

## 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 September 2020</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:	Zelia Munnik	Date of completion:	20/08/2020
Risk assessment approved by:	Penny Alford	Date of approval:	20/08/2020
Date risk assessment to be reviewed by:	7/9/2020	Risk assessment no:	Version 7 – 14 <sup>th</sup> December 2020

### Record of risk assessment reviews

Date of review:	23/07/202	Reviewed by:	Rob Isaac	Comments / date of next review:	<ul style="list-style-type: none"> <li>▪ Students to wear their PE kit on PE days</li> <li>▪ Hand sanitizers in each classroom</li> </ul>
Date of review:	25//08/2020	Reviewed by:	Penny Alford	Comments / date of next review:	<ul style="list-style-type: none"> <li>▪ Changes to mask advice following Govt recommendations</li> </ul>
Date of review:	9/11/2020	Reviewed by:	Clare Struthers	Comments / date of next review:	<ul style="list-style-type: none"> <li>▪ Changes to mask requirements following Govt Lockdown 2 Rules</li> <li>▪ Changes to student locations/flows following timetable changes.</li> <li>▪ Changes to use of science rooms for practicals and Year 9 use of DT rooms</li> <li>▪ Singing added for Year 7s to be held in hall following social distancing guidelines</li> <li>▪ Staff given option to wear visors in lessons.</li> </ul>
Date of review:	24/11/2020	Reviewed by:	Clare Struthers	Comments / date of next review:	<ul style="list-style-type: none"> <li>▪ Added details winter uniform</li> <li>▪ Details regarding CEV staff</li> </ul>
Date of review:	14/12/2020	Reviewed by:	Clare Struthers	Comments / date of next review:	<ul style="list-style-type: none"> <li>▪ Updated the self-isolation period from 14 to 10 days from the day after contact with an individual who tested positive (highlighted in red)</li> </ul>

## System of controls

This is the set of actions schools must take. They are grouped into 'prevention' and 'response to any infection' and are outlined in more detail in the sections below.

### Prevention:

1. Minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school.
  2. Clean hands thoroughly more often than usual.
  3. Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach.
  4. Introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach.
  5. Minimise contact between individuals and maintain social distancing wherever possible.
  6. Where necessary, wear appropriate personal protective equipment (PPE).
- Numbers 1 to 4 must be in place in all schools, all the time.
  - Number 5 must be properly considered and schools must put in place measures that suit their particular circumstances.
  - Number 6 applies in specific circumstances.

### Response to any infection:

7. Engage with the NHS Test and Trace process.
  8. Manage confirmed cases of coronavirus (COVID-19) amongst the school community.
  9. Contain any outbreak by following local health protection team advice.
- Numbers 7 to 9 must be followed in every case where they are relevant.

<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>▪ Other family members / persons because of the potential for spread from those in the point above.</li> </ul>

Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
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**1. Minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school.**

<b>Measures to stop persons coming into school with coronavirus symptoms</b>					
<ul style="list-style-type: none"> <li>▪ Ensure that pupils, staff, and other adults do not come into the school if they have coronavirus (COVID-19) symptoms or have tested positive in the last 10 days.</li> <li>▪ Communicate these measures clearly to staff and the school community. Repeat on a regular basis.</li> <li>▪ Public Health England is clear that routinely taking the temperature of pupils is not recommended as this is an unreliable method for identifying coronavirus.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Is there a procedure in place for this?</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> </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 first day of term</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> <li>▪ Parents only visit by appointment – declaration as part of sign-in procedure</li> </ul>	<p>ZMK</p> <p>ZMK</p> <p>AHT</p> <p>ZMK</p> <p>MVN</p> <p>MVN</p> <p>HOY / AHT</p>	<p>28/8</p> <p>2/9</p> <p>4/9</p> <p>August</p> <p>August</p> <p>Ongoing</p> <p>Ongoing</p>	

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		<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> </ul>	<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>	

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		<ul style="list-style-type: none"> <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> </ul>	ALL	Ongoing	
<b>Suspected case of coronavirus in school</b>					
<ul style="list-style-type: none"> <li>If anyone in the school becomes unwell with a new, continuous cough or a high temperature, or has a loss of, or change in, their normal sense of taste or smell (anosmia), they must be sent home and advised to follow government guidance. They must self-isolate for at least 10 days and should arrange to have a test to see if they have coronavirus. Other members of their household (including any siblings) should self-isolate for 10 days from when the symptomatic person first had symptoms.</li> <li>If a child is awaiting collection, they should be moved, if possible, to a room where they can be isolated behind a closed door, depending on the age of the child and with appropriate adult supervision if required. Ideally, a window should be opened for ventilation. If it is not possible to isolate them, move them to an area which is at least 2 metres away from other people.</li> <li>If they need to go to the bathroom while waiting to be collected, they should use a separate bathroom if possible. The bathroom must be cleaned and disinfected using standard cleaning products before being used by anyone else.</li> </ul>	<ul style="list-style-type: none"> <li>Is there a procedure for managing suspected cases of coronavirus?</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> <li>Have welfare staff and others been provided with PPE and training on its use?</li> <li>Is there a procedure for contacting the local public health protection team?</li> </ul>	<ul style="list-style-type: none"> <li>Procedure confirmed as that stated guidance notes in left hand column</li> <li>Dedicated Coronavirus room established for isolation</li> <li>Procedure for contacting local public health protection team and BET in place</li> <li>If procedure in 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> <li>Procedure in place, and storage arranged, for disposal of PPE and other contaminated waste.</li> </ul>	ZMK CS EWN SLT Site team	28/7 September / ongoing September / ongoing September / ongoing 2/9 and ongoing	28/7

Guidance	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>▪ PPE must be worn by staff caring for the child while they await collection if a distance of 2 metres cannot be maintained (such as for a very young child or a child with complex needs).</li> <li>▪ A fluid-resistant surgical face mask should be worn by the supervising adult if a distance of 2 metres cannot be maintained. If contact with the child or young person is necessary, then disposable gloves, a disposable apron and a fluid-resistant surgical face mask should be worn by the supervising adult. If a risk assessment determines that there is a risk of splashing to the eyes, for example from coughing, spitting, or vomiting, then eye protection should also be worn.</li> <li>▪ Any members of staff who have helped someone with symptoms and any pupils who have been in close contact with them do not need to go home to self-isolate unless they develop symptoms themselves (in which case, they should arrange a test) or if the symptomatic person subsequently tests positive (see below) or they have been requested to do so by NHS Test and Trace.</li> <li>▪ Everyone must wash their hands thoroughly for 20 seconds with soap and running water or use hand sanitiser after any contact with someone who is unwell. The area around the person with symptoms must be cleaned with normal household bleach after they have left to reduce the risk of passing the infection on to other people.</li> </ul>					
<p><b>2. Clean hands thoroughly more often than usual.</b></p>					

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<ul style="list-style-type: none"> <li>▪ Coronavirus (COVID-19) is an easy virus to kill when it is on skin. This can be done with soap and running water or hand sanitiser. Schools must ensure that pupils clean their hands regularly, including when they arrive at school, when they return from breaks, when they change rooms and before and after eating.</li> <li>▪ Regular and thorough hand cleaning is going to be needed for the foreseeable future.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Build hand washing into school routines so that children wash their hands regularly, including when they arrive at school, when they return from breaks, when they change rooms and before and after eating.</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 risks around ingestion.</li> <li>▪ Small children and pupils with complex needs should continue to be helped to clean their hands properly. Skin friendly skin cleaning wipes can be used as an alternative.</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</li> </ul>	<ul style="list-style-type: none"> <li>▪ Students trained and reminded through tutor time presentations</li> <li>▪ Students encouraged to 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 to email CSS 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>▪ If a student is moved during a lesson, the desk and surfaces (including backs of chairs) that the student has touched</li> </ul>	<p>Staff</p> <p>SBR</p> <p>Site team</p> <p>All staff</p> <p>Site staff</p> <p>All staff</p> <p>ZMK</p>	<p>September / ongoing</p> <p>Sept 2020</p> <p>28/8</p> <p>September / ongoing</p> <p>September / ongoing</p> <p>September / ongoing</p> <p>September / ongoing</p>	

Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
	<p>expected hygiene standards.</p> <ul style="list-style-type: none"> <li>All staff instructed to actively monitor to ensure all pupils and colleagues are adhering to principles of good hygiene.</li> </ul>	<p>should be wiped down before another person takes their place.</p> <ul style="list-style-type: none"> <li>Posters to encourage handwashing for 20 seconds are in each toilet block.</li> </ul>			
<p><b>3. Ensure good respiratory hygiene by promoting the ‘catch it, bin it, kill it’ approach.</b></p>					
<ul style="list-style-type: none"> <li>The ‘catch it, bin it, kill it’ approach continues to be very important, so schools must ensure that they have enough tissues and bins available in the school to support pupils and staff to follow this routine.</li> <li>Some pupils with complex needs will struggle to maintain as good respiratory hygiene as their peers, for example those who spit uncontrollably or use saliva as a sensory stimulant.</li> <li>The World Health Organisation published a <a href="#">statement on 21 August</a> about children and face coverings. They now advise that “children aged 12 and over should wear a mask under the same conditions as adults, in particular when they cannot guarantee at least a 1-metre distance from others and there is widespread transmission in the area.”</li> <li>Nationwide, the government is not recommending face coverings are necessary in education settings generally because a system of control, applicable to all education environments, provides additional mitigating measures. Schools and colleges will have the discretion to require face coverings in communal areas where social distancing cannot be safely managed, if they believe that it is right in their</li> </ul>	<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> <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 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</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> <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>	<p>Site team</p> <p>SLI</p> <p>CSS</p> <p>SBR</p>	<p>September / ongoing</p> <p>September / ongoing</p> <p>September / ongoing</p>	

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<p>particular circumstances. BET has issued recommendations regarding the use of face coverings in its secondary schools by staff and pupils in Year 7 and above in communal areas such as corridors. Please refer to the separate document: 'BET recommendations on the wearing of face coverings in education.' This includes guidance on how to put on, remove, store and dispose of face coverings.</p> <ul style="list-style-type: none"> <li>Face coverings are required at all times on public transport (for children over the age of 11) or when attending a hospital as a visitor or outpatient.</li> </ul>	<p>are adhering to principles of good hygiene.</p> <ul style="list-style-type: none"> <li>Will there be procedures in place at school entrances for removal of face coverings including bins for disposal.</li> <li>If staff choose to wear face coverings then it must be ensured that they are properly used and disposed of. Employer's should support employees if they choose to wear face coverings, although other measures will be more effective at managing the risk in schools</li> </ul>	<ul style="list-style-type: none"> <li>Face coverings will be removed on arrival at school if the wearer has travelled by public transport.</li> <li>Students and staff will wear face covering when moving around corridor and communal areas.</li> <li>Parents will be informed of our procedures around the use of face masks in a letter</li> </ul>	<p>ZMK</p> <p>ZMK</p>	<p>September / ongoing</p> <p>September</p> <p>August 31<sup>st</sup></p>	
<p><b>4. Introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach.</b></p>					
<p><b>Enhanced cleaning regime</b></p>					
<ul style="list-style-type: none"> <li>An enhanced cleaning regime must be in place that includes more frequent wipe down of high passage area and more frequent cleaning of rooms / shared areas that are used by different groups</li> <li>Different groups do not need to be allocated their own toilet blocks, but toilets will need to be cleaned regularly and pupils must be encouraged to clean their hands thoroughly after using the toilet.</li> </ul>	<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</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 rooms which are used by</li> </ul>	<p>CSS</p> <p>CSS</p> <p>CSS</p>	<p>Sept 2020</p> <p>28/8</p> <p>28/8/</p>	

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<ul style="list-style-type: none"> <li>▪ <b>Note:</b> PHE has provided revised guidance on cleaning which this document incorporates</li> <li>▪ Reducing clutter and removing difficult to clean items can make cleaning easier. Increase the frequency of cleaning, using standard cleaning products such as detergents and bleach, paying attention to all surfaces but especially ones that are touched frequently, such as door handles, light switches, work surfaces, remote controls and electronic devices.</li> <li>▪ As a minimum, frequently touched surfaces should be wiped down twice a day, and one of these should be at the beginning or the end of the working day. Cleaning should be more frequent depending on the number of people using the space, whether they are entering and exiting the setting and access to handwashing and hand-sanitising facilities. Cleaning of frequently touched surfaces is particularly important in bathrooms and communal kitchens.</li> </ul>	<p>doors cleaned more frequently?</p> <ul style="list-style-type: none"> <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>	<p>different bubbles and in high contact areas</p> <ul style="list-style-type: none"> <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>▪ Agreed areas of the school that will be used, and the nature of the provision required</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>	<p>Students under supervision and staff</p>	<p>Ongoing for each new session</p>	
<b>Hazards from using new or different hazardous products</b>					
<ul style="list-style-type: none"> <li>▪ If any new cleaning, sanitisation, or other products are used then they should be assessed as with any other hazardous substance.</li> </ul>	<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</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> </ul>	<p>CSS</p> <p>PAN</p>	<p>28/8/</p> <p>28/8/ and ongoing</p>	

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	<ul style="list-style-type: none"> <li>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>▪ As necessary, all staff and students briefed on significant finding or precautions.</li> </ul>	CSS via ZMK	September / ongoing	
<b>Contaminated waste</b>					
<ul style="list-style-type: none"> <li>▪ Contaminated or potentially contaminated waste must be dealt properly to reduce the risk of the spread of coronavirus.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Waste from possible cases and cleaning of areas where possible cases have been (including disposable cloths and tissues) should be double bagged in plastic rubbish bags and ideally then in a bin.</li> <li>▪ It should then be put in a suitable and secure place and marked for storage until the individual's test results are known.</li> <li>▪ You should not put your waste in communal waste areas until negative test results are known or the waste has been stored for at least 72 hours.</li> <li>▪ If the individual tests negative, this can be put in with the normal waste</li> <li>▪ If the individual tests positive, then store it for at</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.</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 Site team Site team  ZMK  SLT	August 2020 September / ongoing September / ongoing  September  September / ongoing	

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	<p>least 72 hours and put in with the normal waste</p> <ul style="list-style-type: none"> <li>If storage for at least 72 hours is not appropriate, arrange for collection as a Category B infectious waste either by your local waste collection authority or contractor.</li> </ul>				

## 5. Minimise contact between individuals and maintain social distancing wherever possible.

### Maintaining groups or bubbles

<ul style="list-style-type: none"> <li>Minimising contacts and mixing between people reduces transmission of coronavirus (COVID-19). Schools must do everything possible to minimise contacts and mixing while delivering a broad and balanced curriculum.</li> <li>The overarching principle to apply is reducing the number of contacts between children and staff. This can be achieved through keeping groups separate (in 'bubbles') and through maintaining distance between individuals. These are not alternative options and both measures will help.</li> <li>Maintaining consistent groups remains important, but given the decrease in the prevalence of coronavirus (COVID-19) and the resumption of the full range of curriculum subjects, schools may need to change the emphasis on bubbles within their system of controls and increase the size of these groups.</li> <li>In secondary schools, and certainly in the older age groups at key stage 4 and key stage 5, the groups</li> </ul>	<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>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,</li> </ul>	<ul style="list-style-type: none"> <li>School will operate 4 bubbles.</li> <li>We will continue to offer our normal broad and balance curriculum.</li> <li>Students spread throughout 4 corridors – each year group on a corridor.</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> </ul>	HOY	September	
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<p>are likely to need to be the size of a year group to enable schools to deliver the full range of curriculum subjects and students to receive specialist teaching. If this can be achieved with small groups, they are recommended.</p> <ul style="list-style-type: none"> <li>▪ In the younger years at secondary (key stage 3), schools may be able to implement smaller groups the size of a full class. If that can be achieved, it is recommended, as this will help to reduce the number of people who could be asked to isolate should someone in a group become ill with coronavirus (COVID-19).</li> <li>▪ Schools should assess their circumstances and if class-sized groups are not compatible with offering a full range of subjects or managing the practical logistics within and around school, they can look to implement year group sized ‘bubbles’.</li> <li>▪ Whatever the size of the group, they should be kept apart from other groups where possible and older children should be encouraged to keep their distance within groups.</li> <li>▪ Schools with the capability to do it should take steps to limit interaction, sharing of rooms and social spaces between groups as much as possible.</li> <li>▪ When using larger groups, the other measures from the system of controls become even more important, to minimise transmission risks and to minimise the numbers of pupils and staff who may need to self-isolate. It is recognised that younger children will not be able to maintain social</li> </ul>	<p>particularly for older children.</p> <ul style="list-style-type: none"> <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> </ul>	<ul style="list-style-type: none"> <li>▪ Students will move in and out at teacher instructions, ensuring they remain 1m apart at all times</li> <li>▪ Teachers and students will move between classrooms. Students will remain in their bubble corridor with the exception of IT/PE lessons. Year 9 and 10 will access DT/Art rooms for options subjects on separate days with cleaning between.</li> <li>▪ Year groups will not mix / be in contact with one another.</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 INSET training.</li> <li>▪ The timetable is revised to implement:</li> </ul>	<p>CHL</p>	<p>2/9</p>	

Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
<p>distancing, and it is acceptable for them not to distance within their group.</p> <ul style="list-style-type: none"> <li>▪ Both the approaches of separating groups and maintaining distance are not ‘all-or-nothing’ options and will still bring benefits even if implemented partially. Some schools may keep children in their class groups for the majority of the classroom time, but also allow mixing into wider groups for specialist teaching, wraparound care and transport, or for boarding pupils in one group residentially and another during the school day. Siblings may also be in different groups. Endeavouring to keep these groups at least partially separate and minimising contacts between children will still offer public health benefits as it reduces the network of possible direct transmission.</li> <li>▪ All teachers and other staff can operate across different classes and year groups to facilitate the delivery of the school timetable. This will be particularly important for secondary schools. Where staff need to move between classes and year groups, they should try and keep their distance from pupils and other staff as much as they can, ideally 2 metres from other adults. Again, we recognise this is not likely to be possible with younger children and teachers in primary schools can still work across groups if that is needed to enable a full educational offer.</li> </ul>		<ul style="list-style-type: none"> <li>✓ Lessons and activities which limit movement between areas</li> <li>✓ Students to continue with their core PE and PSHE sessions</li> <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> <li>✓ Drop-off and collection arrangements are staggered to avoid clustering in the same area</li> </ul>			
<b>Measures within the classroom</b>					

Guidance	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>▪ Maintaining a distance between people whilst inside and reducing the amount of time they are in face to face to contact lowers the risk of transmission.</li> <li>▪ It is strong public health advice that staff in secondary schools maintain distance from their pupils, staying at the front of the class, and away from their colleagues where possible. Ideally, adults should maintain 2 metre distance from each other, and from children.</li> <li>▪ This is not always possible, particularly when working with younger children, but if adults can do this when circumstances allow that will help. In particular, they should avoid close face to face contact and minimise time spent within 1 metre of anyone. Similarly, it will not be possible when working with many pupils who have complex needs or who need close contact care. These pupils' educational and care support should be provided as normal.</li> <li>▪ For children old enough, they should also be supported to maintain distance and not touch staff and their peers where possible. This will not be possible for the youngest children and some children with complex needs and it is not feasible in some schools where space does not allow. Schools doing this where they can, and even doing this some of the time, will help.</li> <li>▪ When staff or children cannot maintain distancing, particularly with younger children in primary schools, the risk can also be reduced by keeping pupils in smaller, class-sized groups.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Small adaptations can be made in classrooms to support distancing where possible, for example seating pupils side by side and facing forwards, rather than face to face or side on, and might include moving unnecessary furniture out of classrooms to make more space.</li> <li>▪ A 2m space around the teacher's desk should be maintained wherever possible.</li> <li>▪ Consider if moving furniture will also allow for better access routes maximising distance from other desks etc.</li> <li>▪ All spaces should be well ventilated using windows etc where possible. See also notes on air conditioning in premises section below.</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 Art and Food Tech, if they go ahead, use individual sets of resources which are cleaned after every use</li> </ul>	ZMK	Sept 2020	

Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
<b>Measures elsewhere</b>					
<ul style="list-style-type: none"> <li>▪ Groups should be kept apart, meaning that schools should avoid large gatherings such as assemblies or collective worship with more than one group.</li> <li>▪ When timetabling, groups should be kept apart and movement around the school site kept to a minimum. While passing briefly in the corridor or playground is low risk, schools should avoid creating busy corridors, entrances and exits. Schools should also consider staggered break times and lunch times (and time for cleaning surfaces in the dining hall between groups).</li> <li>▪ Schools should also plan how shared staff spaces are set up and used to help staff to distance from each other. Use of staff rooms should be minimised, although staff must still have a break of a reasonable length during the day.</li> </ul>	<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. Only take-away food will be available at lunchtime.</li> <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</li> </ul>	ZMK	Sept 2020	

Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
		<p>admitting students to classrooms.</p> <ul style="list-style-type: none"> <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</li> </ul>			

Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
		use of door handles and aid ventilation			
<b>Measures for arriving at and leaving school</b>					
<ul style="list-style-type: none"> <li>▪ Travel to school patterns differ greatly between schools. If those patterns allow, schools should consider staggered starts or adjusting start and finish times to keep groups apart as they arrive and leave school. Staggered start and finish times should not reduce the amount of overall teaching time.</li> <li>▪ Schools should also have a process for removing face coverings when pupils and staff who use them arrive at school and communicate it clearly to them. Pupils must be instructed not to touch the front of their face covering during use or when removing them. They must wash their hands immediately on arrival (as is the case for all pupils), dispose of temporary face coverings in a covered bin or place reusable face coverings in a plastic bag they can take home with them, and then wash their hands again before heading to their classroom.</li> </ul>	<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 the day the same but starting and finishing later to avoid rush hour.</li> <li>▪ Consider how to communicate this to parents and reinforce it as necessary.</li> <li>▪ Ensure procedures are in place for removal of face coverings when arriving at school.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Students to arrive at the allocated time</li> <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>	<p>ZMK</p> <p>AHT</p> <p>All staff</p>	<p>Sept 2020</p> <p>September / ongoing</p> <p>September / ongoing</p>	
<b>Equipment and resources</b>					
<ul style="list-style-type: none"> <li>▪ Equipment and resources are integral to education in schools.</li> <li>▪ For individual and very frequently used equipment, such as pencils and pens, it is recommended that</li> </ul>	<ul style="list-style-type: none"> <li>▪ Are staff and pupils reminded to use their own pencils and pens?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Letter to students / parents with arrangements for students to bring their own common stationery items with a list of</li> </ul>	ZMK	Sept 2020	

Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
<p>staff and pupils have their own items that are not shared.</p> <ul style="list-style-type: none"> <li>Classroom based resources, such as books and games, can be used and shared within the bubble; these should be cleaned regularly, along with all frequently touched surfaces.</li> <li>Resources that are shared between classes or bubbles, such as sports, art and science equipment should be cleaned frequently and meticulously and always between bubbles, or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles.</li> <li>Outdoor playground equipment should be more frequently cleaned. This would also apply to resources used inside and outside by wraparound care providers.</li> <li>It is still recommended that pupils limit the amount of equipment they bring into school each day, to essentials such as lunch boxes, hats, coats, books, stationery, and mobile phones. Bags are allowed. Pupils and teachers can take books and other shared resources home, although unnecessary sharing should be avoided, especially where this does not contribute to pupil education and development.</li> </ul>	<ul style="list-style-type: none"> <li>Are there measures to limit sharing of resources as much as is possible?</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> </ul>	<p>items allowed to limit what is brought in.</p> <ul style="list-style-type: none"> <li>Sharing of resources are limited through the re-design of the timetable in terms of year group bubbles.</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. ICT rooms are, wherever possible, allocated to specific bubbles</li> <li>Practical equipment (DT, art, PE) to be cleaned by teachers between bubbles 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>All staff</p> <p>Students</p>	<p>September / ongoing</p> <p>September / ongoing</p>	
<p><b>6. Where necessary, wear appropriate personal protective equipment (PPE)</b></p>					
<ul style="list-style-type: none"> <li>The majority of staff in education settings will not require PPE beyond what they would normally need for their work. PPE is only needed in a very small number of cases, including:</li> </ul>	<ul style="list-style-type: none"> <li>Where staff have been identified as needing PPE, have they been provided with appropriate supplies?</li> </ul>	<ul style="list-style-type: none"> <li>Staff given option to wear visors when teaching and around school.</li> <li>Staff and students will wear face covering when moving</li> </ul>	<p>CSS</p>	<p>August 2020</p>	

Guidance	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 an individual child or young person becomes ill with coronavirus (COVID-19) symptoms while at schools, and only then if a distance of 2 metres cannot be maintained</li> <li>where a child or young person already has routine intimate care needs that involves the use of PPE, in which case the same PPE should continue to be used</li> </ul>	<ul style="list-style-type: none"> <li>Have staff identified as needing PPE been provided with appropriate training and information on correct use and disposal?</li> </ul>	<p>between classrooms and in all communal areas (including dining hall) in line with updated government guidelines.</p>			
<b>7. Engage with the NHS Test and Trace process</b>					
<ul style="list-style-type: none"> <li>Schools must ensure that staff members and parents/carers understand that they will need to be ready and willing to book a test if they are displaying symptoms.</li> <li>Staff and pupils must not come into the school if they have symptoms and must be sent home to self-isolate if they develop them in school.</li> <li>All children can be tested, including children under 5, but children aged 11 and under will need to be helped by their parents/carers if using a home testing kit</li> <li>Staff and parents / carers must provide details of anyone they have been in close contact with if they were to test positive for coronavirus (COVID-19) or if contacted by NHS Test and Trace to self-isolate if they have been in close contact with someone who develops coronavirus (COVID-19) symptoms or someone who tests positive for coronavirus (COVID-19)</li> <li>Schools should ask parents and staff to inform them immediately of the results of a test.</li> </ul>	<ul style="list-style-type: none"> <li>Is there a clear understanding in the school around NHS Test and Trace procedures?</li> <li>Are the contact details for local Public Health Protection Team available?</li> <li>Have the requirements around 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> </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 are aware that they need to inform the school once results become available.</li> <li>Procedures in place if staff or student remain at home with CV19 symptoms.</li> </ul>	<p>CSS</p> <p>ZMK</p>	<p>August 2020</p> <p>28/8</p>	
<b>8. Manage confirmed cases of coronavirus (COVID-19) amongst the school community</b>					

Guidance	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 must take swift action when they become aware that someone who has attended has tested positive for coronavirus (COVID-19). Schools should contact the local health protection team.</li> <li>▪ The local health protection team will work with schools to guide them through the actions they need to take. Based on the advice from the health protection team, schools must send home those people who have been in close contact with the person who has tested positive, advising them to self-isolate for 10 days since they were last in close contact with that person when they were infectious.</li> <li>▪ The health protection team will provide definitive advice on who must be sent home. To support them in doing so, we recommend schools keep a record of pupils and staff in each group, and any close contact that takes places between children and staff in different groups (see section 5 of system of control for more on grouping pupils). This should be a proportionate recording process.</li> <li>▪ Household members of those contacts who are sent home do not need to self-isolate themselves unless the child, young person or staff member who is self-isolating subsequently develops symptoms. If someone in a class or group that has been asked to self-isolate develops symptoms themselves within their 10-day isolation period they should follow ‘stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection’. They should get a test, and:</li> </ul>	<ul style="list-style-type: none"> <li>▪ Are staff aware of the need to contact the local health protection team?</li> <li>▪ Are contact details for the local health protection team available?</li> <li>▪ Are proportionate records of pupils and staff in each group and close contacts between groups maintained?</li> <li>▪ Ensure that all visitors to the school sign in and there is a means to contact them if needs be. Normal signing in records would be sufficient.</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</li> </ul>	<p>ZMK</p> <p>CSS</p> <p>CSS</p> <p>EWA</p> <p>CDS/EWN/ GJS</p> <p>ZMK</p> <p>ZMK</p> <p>CSS</p>	<p>Sept 2020</p> <p>28/8</p> <p>August</p> <p>September / ongoing</p> <p>September / ongoing</p> <p>September / ongoing</p> <p>September / ongoing</p> <p>August</p>	

Guidance	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>▪ if the test delivers a negative result, they must remain in isolation for the remainder of the 14-day isolation period. This is because they could still develop the coronavirus (COVID-19) within the remaining days.</li> <li>▪ if the test result is positive, they should inform their setting immediately, and must isolate for at least 10 days from the onset of their symptoms (which could mean the self-isolation ends before or after the original 10-day isolation period). Their household should self-isolate for at least 10 days from when the symptomatic person first had symptoms, following ‘stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection’</li> <li>▪ Schools should not request evidence of negative test results or other medical evidence before admitting children or welcoming them back after a period of self-isolation.</li> </ul>		<p>outlines the management of medical emergencies.</p> <ul style="list-style-type: none"> <li>▪ Staff have been emailed of updated arrangements during this lockdown period</li> </ul>	ZMK	September / ongoing	
<b>9. Contain any outbreak by following local health protection team advice</b>					
<ul style="list-style-type: none"> <li>▪ If schools have two or more confirmed cases within 14 days, or an overall rise in sickness absence where coronavirus (COVID-19) is suspected, they may have an outbreak, and must continue to work with their local health protection team who will be able to advise if additional action is required.</li> <li>▪ In some cases, health protection teams may recommend that a larger number of other pupils self-isolate at home as a precautionary measure – perhaps the whole site or year group. If schools are implementing controls from this list, addressing the</li> </ul>	<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> </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> </ul>	ZMK  ZMK	Sept 2020  As required	



Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
	adhering to government guidelines. Seek a copy of their risk assessment and operating plan.				
<b>Public transport</b>					
<ul style="list-style-type: none"> <li>In many areas, pupils normally make extensive use of the wider public transport system, particularly public buses. We expect that public transport capacity will continue to be constrained in the autumn term. Its use by pupils, particularly in peak times, should be kept to an absolute minimum.</li> <li>Schools should work with partners to consider staggered start times to enable more journeys to take place outside of peak hours. We recognise that this option will be more feasible in some circumstances than others.</li> </ul>	<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.</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>We are working alongside SCC to include CHS with the new Yellow bus scheme.</li> <li>All parents are encouraged to follow safer travel guidance.</li> </ul>	LGN ZMK LGN	Sept 2020 28/8 Ongoing	
<b>Pupils who are shielding or self-isolating</b>					
<ul style="list-style-type: none"> <li>We now know much more about coronavirus (COVID-19) and so in future there will be far fewer children and young people advised to shield whenever community transmission rates are high.</li> <li>A small number of pupils will still be unable to attend in line with public health advice because they are self-isolating</li> <li>Shielding advice for all adults and children will pause on 1 August, subject to a continued decline in the rates of community transmission of coronavirus (COVID-19). This means that even the small number</li> </ul>	<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.</li> <li>Monitor engagement with remote education.</li> <li>Discuss and engage with pupils and their parents regarding any concerns</li> </ul>	<ul style="list-style-type: none"> <li>We don't currently have any students who may not be able to attend school.</li> <li>SMHW used to provide remote education where needed – and for a more major lock-down, will revert to live teaching through TEAMS.</li> <li>Anxiety engagement list prepared</li> </ul>	HOY KHD KHD	Ongoing August August	



Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
<p>significantly, including those who are extremely clinically vulnerable and clinically vulnerable. We expect this will allow most staff to return to the workplace, although we advise those in the most at risk categories to take particular care while community transmission rates continue to fall.</p> <ul style="list-style-type: none"> <li>Individuals who were considered to be clinically extremely vulnerable and received a letter advising them to shield are now advised that they can return to work from 1 August as long as they maintain social distancing.</li> <li>People who live with those who are clinically extremely vulnerable or clinically vulnerable can attend the workplace.</li> </ul>	<p>enable them to work remotely where possible or in roles in school where it is possible to maintain social distancing.</p>	<ul style="list-style-type: none"> <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> <li>Arrangements to support staff mental and physical wellbeing included in briefing.</li> </ul>	<p>ZMK</p> <p>ZMK</p>	<p>August</p> <p>2/9</p>	
<p><b>People who live with those who are clinically extremely vulnerable or clinically vulnerable can attend the workplace.</b></p>					
<ul style="list-style-type: none"> <li>Some people with particular characteristics may be at comparatively increased risk from coronavirus (COVID-19).</li> <li>The reasons are complex and there is ongoing research to understand and translate these findings for individuals in the future. If people with significant risk factors are concerned, we recommend schools discuss their concerns and explain the measures the school is putting in place to reduce risks. School leaders should try as far as practically possible to accommodate additional measures where appropriate.</li> <li>People who live with those who have comparatively increased risk from coronavirus (COVID-19) can attend the workplace.</li> </ul>	<ul style="list-style-type: none"> <li>Consideration should be given to summarising risk and measures by role as indicated in the persons covered section at the start of this risk assessment.</li> <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>	<ul style="list-style-type: none"> <li>Consideration are given to those affected.</li> <li>Staff survey to confirm latest position.</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> <li>Arrangements to support staff mental and physical wellbeing included in briefing.</li> </ul>	<p>ZMK</p>	<p>Sept 2020</p>	

Guidance	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 have a legal obligation to protect their employees, and others, from harm and should continue to assess health and safety risks and consider how to meet equalities duties in the usual way. Following the steps in this guidance will mitigate the risks of coronavirus (COVID-19) to pupils and staff and help schools to meet their legal duties to protect employees and others from harm.</li> </ul>					
<b>Staff working remotely</b>					
<ul style="list-style-type: none"> <li>Where staff do work remotely, employer health and safety responsibilities still apply.</li> </ul>	<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 any new member of staff</li> <li>Guidance on setting up a safe and suitable work area shared with staff.</li> <li>Weekly briefings on Monday mornings</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</li> </ul>	<p>CSS</p> <p>ZMK</p>	<p>August 2020</p> <p>Sept 2020</p>	

Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
		night; weekly zoom chat at the end of the day on Fridays <ul style="list-style-type: none"> <li>▪ Staff receive new Educare courses to complete each week</li> <li>▪ DSE document has been shared with all</li> </ul>			
<b>Supporting staff</b>					
<ul style="list-style-type: none"> <li>▪ Governing boards and school leaders should have regard to staff (including the headteacher) work-life balance and wellbeing. Schools should ensure they have explained to all staff the measures they are proposing putting in place and involve all staff in that process.</li> <li>▪ All employers have a duty of care to their employees, and this extends to their mental health. Schools already have mechanisms to support staff wellbeing and these will be particularly important, as some staff may be particularly anxious about returning to school.</li> </ul>	<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> </ul>	<ul style="list-style-type: none"> <li>▪ Conference days on the 1<sup>st</sup> and 2<sup>nd</sup> September.</li> <li>▪ Logistical plans on systems and processes to be explained to all staff on the 1<sup>st</sup> September by Chris Howell.</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> </ul>	ZMK  CHL          SLI  SLI	Sept 2020  2/9          September / ongoing	

Guidance	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 staff know where to get additional support e.g. counselling or helplines.</li> </ul>				
<b>Catering</b>					
<ul style="list-style-type: none"> <li>We expect that kitchens will be fully open from the start of the autumn term and normal legal requirements will apply about provision of food to all pupils who want it, including for those eligible for benefits-related free school meals or universal infant free school meals.</li> <li>School kitchens can continue to operate but must comply with the guidance for food businesses on coronavirus (COVID-19).</li> </ul>	<ul style="list-style-type: none"> <li>Confirm with catering provider that all relevant safety procedures are in place and that they are adhering to government guidelines</li> <li>Ensure that catering providers 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	September / ongoing	
<b>Estates / Premises</b>					
<b>Maintenance</b>					
<ul style="list-style-type: none"> <li>We do not consider it necessary for schools to make significant adaptations to their site to enable them to welcome all children back to school. We also do not think schools will need to deliver any of their education on other sites (such as community centres / village halls) because class sizes can return to normal and spaces used by more than one class or group can be cleaned between use.</li> </ul>	<ul style="list-style-type: none"> <li>Carry out an end of summer holiday commission of the premises as normal including testing of fire systems and flushing through of little used water outlets.</li> </ul>	<ul style="list-style-type: none"> <li>Playground should be cornered off for different year groups.</li> <li>Clare Struthers and Paul Allen to continue a site walk before the start of term to ensure all areas are 'student ready'.</li> <li>PAN conduct a walkthrough of the entire site, internally and</li> </ul>	CSS	August / ongoing	

Guidance	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>▪ Continue with normal maintenance and inspection activities, including contractor visits ensuring that statutory maintenance and inspection is carried out.</li> <li>▪ Consider if additional equipment such as wash basins, sanitising stations, or bins etc will be needed.</li> </ul>	<p>externally, to ensure that no new hazards exist. Premises safety checks and maintenance updates as per Managing school premises during the coronavirus outbreak are carried out.</p> <ul style="list-style-type: none"> <li>▪ Signage clearly displayed in the school.</li> <li>▪ Every toilet has a clear signage regarding cleanliness and sanitation.</li> <li>▪ Soft furnishings and items that are hard to clean are removed.</li> <li>▪ Staff facilities in the staffroom must be cleaned regularly during the working day.</li> <li>▪ New hand sanitiser dispensers installed in all classrooms and communal areas.</li> </ul>			
<b>Ventilation</b>					
<ul style="list-style-type: none"> <li>▪ Once the school is in operation, it is important to ensure good ventilation.</li> <li>▪ In classrooms, it will be important that schools improve ventilation (for example, by opening windows).</li> <li>▪ HSE advice states that the risk of air conditioning spreading coronavirus is extremely low. If you use a centralised ventilation system that removes and circulates air to different rooms, it is recommended that you turn off recirculation and use a fresh air</li> </ul>	<ul style="list-style-type: none"> <li>▪ If air handling systems that move air between rooms are used that 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</li> </ul>	<ul style="list-style-type: none"> <li>▪ All classroom and office doors to be open.</li> <li>▪ Doors at the entrance of each stair case should be propped open.</li> <li>▪ All windows to be open at least ajar at the start of the day</li> </ul>	Site team	September / ongoing	

Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
<p>supply. You do not need to adjust other types of air conditioning systems.</p>	<p>changed as per manufacturer instructions. Take additional care when changing filters.</p> <ul style="list-style-type: none"> <li>▪ Keep windows open in occupied rooms wherever possible.</li> <li>▪ With due regard to fire safety, doors may be temporarily propped open to limit touching of door handles and aid ventilation. When an area or room is not in use all doors must be shut. 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>				
<b>Fire safety</b>					
<ul style="list-style-type: none"> <li>▪ Consider if any changes are required to emergency evacuation procedures because of any other changes made to provision in school e.g. where pupils and staff are located.</li> <li>▪ A full fire drill may not be appropriate but ensure all staff are familiar with any changes to arrangements. Make sure any other persons e.g. contractors on site are aware of any changes.</li> </ul>	<ul style="list-style-type: none"> <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 group</li> </ul>	<ul style="list-style-type: none"> <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>▪ Lockdown to be reviewed in the first week back in September.</li> </ul>	<p>CHL</p> <p>ZMK</p>	<p>Sept 2020</p> <p>8/9</p>	

Guidance	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>Other emergency procedures e.g. lockdown should be reviewed as required.</li> </ul>	<p>and especially for new pupils to the school.</p>	<ul style="list-style-type: none"> <li>Fire evacuation drill completed</li> </ul>	CSS	11/9	
<b>First aid and care provision</b>					
<ul style="list-style-type: none"> <li>The school must maintain suitable first aid and where needed paediatric first aid cover as normal.</li> <li>Social distancing and hygiene control measures must be maintained so far as is reasonably practicable when providing first aid.</li> <li>If staff need to escort pupils to the welfare room then social distancing and hygiene should be maintained. If this is not possible, then PPE should be used.</li> <li>All first aid equipment will always be accessible.</li> <li>Children, young people, and students whose care routinely already involves the use of PPE due to their intimate care needs should continue to receive their care in the same way</li> <li>If a child, young person, or other learner becomes unwell with symptoms of coronavirus while in their setting and needs direct personal care until they can return home then a fluid-resistant surgical face mask should be worn by the supervising adult if a distance of 2 metres cannot be maintained. If contact with the child or young person is necessary, then disposable gloves, a disposable apron and a fluid-resistant surgical face mask should be worn by the supervising adult. If a risk assessment determines that there is a risk of splashing to the eyes, for example from coughing, spitting, or vomiting, then eye protection should also be worn.</li> </ul>	<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 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>5 First Aid trainers in the school.</li> <li>New First aiders trained 25<sup>th</sup> August (completed)</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 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> </ul>	<p>CSS</p> <p>CSS</p>	September / ongoing	

Guidance	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>There are no students attending school whose care already involves the use of PPE.</li> </ul>			
<b>Educational visits</b>					
<ul style="list-style-type: none"> <li>Domestic (UK) overnight and overseas educational visits at this stage are advised against.</li> <li>In the autumn term, schools can resume non-overnight domestic educational visits.</li> <li>This should be done in line with protective measures, such as keeping children within their consistent group, and the COVID-secure measures in place at the destination. Schools should also make use of outdoor spaces in the local area to support delivery of the curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>Ensure educational visit planning and approval process is in place.</li> <li>Ensure existing groups remain together when on visits.</li> <li>Consider what additional Covid-19 control measures are needed when visiting indoor and outdoor venues.</li> </ul>	<ul style="list-style-type: none"> <li>All educational trips and visits paused for the Autumn Term.</li> <li>Duke of Edinburgh expedition details are to be confirmed.</li> </ul>	CHL/CSS	September	
<b>School uniform</b>					
<ul style="list-style-type: none"> <li>It is for the governing body of a school (or the academy trust, in the case of academies) to make decisions regarding school uniform. Some schools may have relaxed their uniform policy while only certain categories of pupils were attending. We would, however, encourage all schools to return to their usual uniform policies in the autumn term. Uniform can play a valuable role in contributing to the ethos of a school and setting an appropriate tone.</li> </ul>	<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> </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 wear winter uniform from 9<sup>th</sup> November until February half term (tights for girls, joggin bottoms for PE kits) to ensure students are not experiencing cold in ventilated classrooms</li> <li>Students will be required to wear full PE kit for PE lessons, they will wear PE kit to school</li> </ul>	ZMK  ZMK	September / ongoing  August	

Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
		<p>on their PE lesson days. Students will remain in PE Kit all day.</p> <ul style="list-style-type: none"> <li>Letter to parents to confirm this information</li> </ul>			
<b>Extra-curricular provision</b>					
<ul style="list-style-type: none"> <li>Schools should consider resuming any breakfast and after-school provision, where possible, from the start of the autumn term. We recognise that schools may need to respond flexibly and build this up over time.</li> <li>We recognise that this will be logistically challenging for schools, particularly for clubs that would normally offer support across year groups, where parents are using multiple providers, or where childminders are picking up/dropping off pupils. Schools should carefully consider how they can make such provision work alongside their wider protective measures, including keeping children within their year groups or bubbles where possible. If it is not possible to maintain bubbles being used during the school day then schools should use small, consistent groups.</li> </ul>	<ul style="list-style-type: none"> <li>Keep children within their year groups or bubbles where possible.</li> <li>Where this is not possible use small consistent groups.</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 after lockdown 2. 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>	<p>CSS</p> <p>CBL</p> <p>MHR</p>	<p>August</p> <p>September / ongoing</p> <p>September / ongoing</p>	
<b>Curriculum expectations</b>					
<b>Music</b>					

Guidance	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 note that there may be an additional risk of infection in environments where you or others are singing, chanting, playing wind or brass instruments or shouting. This applies even if individuals are at a distance. Schools should consider how to reduce the risk, particularly when pupils are playing instruments or singing in small groups such as in music lessons. by, for example, physical distancing and playing outside wherever possible, limiting group sizes to no more than 15, positioning pupils back-to-back or side-to-side, avoiding sharing of instruments, and ensuring good ventilation.</li> <li>▪ Singing, wind and brass playing should not take place in larger groups such as school choirs and ensembles, or school assemblies.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Plan provision to reduce risks e.g. physical distancing and playing outside wherever possible, limiting group sizes to no more than 15, positioning pupils back-to-back or side-to-side, avoiding sharing of instruments, and ensuring good ventilation.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Music will continue as part of the curriculum in the Autumn Term, It will include singing for year 7s to be held in the hall, socially distanced.</li> <li>▪ Music room is laid out in order for students to sit side-to-side and not to share music instruments.</li> <li>▪ Whole school assemblies will not take place. Assemblies will take place in tutor bubbles through TEAMS.</li> </ul>	CHL/ MHR	September	
<b>Physical activity in schools</b>					
<ul style="list-style-type: none"> <li>▪ Schools have the flexibility to decide how physical education, sport and physical activity will be provided whilst following the measures in their system of controls.</li> <li>▪ Outdoor sports should be prioritised where possible, and large indoor spaces used where it is not, maximising distancing between pupils and paying scrupulous attention to cleaning and hygiene. This is particularly important in a sports setting because of the way in which people breathe during exercise. External facilities can also be used in line with government guidance for the use of, and travel to and from, those facilities.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Prioritise outdoor sports wherever possible.</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>▪ Contact sports are to be avoided.</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>▪ Students allocated year group areas outside in the playground to use during break and lunch times.</li> <li>▪ No fixtures planned for the Autumn Term</li> </ul>	SLI / CBL	September / ongoing	

Guidance	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 are able to work with external coaches, clubs, and organisations for curricular and extra-curricular activities where they are satisfied that this is safe to do so</li> <li>▪ Further guidance is available from AfPE: COVID-19: Interpreting the Government Guidance in a PESSPA Context July 2020 A practical self-review tool for risk assessment</li> </ul>		<ul style="list-style-type: none"> <li>▪ On the days where students have PE, they will come into school in their PE kits.</li> <li>▪ PE HOD and LM produce action plan</li> </ul>			
<b>Science</b>					
<ul style="list-style-type: none"> <li>▪ In addition to general control measures in schools there should be appropriate planning and consideration for delivering practical activities in science. This would be expected to be led by the department.</li> <li>▪ Reference should be made to CLEAPSS GL343 – Guide to doing practical work during the COVID-19 Pandemic – Science, and other supporting guides</li> </ul>	<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 introduced from 9<sup>th</sup> November for all year groups. Year 9/10 most science lessons timetabled into science rooms to allow for practicals. Year 7/8 have a dedicated science room for their bubble which will be booked for each practical as required by teachers.</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 CLEAPSS general advice and GL343 specifically</li> </ul>	TCY / ZMK	September / ongoing	
<b>Design &amp; Technology</b>					

Guidance	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>▪ In addition to general control measures in schools there should be appropriate planning and consideration for delivering practical activities in Design &amp; Technology. This would be expected to be led by the department.</li> <li>▪ Reference should be made to CLEAPSS GL344 Guidance on practical work during the COVID-19 pandemic - D&amp;T, Food &amp; Art, and other supporting guides.</li> </ul>	<ul style="list-style-type: none"> <li>▪ In addition to general control measures in schools there should be appropriate planning and consideration for delivering practical activities in Design &amp; Technology. This would be expected to be led by the department.</li> <li>▪ Reference should be made to CLEAPSS GL344 Guidance on practical work during the COVID-19 pandemic - D&amp;T, Food &amp; Art, and other supporting guides.</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 CLEAPPS GL344 specifically</li> <li>▪ Food Tech room contains non alcohol based hand sanitiser in wall dispenser.</li> </ul>	ESN / LGN	September / ongoing	
<b>Art</b>					
<ul style="list-style-type: none"> <li>▪ In addition to general control measures in schools there should be appropriate planning and consideration for delivering practical activities in Design &amp; Technology. This would be expected to be led by the department.</li> <li>▪ Reference should be made to CLEAPSS GL344 Guidance on practical work during the COVID-19 pandemic - D&amp;T, Food &amp; Art, and other supporting guides.</li> </ul>	<ul style="list-style-type: none"> <li>▪ In addition to general control measures in schools there should be appropriate planning and consideration for delivering practical activities in Design &amp; Technology. This would be expected to be led by the department.</li> <li>▪ Reference should be made to CLEAPSS GL344 Guidance on practical</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 CLEAPPS GL344 specifically</li> </ul>			

Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
	work during the COVID-19 pandemic - D&T, Food & Art, and other supporting guides.				
<b>Drama</b>					
<ul style="list-style-type: none"> <li>In addition to general control measures in schools there should be appropriate planning and consideration for delivering practical activities in Design &amp; Technology. This would be expected to be led by the department.</li> <li>Reference should be made to CLEAPSS GL344 Guidance on practical work during the COVID-19 pandemic - D&amp;T, Food &amp; Art, and other supporting guides.</li> </ul>	<ul style="list-style-type: none"> <li>In addition to general control measures in schools there should be appropriate planning and consideration for delivering practical activities in Design &amp; Technology. This would be expected to be led by the department.</li> <li>Reference should be made to CLEAPSS GL344 Guidance on practical work during the COVID-19 pandemic - D&amp;T, Food &amp; Art, and other supporting guides.</li> </ul>	<ul style="list-style-type: none"> <li>HODs and LM of performing arts plan with technician referring to general advice supporting performing arts and CLEAPSS GL344 specifically</li> </ul>	MHR / CHL	September / ongoing	
<b>Pupil wellbeing and support</b>					
<ul style="list-style-type: none"> <li>Pupils may be experiencing a variety of emotions in response to the coronavirus (COVID-19) outbreak, such as anxiety, stress, or low mood. This may particularly be the case for vulnerable children, including those with a social worker and young carers.</li> </ul>	<ul style="list-style-type: none"> <li>Consider the provision of pastoral and extra-curricular activities to all pupils</li> <li>Provide more focused pastoral support where issues are identified that</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</li> </ul>	SLI  HOY	September / ongoing  Ongoing	

Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
	<p>individual pupils may need help with.</p> <ul style="list-style-type: none"> <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>	<p>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.</p> <ul style="list-style-type: none"> <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> <li>▪ Extra-curricular clubs suspended for duration of lockdown 2, will restart when measures eased and Extra-curricular clubs will run in year group bubbles only.</li> <li>▪ Wellbeing tutor group time timetabled weekly.</li> </ul>	<p>KHW; SBR; SLT</p> <p>GJS / HOY</p> <p>CBL</p> <p>CBL</p>	<p>Ongoing</p> <p>Ongoing</p> <p>September /ongoing</p>	

Guidance	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>▪ Register of students causing for concern.</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>Behaviour expectations</b>					
<ul style="list-style-type: none"> <li>▪ Schools should consider updating their behaviour policies with any new rules/policies and consider how to communicate rules/policies clearly and consistently to staff, pupils, and parents, setting clear, reasonable, and proportionate expectations of pupil behaviour.</li> </ul>	<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 the 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</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> </ul>	<p>CHL &amp; SBR</p> <p>All staff</p> <p>All teachers</p> <p>SLT</p> <p>ZMK</p> <p>HOY</p>	<p>Sept 2020</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	

Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
	any new measures in place.	<ul style="list-style-type: none"> <li>▪ Detentions to be organised by year group with each year group in a different room.</li> </ul>			
<b>Contingency planning for outbreaks</b>					
<ul style="list-style-type: none"> <li>▪ If a local area sees a spike in infection rates that is resulting in localised community spread, appropriate authorities will decide which measures to implement to help contain the spread.</li> <li>▪ In the event of a local outbreak, the PHE health protection team or local authority may advise a school or number of schools to close temporarily to help control transmission.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Have plans in place for communicating closure.</li> <li>▪ Have plans in place for remote provision of education including monitoring pupil engagement.</li> <li>▪ Have plans in place for remaining open only for vulnerable children and the children of critical workers.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Letter drafted for full and partial closure</li> <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>▪ 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>	<p>ZMK</p> <p>ZMK</p> <p>LGN</p>	28/8	