet with their tutees and parents to reassure them with regards to the return to school</li> </ul>	ZMK  HOY  Tutors	5/3  3/3  5/3	
<b>Encouraging regular school attendance</b>				
<ul style="list-style-type: none"> <li>Communicate with parents on requirements for attendance.</li> <li>Put in place measures to keep in contact with vulnerable children.</li> </ul>	<ul style="list-style-type: none"> <li>Letter from headteacher informing all parents of the importance of attending school as well as providing support to all parents as necessary</li> <li>Lighthouse working closely with HOY as well as attendance office to ensure no students slip through the net and needs are met of most vulnerable students/families</li> </ul>	ZMK  KHD/HOY/ GJS	5/3  March/ ongoing	
<b>Alternative provision</b>				
<ul style="list-style-type: none"> <li>Consider how the system of controls can be implemented within your setting including how groups / bubbles are established, and minimising social contact and mixing.</li> </ul>	<ul style="list-style-type: none"> <li>Not Applicable</li> </ul>			
<b>School workforce (DfE page 36)</b>				
<ul style="list-style-type: none"> <li>Share this risk assessment with staff and invite feedback.</li> <li>Carry out individual risk assessments and discussions as required.</li> </ul>	<ul style="list-style-type: none"> <li>All staff invited back for w/c 1<sup>st</sup> March for an induction programme to reduce anxiety amongst staff and ensure all areas of school are readied for students return</li> </ul>	ZMK	1/3	

Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
	<ul style="list-style-type: none"> <li>Individual RA booked in for pregnant member of staff (28 weeks pregnant in mid-may)</li> </ul>	ZMK/CSS	5/3	
<b>Staff who are clinically extremely vulnerable (CEV)</b>				
<ul style="list-style-type: none"> <li>Use government advice on shielding and protecting people for those who extremely clinically vulnerable and who are advised to not attend the workplace.</li> <li>School leaders should discuss any concerns individuals may have around their particular circumstances and reassure staff about the protective measures in place.</li> </ul>	<ul style="list-style-type: none"> <li>No members of staff classed as CEV</li> <li>The school is using government advice on shielding and protecting people for those who may be extremely vulnerable.</li> </ul>			
<b>Staff who are clinically vulnerable (CV)</b>				
<ul style="list-style-type: none"> <li>Use current government advice for those who are clinically vulnerable including pregnant women who can continue to attend school.</li> <li>Most school-based roles are not ideally suited to home working and schools may expect most staff to return to work in settings.</li> <li>School leaders should discuss any concerns individuals may have around their particular circumstances and reassure staff about the protective measures in place.</li> </ul>	<ul style="list-style-type: none"> <li>One member of staff pregnant, individual RA will be carried out for her</li> <li>Individual line management meetings for any identifying as vulnerable.</li> <li>Any requests for flexible approach considered by ZMK and accompanied by a risk assessment.</li> </ul>	ZMK/CSS	5/3	
<b>Pregnancy</b>				
<ul style="list-style-type: none"> <li>Employers should conduct a risk assessment for pregnant women.</li> <li>For staff who are in the third trimester (more than 28 weeks' pregnant) you should be particularly attentive to social distancing. There is a duty on employers to ensure the individual can adhere to national guidance on social distancing.</li> </ul>	<ul style="list-style-type: none"> <li>One member of staff pregnant, individual RA will be carried out for her</li> <li>Individual line management meetings for any identifying as vulnerable.</li> <li>Any requests for flexible approach considered by ZMK and accompanied by a risk assessment.</li> </ul>	ZMK/CSS	5/3	
<b>Staff who may otherwise be at increased risk from coronavirus (COVID-19)</b>				
<ul style="list-style-type: none"> <li>For those who feel they may be at increased risk, where it is not possible to work from home, these staff can attend school as long as the system of controls are followed.</li> </ul>	<ul style="list-style-type: none"> <li>One member of staff over the age of 60 has received the vaccination. Remains in good health, no specific RA required</li> </ul>			

Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
<ul style="list-style-type: none"> <li>Where there is a specific concern an individual risk assessment may be appropriate but this should be based on clear medical or specific need.</li> </ul>				
<b>Supporting staff</b>				
<ul style="list-style-type: none"> <li>Be aware of the wellbeing of all staff, including senior leaders themselves, and the need to implement flexible working practices in a way that promotes good work-life balance and supports teachers and leaders.</li> <li>Workload should be carefully managed and assess whether staff who are having to stay at home due to health conditions are able to support remote education, while others focus on face-to-face provision.</li> <li>Consider where additional resource could be safely brought in if necessary.</li> <li>Ensure regular communication and consultation with all staff.</li> <li>Ensure staff know where to get additional support e.g. counselling or helplines.</li> </ul>	<ul style="list-style-type: none"> <li>Arrangements to support staff mental and physical wellbeing included in briefing.</li> <li>Staff returning from 1<sup>st</sup> March for return to school induction</li> <li>Logistical plans on systems and processes to be explained to all staff on the 1<sup>st</sup> March</li> <li>Staff have access to the Employer Assistance Programme for support if needed.</li> <li>Staff Wellbeing survey carried out twice a half term.</li> <li>Depending on response to staff survey, action plan set up to support staff</li> <li>Friday update to all staff on any changes to government guidance</li> </ul>	<p>ZMK</p> <p>ZMK</p> <p>ZMK</p> <p>CSS</p> <p>SOS</p> <p>SOS</p> <p>ZMK</p>	<p>1/3</p> <p>1/3</p> <p>1/3</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Weekly</p>	
<b>Staff deployment</b>				
<ul style="list-style-type: none"> <li>Review any staff deployment changes needed.</li> <li>Ensure ratios for regulated activity are maintained and that staff have the required skills, expertise, and experience to carry out their work.</li> </ul>	<ul style="list-style-type: none"> <li>No staff changes required</li> </ul>			
<b>Supply staff and other temporary or peripatetic staff</b>				
<ul style="list-style-type: none"> <li>Ensure that any visiting staff are provided with information on the school's COVID-19 arrangements as soon as possible after booking.</li> <li>Where visiting teachers, support staff or specialists are working with multiple schools' particular attention should be given to social distancing and hygiene measures.</li> </ul>	<ul style="list-style-type: none"> <li>Peri-music lessons to continue, lessons moved to largest Music practice room to ensure maximum social distancing possible.</li> <li>Peri- music company provided full Covid RA to school</li> <li>Where the school is working in collaboration with other schools this is carried out remotely e.g. music festival</li> </ul>	<p>MHR</p> <p>O2M</p> <p>MHR</p>	<p>Ongoing</p>	
<b>Other support: Volunteers and ITT trainees</b>				

Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
<ul style="list-style-type: none"> <li>Ensure that any volunteers or trainees are provided with information on the school's COVID-19 arrangements and make sure they adhere to them.</li> <li>Mixing of volunteers across groups should be kept to a minimum.</li> </ul>	<ul style="list-style-type: none"> <li>Full training provided to volunteers assisting in testing centre regarding Covid guidelines and requirements</li> <li>SCITT trainees included in all staff briefings and communications, received training in school's protocols and approach to prevention of infection spread</li> </ul>	CSS  MHR	Ongoing	
<b>Staff working remotely</b>				
<ul style="list-style-type: none"> <li>All staff working remotely to undertake DSE assessment and home working checklist.</li> <li>All staff to be provided guidance on setting up a safe and suitable work area.</li> <li>Ensure regular communication with staff working remotely.</li> </ul>	<ul style="list-style-type: none"> <li>DSE assessment and home working checklist shared with all staff</li> <li>Guidance on setting up a safe and suitable work area shared with staff.</li> <li>Weekly briefings on Monday mornings via Teams</li> <li>Weekly end of week update communication to staff with any new information shared.</li> <li>Weekly briefings are recorded and attended by all staff</li> <li>Line management meetings take place once per week virtually on Teams</li> <li>Departments meet once per week virtually on Teams</li> <li>Wellbeing is a priority with check-ins made by SLT and HODs with all staff; weekly quiz night; weekly zoom chat at the end of the day on Fridays</li> <li>DSE document has been shared with all</li> </ul>	CSS  ZMK  HOD	Ongoing	
<b>Transport (DfE page 42)</b>				
<b>Dedicated school transport, including statutory provision</b>				
<ul style="list-style-type: none"> <li>How pupils are grouped together on transport, where possible this should reflect the bubbles that are adopted within school/</li> <li>Use of hand sanitiser upon boarding and/or disembarking.</li> <li>Additional cleaning of vehicles.</li> <li>Organised queuing and boarding where possible.</li> <li>Maximise social distancing within vehicles wherever possible.</li> </ul>	<ul style="list-style-type: none"> <li><b>There are no dedicated school transport services</b></li> <li>Parents, children and young people are encouraged to walk or cycle to CHS.</li> <li>Transport providers are advised that they do not work if they or a member of their household are displaying any symptoms or the virus.</li> <li>Transport providers, as far as possible, are advised of the need to follow hygiene rules and try to keep distance from their passengers.</li> </ul>	LGN	Ongoing	

Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
<ul style="list-style-type: none"> <li>▪ Through ventilation of fresh air (from outside the vehicle) is maximised, particularly through opening windows and ceiling vents.</li> <li>▪ Children and young people aged 11 and over are advised to wear a face covering when travelling on dedicated transport.</li> <li>▪ Ensure the transport provider is aware of any timetable changes and are adhering to government guidelines.</li> <li>▪ Seek a copy of their risk assessment and operating plan.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Request a copy of providers' (public or private) social distancing protocols.</li> <li>▪ Hand sanitiser to be collected and returned with minibuss keys (not left in minibuss – fire riks)</li> </ul>			
<b>Wider public transport</b>				
<ul style="list-style-type: none"> <li>▪ Can school start / end times be staggered to avoid peak times?</li> <li>▪ Encourage parents, staff, and pupils to walk or cycle to school if possible.</li> <li>▪ Consider using 'walking buses'.</li> <li>▪ Work with the local authority to promote safe cycling routes.</li> <li>▪ Advise persons using public transport to follow safer travel guidance e.g. wearing of face coverings.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Start and end times of the day is staggered.</li> <li>▪ Students are encouraged to walk or cycle to school.</li> <li>▪ All parents are encouraged to follow safer travel guidance.</li> </ul>	LGN	Ongoing	
<b>Pupils travelling from abroad</b>				
<ul style="list-style-type: none"> <li>▪ Review arrangements for any pupils travelling from abroad where needed.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Not applicable</li> </ul>			
<b>School meals (DfE page 45)</b>				
<ul style="list-style-type: none"> <li>▪ Confirm with catering providers (including in-house provision) that all relevant safety procedures are in place and that they are adhering to current government guidelines. You may ask to see a copy of their risk assessment as well.</li> <li>▪ Ensure that catering providers (including in-house provision) are aware of any changes to lunch times and operating practices you have made.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Breakfast to be a reduced offering of take away items only</li> <li>▪ No breaktime offer</li> <li>▪ Lunch to be reduced to a simple menu</li> <li>▪ Timings               <ul style="list-style-type: none"> <li>✓ Year 7 – 1:00 (food tech corridor)</li> <li>✓ Year 9 – 1:20 (food tech corridor)</li> <li>✓ Year 10 – 1:10 (reception corridor)</li> <li>✓ Year 8 – 1:30 (reception corridor)</li> </ul> </li> </ul>	CSS	Ongoing	

Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
<b>Estates</b> (DfE page 49)				
<ul style="list-style-type: none"> <li>Maintain existing class sizes</li> </ul>	<ul style="list-style-type: none"> <li>Existing class sizes remain for all curriculum areas</li> </ul>	ZMK	Ongoing	
<b>Ventilation Systems</b>				
<ul style="list-style-type: none"> <li>Refer to the system of controls <a href="#">section 7</a> for guidance on keeping occupied spaces well ventilated.</li> </ul>	<ul style="list-style-type: none"> <li>As per information in Section 7 above</li> </ul>	CSS	Ongoing	
<b>Fire safety</b>				
<ul style="list-style-type: none"> <li>Ensure that all fire safety systems have been maintained and inspected.</li> <li>Review and update emergency plans and assembly points as required.</li> <li>Brief staff on any changes to arrangements.</li> <li>Consider if limited evacuation drills may be beneficial e.g. by year group to allow for social distancing.</li> </ul>	<ul style="list-style-type: none"> <li>Fire system /emergency lighting annual maintenance completed February 2021</li> <li>The same fire evacuation procedures apply as there are no changes to the physical location of the building.</li> <li>Fire evacuation plan shared with staff and students on the first day back at school.</li> <li>Fire evacuation drill to be completed in first two weeks following return</li> </ul>	CSS  CSS	19/3	
<b>Opening after reduced occupancy</b>				
<ul style="list-style-type: none"> <li>Ensure all little used water outlets are flushed through.</li> <li>Check and test all relevant safety critical devices</li> <li>Carry out a visual site inspection to identify any issues that may need remedying before full opening.</li> <li>Ensure normal maintenance and inspection activities take place, including contractor visits ensuring that statutory maintenance and inspection are carried out.</li> </ul>	<ul style="list-style-type: none"> <li>Weekly flushing of all little used water outlets scheduled and completed by premises team</li> <li>Monthly legionella temperature monitoring completed end February 2021 by external contractor in preparation for return to school.</li> <li>Business Officer to complete H&amp;S walk of building w/c 1 March to ensure all issues identified and rectified by premises team prior to students return</li> <li>Compliance Tracker updated on weekly basis and relevant preventative maintenance and checks scheduled as required.</li> <li>Daily, weekly and monthly checks completed by premises team as per ongoing schedule</li> </ul>	PAN  CSS  CSS  CSS  PAN	Weekly  Monthly  5/3  Ongoing  Ongoing	
<b>Educational visits</b> (DfE page 50)				
<ul style="list-style-type: none"> <li>Ensure staff are aware of the latest guidance that all visits are advised against.</li> </ul>	<ul style="list-style-type: none"> <li>All educational trips and visits paused until further notice</li> </ul>			

Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
<ul style="list-style-type: none"> <li>Keep guidance under review</li> </ul>				
<b>School uniform</b> (DfE page 50)				
<ul style="list-style-type: none"> <li>Uniforms do not need to be cleaned any more often than usual, nor do they need to be cleaned using methods which are different from normal.</li> <li>In colder weather consider amendments to the uniform policy.</li> </ul>	<ul style="list-style-type: none"> <li>Students respond well to / and need structure and consistency in their daily lives - students will therefore continue to wear full school uniform to school.</li> <li>Students will be required to wear full PE kit for PE lessons, they will wear PE kit to school on their PE lesson days. Students will remain in PE Kit all day.</li> <li>Letter to parents to confirm this information</li> </ul>	ZMK	Ongoing	
<b>Wraparound provision and extra-curricular activity</b> (DfE page 51)				
<ul style="list-style-type: none"> <li>Ensure that any provision is only to support parents to work, attend education and access medical care, and is as part of pupil's wider education and training.</li> <li>If it is not possible or practical to maintain the same bubbles being used during the school day (for example, if the number of bubbles in place during the school day prove impractical to adopt within the wraparound provision) then providers should maintain small, consistent groups.</li> <li>Where parents use childcare providers or out of school extra-curricular activities for their children, schools should encourage parents and carers to seek assurance that the providers are carefully considering their own protective measures, and children should only attend settings that can demonstrate this. They should be advised to limit use of multiple providers as much as is possible.</li> <li>When hiring out or letting premises consider what additional cleaning and hygiene measures are needed.</li> <li>Any hirers should be informed of hygiene and social distancing measures, but also that they must follow relevant government guidance for their activity.</li> </ul>	<ul style="list-style-type: none"> <li>Breakfast will resume but on a limited offer only (take away only).</li> <li>Extra-curricular clubs suspended until further notice. Will be reviewed in line with Govt guidelines once lockdown restrictions eased</li> <li>When they restart, Extra-curricular clubs will run in year group bubbles only.</li> <li>We do not have any outside providers running clubs, with the exception of our peri music lessons.</li> <li>Peri-music sessions will continue but only 1-1 lessons with no students sharing equipment and no group sessions. Lessons will be in the largest practice room to aid social distancing.</li> </ul>	CSS  CBL  MHR	Ongoing	

Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
<b>Curriculum</b> (DfE Page 52)				
<b>Music, dance, and drama in school</b>				
<ul style="list-style-type: none"> <li>▪ Play outdoors where possible.</li> <li>▪ If playing indoors limit the numbers in relation to the space, use as large a room as possible, maximise ventilation.</li> <li>▪ In the smaller groups where these activities can take place, schools should observe strict social distancing between each singer and player, and between singers and players, and any other people such as conductors, other musicians, or accompanists. Current guidance is that if the activity is face-to-face and without mitigating actions, 2 metres is appropriate.</li> <li>▪ Pupils should be positioned back-to-back or side-to-side when playing or singing (rather than face-to-face) whenever possible. Position wind and brass players so that the air from their instrument does not blow into another player.</li> <li>▪ Use microphones where possible or encourage singing quietly.</li> <li>▪ Requiring increased handwashing before and after handling equipment, especially if being used by more than one person. Avoid sharing instruments where possible, and limit handling of music scores etc.</li> <li>▪ Singing, wind and brass playing should not take place in larger groups such as choirs and ensembles, or assemblies unless significant space, natural airflow (at least 10l/s/person for all present, including audiences) and strict social distancing and mitigation can be maintained.</li> <li>▪ Drama department should review what practical lessons and activities can be delivered and update risk assessments and lesson plans accordingly.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Music will continue as part of the curriculum</li> <li>▪ Music room is laid out in order for students to sit side-to-side and not to share music instruments.</li> <li>▪ Students to sanitise hands on entering music or drama rooms</li> <li>▪ Antibacterial wipes available and used to clean all surfaces</li> <li>▪ Whole school assemblies will not take place. Assemblies will take place in tutor bubbles through TEAMS.</li> <li>▪ HODs and LM of performing arts plan with technician referring to general advice supporting performing arts and CLEAPPS GL344 specifically</li> <li>▪ Where possibly drama lessons will be held outside in Amphitheatre</li> <li>▪</li> </ul>	MHR	Ongoing	

Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
<ul style="list-style-type: none"> <li>Key considerations for practical activities include the teaching space, minimising contact between individuals, group work and individual work, space layout for social distancing, managing use of resources (props, costumes etc) and technical equipment.</li> </ul>				
<b>Physical activity in schools</b>				
<ul style="list-style-type: none"> <li>Prioritise outdoor sports wherever possible.</li> <li>Large indoor spaces can be used, maximising natural ventilation flows (through opening windows and doors or using air conditioning systems wherever possible), distancing between pupils and paying scrupulous attention to cleaning and hygiene.</li> <li>External facilities can also be used in line with government guidance for the use of, and travel to and from, those facilities.</li> <li>Pupils should be kept in consistent groups.</li> <li>Sports equipment should be thoroughly cleaned between each use by different individual groups.</li> <li>Activities such as active miles, making break times and lessons active and encouraging active travel can help pupils to be physically active while encouraging physical distancing.</li> </ul>	<ul style="list-style-type: none"> <li>Practical PE will take place outdoors as much as possible</li> <li>Sports equipment will be cleaned daily where used</li> <li>There will be no contact sport.</li> <li>Physical Education timetabled at least once a week for all students</li> <li>Use of sports hall limited to only during adverse weather, all students must sanitise hands upon entering sports hall, external doors to be opened when students using sports hall.</li> <li>Students allocated year group areas outside in the playground to use during break and lunch times.</li> <li>No fixtures planned until further notice</li> <li>On the days where students have PE, they will come into school in their PE kits.</li> <li>Covid specific RA completed</li> </ul>	CBL	Ongoing	
<b>Science</b>				
<ul style="list-style-type: none"> <li>Science department should review what practical sessions can be delivered and update risk assessments and lesson plans accordingly.</li> <li>Key considerations for practical activities include supervising pupils, management of science equipment, demonstrations instead of practical activities, transferring specialist equipment between bubbles, cleaning or quarantining of equipment, access to PPE especially where supplies were donated to the NHS.</li> </ul>	<ul style="list-style-type: none"> <li>Practical lessons will be introduced for all year groups with strict controls on use of equipment and facilities</li> <li>All science rooms contain non-alcohol based hand sanitiser in wall dispensers.</li> <li>HOD and LM of science plan with technician referring to CLEAPPS general advice and GL343 specifically</li> <li>Covid specific RA completed</li> </ul>	TCY	Ongoing	

Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
<ul style="list-style-type: none"> <li>Reference should be made to latest CLEAPSS guidance.</li> </ul>				
<b>Design &amp; Technology</b>				
<ul style="list-style-type: none"> <li>Design &amp; Technology department should review what practical sessions can be delivered and update risk assessments and lesson plans accordingly.</li> <li>Key considerations for practical activities include supervising pupils, managing movement in the room, management of equipment, demonstrations instead of practical activities, transferring specialist equipment between bubbles, cleaning or quarantining of equipment, access to PPE especially where supplies were donated to the NHS.</li> <li>Reference should be made to latest CLEAPSS guidance.</li> </ul>	<ul style="list-style-type: none"> <li>HOD and LM of technology plan with technician referring to general advice supporting practical technology and CLEAPSS GL344 specifically</li> <li>Food Tech room contains non alcohol based hand sanitiser in wall dispenser.</li> <li>Covid specific RA completed</li> </ul>	ESN	Ongoing	
<b>Art</b>				
<ul style="list-style-type: none"> <li>Art department should review what practical sessions can be delivered and update risk assessments and lesson plans accordingly.</li> <li>Key considerations for practical activities include supervising pupils, managing movement in the room, management of equipment, demonstrations instead of practical activities, transferring specialist equipment between bubbles, cleaning or quarantining of equipment, access to PPE especially where supplies were donated to the NHS.</li> <li>Reference should be made to latest CLEAPSS guidance.</li> </ul>	<ul style="list-style-type: none"> <li>HOD and LM of art and textiles plan with technician referring to general advice supporting art and textiles and CLEAPSS GL344 specifically</li> </ul>	SOS	Ongoing	
<b>Education, Health and Care (EHC) Plans (DfE page 59)</b>				
<ul style="list-style-type: none"> <li>Liaise with partner organisations to deliver EHC plans.</li> <li>Undertake timely planning for placements in September.</li> </ul>	<ul style="list-style-type: none"> <li>Senco worked closely with SCC and CHS case officer with the planning of placements of EHCP students for September. Transition programme in place for these students</li> </ul>	SBR	1/3	
<b>Behaviour, discipline, and wellbeing expectations (DfE page 59)</b>				

Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
<ul style="list-style-type: none"> <li>▪ Specific pupils with challenging behaviour should be identified and a risk assessment completed for each pupil with regards to the increased risk to others from the spread of coronavirus because of their behaviour.</li> <li>▪ This could include pupils who would not normally require an individual approach but with the new measures in place may require an assessment.</li> <li>▪ Additional measures and PPE may be required for staff in some circumstances.</li> <li>▪ School behaviour policy to be reviewed to take account of COVID-19 and any new measures in place.</li> </ul>	<ul style="list-style-type: none"> <li>▪ School adapted behaviour policy shared with staff; students and parents.</li> <li>▪ The school's high expectations on behaviour still continuous to be a priority.</li> <li>▪ Teachers will use the school behaviour system and reminders to ensure social distancing rules are adhered to.</li> <li>▪ Staff will be supported by the Senior Leadership Team who will remove any student who is acting in a way which is unsafe to others.</li> <li>▪ The Head teacher has the option to use the most serious sanctions for any deliberate breaches of the behaviour policy.</li> <li>▪ Detentions to be organised by year group with each year group in a different room.</li> </ul>	CHL & SBR  All staff  All teachers  SLT  ZMK  HOY	March  Ongoing  Ongoing  Ongoing  Ongoing	
<b>Pupil wellbeing and support</b>				
<ul style="list-style-type: none"> <li>▪ Consider the provision of pastoral and extra-curricular activities for pupil wellbeing and support.</li> <li>▪ Provide more focused pastoral support where issues are identified that individual pupils may need help with, including support resources available from DfE and partners.</li> <li>▪ Consider support needs of particular groups they are already aware need additional help (for example, children in need), and any groups they identify as newly vulnerable on their return to school.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Continued focus on health and wellbeing in form time and our clear process for raising concerns will be followed by all staff.</li> <li>▪ Support workers and heads of year will play key role in checking on students' pastoral wellbeing. This might involve removing for 1-1 conversations from lessons as we have successfully done with year 10 students this term.</li> <li>▪ Pastoral, SEN and Senior team will continue discuss student health and wellbeing issues where they occur, and create a plan to deal with these issues when they are identified.</li> <li>▪ The Attendance Officer and Head of Year will work with families whose children who are not attending to establish a plan to return, which may include a separate risk assessment.</li> </ul>	KHD	Ongoing	

Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
	<ul style="list-style-type: none"> <li>▪ Wellbeing tutor group time timetabled weekly.</li> <li>▪ Student focus groups during first month to review how students feel, what could be improved to make them feel safe etc.</li> </ul>			
<b>Safeguarding</b> (DfE page 63)				
<ul style="list-style-type: none"> <li>▪ Review child protection policies.</li> <li>▪ Coordinate with other agencies and services to ensure support is in place for children.</li> </ul>	<ul style="list-style-type: none"> <li>▪ CP policy reviewed by LGB in November 2020 and this policy reflected the current climate</li> <li>▪ Regular Teams meetings are being held in order to ensure this school is meeting our statutory obligation and the necessary level of support is in place for our most vulnerable families</li> </ul>	CHL	Ongoing	
<b>First aid and care provision</b>				
<ul style="list-style-type: none"> <li>▪ Consider limiting numbers in first aid rooms, cleaning the area after treatment, PPE for first aiders and thorough hand washing. PPE can include fluid resistant masks, gloves, aprons, goggles, or face shields.</li> <li>▪ Have first aiders and welfare staff been made aware of the measures in place and been provided with appropriate training and equipment.</li> <li>▪ Incidents must be recorded as per the school's normal arrangements.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Medical room to be wiped down after each student has been attended to. No more than one student in medical room at a time.</li> <li>▪ Check made to ensure sufficient staff are first aid trained.</li> <li>▪ First aiders briefed for new procedures</li> <li>▪ All first aid equipment will be stored in the first aid room next to the front office. PPE for suspected Covid cases stored in Medical room and Covid Room (interview room)</li> <li>▪ Staff qualified to deliver First Aid will observe social distancing. If this is not possible, due to nature of First Aid requirement, they will wear PPE as appropriate. This will be noted in records as appropriate.</li> <li>▪ There are no students attending school whose care already involves the use of PPE.</li> </ul>	CSS	Ongoing	
<b>Contingency planning for outbreaks</b> (DfE page 66)				
<ul style="list-style-type: none"> <li>▪ Review plans against the DfE contingency framework.</li> <li>▪ Have plans in place for high quality remote provision of education.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Letter drafted for identification of positive cases and necessary contact tracing</li> </ul>	ZMK	Ongoing	

Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
	<ul style="list-style-type: none"> <li>▪ ZMK liaise first with core lead; then the executive team of BET. ZMK communicate plans to chair of governor and then parents.</li> <li>▪ LGN to action 'live teaching' as well as 'remote teaching' timetable to students.</li> <li>▪ Full plans of remote teaching available on school website</li> <li>▪ Handbook produced for parents with how to guide on expectations of remote learning</li> <li>▪ ZMK to issue timetable for staff supporting vulnerable and children of critical workers.</li> <li>▪ Set up a response group included selected SLT, teachers, support staff and union rep to respond to changing context.</li> </ul>			