

## Public health advice to minimise coronavirus (COVID-19) risks

TT System of Controls					
Area of concern	Risk rating prior to action	Control measure	In place	Further action/comments	Residual risk rating
<b>Prevention</b>					
<b>Minimise contact with individuals who are required to self-isolate by ensuring they do not attend the school</b>					
<p>Pupils, staff and other adults must not come into the school if:</p> <ul style="list-style-type: none"> <li>• they have one or more coronavirus (COVID-19) symptoms</li> <li>• a member of their household (including someone in their support bubble or childcare bubble if they have one) has coronavirus (COVID-19) symptoms</li> <li>• they are required to quarantine having recently visited countries outside the Common Travel Area</li> <li>• they have had a positive test</li> </ul> <p>They must immediately cease to attend and not attend for at least 10 days from the day after:</p> <ul style="list-style-type: none"> <li>• the start of their symptoms</li> <li>• the test date if they did not have any symptoms but have had a positive test (whether this was a Lateral Flow Device (LFD) or Polymerase Chain Reaction (PCR) test)</li> </ul>	H	<p>Clear procedures in place and circulated to staff. Included with staff induction processes for new staff.</p> <p>Standard communication ready to go home with any pupils sent home with symptoms</p> <p>Clear attendance procedures communicated to parents and pupils</p> <p><b>We will ask all staff to take a lateral flow test at home, twice weekly.</b></p> <p>If the test is <b>positive</b>, we will follow the same steps as if that pupil/staff member were displaying symptoms, <b>including asking them to seek a PCR test, available from Reception</b></p>	Y		L
<p>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 <a href="#">‘stay at home: guidance</a></p>		<p>Social distancing provisions are in place for medical rooms.</p>	Y		L
<p>If a pupil is awaiting collection:</p> <ul style="list-style-type: none"> <li>• they should be moved, if possible, to a room where they can be isolated behind a closed door, depending on the age and needs of the pupil, with appropriate adult supervision if required</li> <li>• a window should be opened for fresh air ventilation if it is safe to do so</li> <li>• <b>if it is not possible to isolate them, move them to an area which is at least 2 metres away from other people</b></li> </ul>	H	<p>Procedures are in place for medical rooms to be cleaned after suspected COVID-19 cases <b>(symptoms) or those with positive LFDs</b>, along with other affected areas, including toilets. <b>Area will immediately be declared out of use until cleaning is undertaken.</b></p> <p>Nurse’s office designated as isolation space for suspected cases</p>	Y		L

<p>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.</p>		<p>Toilet in medical room to be used for symptomatic students awaiting collection</p> <p>G4S on standby to attend for immediate cleaning.</p>	Y	<p>Printed signs kept at reception to take the toilets out of use immediately</p>	L
<p>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).</p>		<p>PPE kept in the reception area near to the medical room. Clear instructions to first aiders via the lead first aider regarding PPE use.</p>	Y		L
<p>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:</p> <ul style="list-style-type: none"> <li>• the symptomatic person subsequently tests positive</li> <li>• they develop symptoms themselves (in which case, they should self-isolate immediately and arrange to have a test)</li> <li>• they are requested to do so by NHS Test and Trace or the Public Health England (PHE) advice service (or PHE local health protection team if escalated)</li> <li>• they have tested positive from an LFD test as part of a community or worker programme</li> </ul>		<p>Clear communication to first aiders via lead first aider regarding circumstances requiring self-isolation</p>	In progress	<p>Briefing circulated to first aiders</p>	L
<p>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 disinfectant after they have left to reduce the risk of passing the infection on to other people.</p>		<p>Clear communication to first aiders via lead first aider</p> <p>G4S on standby to attend for immediate cleaning.</p>	Y	<p>Briefing circulated to first aiders</p>	L
<p><b>Ensure face coverings are used in recommended circumstances</b></p>					
<p>Where pupils in year 7 and above are educated, it is recommended that face coverings should be worn by adults and pupils when moving around the premises, outside of classrooms, such as in corridors and communal areas where social distancing cannot easily be maintained. Face coverings do not need to be worn by pupils when outdoors on the premises.</p> <p>It is also recommended that face coverings should be worn in classrooms or during activities unless social distancing can be maintained. This does not apply in situations where wearing a face covering would impact on the ability to take part in exercise or strenuous activity, for example in PE lessons</p>		<p>We are following current guidance on this matter and will adjust our strategy if the recommendations change.</p> <p>Face coverings are available for staff and pupils who do not have their own.</p> <p>Transparent face coverings, which may assist communication with someone who relies on lip reading, clear sound or facial expression to communicate, will be provided where necessary</p>		<p>Masks are being used in communal areas and during lesson change as a minimum requirement</p> <p>Masks are required for pupils where 1 metre distance from others cannot be achieved within classrooms due to the increased</p>	

				transmissibility of the new Covid variant.	
<b>Ensure everyone is advised to clean their hands thoroughly and more often than usual</b>					
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. Regular and thorough hand cleaning is going to be needed for the foreseeable future.		Staff to oversee pupil handwashing routines  Sanitiser available in every class and teaching space with small quantities kept in curriculum areas for topping up	Y	Additional sanitiser dispensers in place around the school  Sanitiser kept in faculty staff rooms in line with HSE guidance	L
Whether the school has enough hand washing or hand sanitiser 'stations' available so that all pupils and staff can clean their hands regularly		6 large sanitiser stations around the site as well as smaller bottles in every classroom and teaching space	Y		L
Supervision of hand sanitiser use given risks around ingestion.		Staff responsible for administering sanitiser on entry to classrooms	Y		L
Building these routines into school culture, supported by behaviour expectations		Appendix to behaviour policy updated for March 2021	Y		L
<b>Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach</b>					
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.		More posters to be displayed around school to reinforce the message  Additional lidded bins ordered in ensure at least one available in every room	Y		L
Face coverings are required at all times on public transport (for children, over the age of 11)	M	Pupils reminded to use face covering if using public transport  Pupils encouraged to walk or cycle if possible	Y		L
<b>Maintain enhanced cleaning, including cleaning frequently touched surfaces often, using standard products, such as detergents</b>					
In place a cleaning schedule that ensures cleaning is generally enhanced and includes: <ul style="list-style-type: none"> <li>more frequent cleaning of rooms / shared areas that are used by different groups</li> <li>frequently touched surfaces being cleaned more often than normal</li> </ul>	H	Enhanced cleaning routines maintained  Staff to wipe down desks between lessons	Y	Long term strategy is for emphasis on sanitising the person, not the equipment	M
Different groups don't need to be allocated their own toilet blocks, but toilets will need to be cleaned regularly	M	Currently cleaned 3 times per day.	Y		L
<b>Minimise contact between individuals and maintain social distancing wherever possible</b>					
<b>How to group children</b>					

In secondary schools, and certainly in the older age groups at key stage 4 and key stage 5, the groups 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. 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 group become ill with coronavirus (COVID-19).	H	Years 7 and 8 to be taught in tutor groups  Years 9 and above will be in year groupings. The 6 <sup>th</sup> form will be treated as one group.	Y	Consistent groups reduce the risk of transmission by limiting the number of pupils and staff in contact with each other to only those within the group	L
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 groupings	M	As above	Y	As above	L
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.	H	Staggered start and end times to avoid groupings encountering each other.  Zoned areas around the site for year groups, overseen by zone leaders  Allocated serverly areas for different year groupings to avoid them encountering each other at lunch time	Y		L
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.	H	Zoned seating within the canteen and within the school grounds	Y		L
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	M	Mixing to be implemented for interventions only if unavoidable	Y		L
Siblings may also be in different groups.	M	Pupils allocated according to year/tutor groups irrespective of siblings in school	Y		L
<b>Measures within the classroom</b>					
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	H	2 metre distance in place between teacher desk and front row in all classrooms	Y	Some room sizes only allow teacher desks to be	M

possible. Ideally, adults should maintain 2 metre distance from each other, and from children. In particular, they should avoid close face to face contact and minimise time spent within 1 metre of anyone.				arranged to allow 1M distance from students If this is not possible, face coverings are encouraged	
Schools should make small adaptations to the classroom to support distancing where possible. That should include 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.	H	All tables to be arranged to face forwards  Furnishings in sensory room to be separately risk assessed	Y		M
<b>Measures elsewhere</b>					
Groups should be kept apart, meaning that schools should avoid large gatherings such as assemblies or collective worship with more than one group.	H	Assemblies limited to year groups only and held in the sports hall to allow better distancing	Y		L
When timetabling, groups should be kept apart and movement around the school site kept to a minimum.	H	Classes to be taken and collected from zoned areas outside in order to minimise mixing in corridors	Y		L
While passing briefly in the corridor or playground is low risk, schools should avoid creating busy corridors, entrances and exits.	L	One way flows where possible, signage to indicate  Entry via front of the blocks and exit via the back	Y		L
Schools should also consider staggered break times and lunch times (and time for cleaning surfaces in the dining hall between groups).	H	Cleaning times of canteen furniture to be agreed with cleaning manager	Y		L
Schools should also plan how shared staff spaces are set up and used to help staff to distance from each other.	H	Staff will not overcrowd curriculum areas and will work from classrooms if necessary Staff should not share chairs if they are fabric Curriculum area furniture to be rearranged to allow better positioning (e.g. Business office has suitable layout where no teacher faces another)	Y		L
Use of staff rooms should be minimised, although staff must still have a break of a reasonable length during the day.	H	Staff will not overcrowd curriculum areas and will work from classrooms if necessary	Y		L
<b>Measures for arriving at and leaving school</b>					
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. A staggered start may, for example, include condensing / staggering	M	Year groups will be assigned to different gates to minimise cross over on arrival and exit to the school site.			L

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.					
Schools should consider how to communicate this to parents and remind them about the process that has been agreed for drop off and collection, including that gathering at the school gates and otherwise coming onto the site without an appointment is not allowed.	M	Regular newsletter and HT emails used to reinforce the messages to remind them about the process that has been agreed for drop off and collection, including not to: <ul style="list-style-type: none"> <li>gather at the gates</li> <li>come onto the site without an appointment</li> </ul>			L
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.	M	Tutors to oversee this process, lidded bins available throughout the school site.			L
<b>Other considerations</b>					
Supply teachers, peripatetic teachers and/or other temporary staff can move between schools. They should ensure they minimise contact and maintain as much distance as possible from other staff.	M	Visiting staff to be made aware of school procedures with regard to hand washing, sanitising and distancing			L
Specialists, therapists, clinicians and other support staff for pupils with SEND should provide interventions as usual.	L	Intervention timetable to remain in place as per usual			L
Schools should consider how to manage other visitors to the site, such as contractors, and ensure site guidance on physical distancing and hygiene is explained to visitors on or before arrival. Where visits can happen outside of school hours, they should. A record should be kept of all visitors.	M	Agree plan with G4S for work to take place after school where possible.			L
For individual and very frequently used equipment, such as pencils and pens, it is recommended that staff and pupils have their own items that are not shared.  Classroom based resources, such as books and games, can be used and shared within the group; these should be cleaned regularly, along with all frequently touched surfaces.  Resources that are shared between classes or groups, such as sports, art and science equipment should be cleaned	M	Purchase individual equipment for subjects such as Art  Library books to be quarantined on return  Clear instructions for technicians regarding management of equipment between groups		Risk assessments required for equipment use in DT, Art, PE and textbooks for other subjects  Risk Assessment for library usage	L

frequently and meticulously and always between groups, 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 groups.					
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.	M	Clear instruction to parents and message reinforced to pupils via tutors/HOY			L
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. Similar rules on hand cleaning, cleaning of the resources and rotation should apply to these resources.	M	Library books to be quarantined on return  Library visits are by arrangement and within year groupings			L
<b>Keep occupied spaces well ventilated</b>					
Good ventilation reduces the concentration of the virus in the air, which reduces the risk from airborne transmission. This happens when people breathe in small particles (aerosols) in the air after someone with the virus has occupied and enclosed area.		Blocks 1-3 will use opening doors and windows to maximise ventilation  Blocks 4-6 will use open doors and mechanical ventilation.		We have requested that the mechanical ventilation is adjusted to increase the ventilation rate. G4S has confirmed that normal operation meets current guidance and that only fresh outside air is circulated.	
<b>Where necessary, wear appropriate personal protective equipment (PPE)</b>					
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: <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,</li> </ul>	H	PPE available for first aiders who deal with suspected cases of COVID 19		Face coverings are not classified as PPE (personal protective equipment). PPE is used in a limited number of settings to protect wearers against hazards and risks, such as	L

in which case the same PPE should continue to be used				surgical masks or respirators used in medical and industrial settings. A face covering is a covering of any type which covers your nose and mouth.	
<b>Promote and engage in asymptomatic testing, where available</b>					
Rapid testing remains a vital part the government's plan to suppress this virus. Schools should follow the guidance set out for their settings		The school is able to offer staff access to 2 rapid results tests every week. This will help identify staff who are carrying the virus without displaying symptoms, reducing the risk of transmission.			
<b>Response to any infection</b>					
<b>Promote and engage with the NHS Test and Trace process</b>					
Schools must ensure they understand the NHS Test and Trace process and how to contact their local <a href="#">Public Health England health protection team</a>	H	Both the Business Director and the Operations Manager keep up to date with current guidance and are available to answer staff questions			L
Schools must ensure that staff members and parents/carers understand that they will need to be ready and willing to: <ul style="list-style-type: none"> <li>• <a href="#">book a test</a> if they are displaying symptoms.</li> <li>• provide details of anyone they have been in close contact with if they were to test positive for coronavirus (COVID-19) or if asked by NHS Test &amp; Trace</li> <li>• <a href="#">self-isolate</a> if they have been in close contact with someone who develops coronavirus (COVID-19) symptoms or someone who tests positive</li> </ul>	H	Guidance sent to parents with details of the procedures for accessing a test  Parents have been updated with how to book a test at the facilities available throughout the borough. Information is available on the school website.  Regular communications are sent out to staff			L
Anyone who displays symptoms of coronavirus (COVID-19) can and should get a test.  Tests for symptomatic illness can be booked online through the NHS testing and tracing for coronavirus (COVID-19) website, or ordered by telephone via NHS 119 for those without access to the internet.	H	Separate to the asymptomatic testing regime, all schools were sent an initial supply of PCR test kits before the start of the autumn term in 2020.  These kits can be given directly to: <ul style="list-style-type: none"> <li>• staff</li> <li>• parents collecting a pupil who has developed symptoms at school</li> </ul>			L

Essential workers, which includes anyone involved in education or childcare, have priority access to testing.		These PCR tests kits will also help ensure that symptomatic staff can get tested quickly			
<p>Schools should ask parents and staff to inform them immediately of the results of a test:</p> <ul style="list-style-type: none"> <li>if someone tests negative, if they feel well and no longer have symptoms similar to coronavirus (COVID-19), they can stop self-isolating.</li> <li>if someone tests positive, they should follow the <a href="#">‘stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection’</a> and must continue to self-isolate for at least 10 days from the onset of their symptoms and then return to school only if they do not have symptoms other than cough or loss of sense of smell/taste.</li> </ul>	H	Distribution of tests should be logged and follow up with parent for results.			L
<b>Manage confirmed cases of coronavirus (COVID-19) amongst the school community</b>					
<p>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. This team will also contact schools directly if they become aware that someone who has tested positive for coronavirus (COVID-19) attended the school – as identified by NHS Test and Trace.</p> <p>The health protection team will carry out a rapid risk assessment to confirm who has been in close contact with the person during the period that they were infectious, and ensure they are asked to self-isolate.</p>	H	Robust procedures are in place for either the Operations Manager or Business Director to act in these circumstances			L
<p>The health protection team will provide definitive advice on who must be sent home.</p> <p>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</p> <p>This should be a proportionate recording process. Schools do not need to ask pupils to record everyone they have</p>	H	Guidance to be followed in all cases			L

spent time with each day or ask staff to keep definitive records in a way that is overly burdensome.  A template letter will be provided to schools, on the advice of the health protection team, to send to parents and staff if needed.					
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.	L	Attendance registers to be kept accurate, annotated and up to date in case of details of isolation periods required.			L
<b>Contain any outbreak by following local health protection team advice</b>					
If schools have <b>two</b> 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.	H	Refer to Business Director's guidance document on management of COVID 19 cases in school community			L

## School operations

Area of concern	Risk rating prior to action	Control measure	In place	Further action/comments	Residual risk rating
<b>Transport</b>					
Schools should encourage parents, staff and pupils to walk or cycle to school if at all possible.	M	Message to be reinforced periodically	Y		L
<b>Attendance</b>					
<b>Attendance expectations</b>					
School attendance will therefore be mandatory again from <b>8<sup>th</sup> March 2021 with some flexibility for phased return in the first week</b>	M	We follow government guidance on logging attendance and submitting returns to the DfE	Y		L
<b>Pupils who are shielding or self-isolating</b>					
a small number of pupils will still be unable to attend in line with public health advice because they are self-isolating and have had symptoms or a positive test result		<b>We follow government guidance on logging attendance and submitting returns to the DfE</b>			

themselves; or because they are a close contact of someone who has coronavirus (COVID-19)					
Shielding advice for all adults and children <b>has been updated</b> subject to a continued decline in the rates of community transmission of coronavirus (COVID-19).	M	HR to ascertain which staff need to have measures in place to work from home if required. <b>CEV letters kept on file</b>  <b>CEV pupils can access remote learning</b>			L
Some pupils no longer required to shield but who generally remain under the care of a specialist health professional may need to discuss their care with their health professional before returning to school in September (usually at their next planned clinical appointment).	M	SENDCo/FLO to monitor pupils who have serious health conditions and ensure a plan in in place to safeguard them			L
Where a pupil is unable to attend school because they are complying with clinical and/or public health advice, we expect schools to be able to immediately offer them access to remote education.  Schools should monitor engagement with this activity  Where children to attend school as parents are following clinical and/or public health advice, absence will not be penalised.	M	HOY to oversee home learning processes  Attendance officer to ensure correct use of register code to avoid non-attendance penalties			L
<b>Pupils and families who are anxious about return to school</b>					
If parents of pupils with significant risk factors are concerned, we recommend schools discuss their concerns and provide reassurance of the measures they are putting in place to reduce the risk in school. Schools should be clear with parents that pupils of compulsory school age must be in school	M	Parents to be offered appointments with Tutors/HOY			L
<b>Action for all schools and local authorities</b>					
communicate clear and consistent expectations around school attendance to families		Included in regular email communications from HT			
identify pupils who are reluctant or anxious about returning or who are at risk of disengagement and develop plans for re-engaging them.		HOYs to make contact			
Use the additional catch-up funding schools will receive, as well as existing pastoral and support services, attendance staff and resources and schools' pupil premium funding to put measures in place for those		<b>Spending plan in place for catch up funding including use of academic mentors</b>	<b>Y</b>		

families who will need additional support to secure pupils' regular attendance					
Work closely with other professionals as appropriate to support the return to school, including continuing to notify the child's social worker, if they have one, of non-attendance					
We will issue further technical guidance for schools to record attendance and absence, including what data schools will be asked to return to the department.		<p>During the week commencing 8 March secondary school pupils will be offered asymptomatic testing on site. Schools should use code Y for secondary pupils not expected to be attending school for lessons during this week due to the asymptomatic testing programme.</p> <p>Schools should use code X if a child is self-isolating or quarantining because of coronavirus (COVID-19) in accordance with relevant legislation or guidance published by PHE or the DHSC.</p>			
<b>School workforce</b>					
Following the reduction in the prevalence of coronavirus (COVID-19) and relaxation of restrictions from 8 March, we expect that most staff will attend school.	L	Re-assess non-teaching roles for suitability for home working		Default position is for staff to be back in school from 8 March 2021	L
<b>Staff who are clinically vulnerable or extremely clinically vulnerable</b>					
<p>Individuals who were considered to be clinically extremely vulnerable and received a letter advising them to shield are now advised that this has been extended until 31 March 2021. CEV staff are advised not to attend the workplace.</p> <p>School leaders should be flexible in how those CV members of staff are deployed to enable them to work in roles in school where it is possible to maintain social distancing.</p> <p>The expectation is that those staff not attending school who are still able to work should do so from home where possible.</p>	L	Staff to be kept updated on measures put in place to allow them to distance whilst in school			L
People who live with those who are clinically extremely vulnerable or clinically vulnerable can attend the workplace.	L	Staff to be made aware of new guidance			L
<b>Staff who are pregnant</b>					

As a general principle, pregnant women are in the 'clinically vulnerable' category and are advised to follow the relevant guidance	M	HR to have 1:1 conversations with pregnant staff. All pregnant staff advised to return to work from 8 March.  Risk assessments have been updated and each will be reviewed before the end of the individual's second trimester	Y		L
<b>Staff who may otherwise be at increased risk from coronavirus (COVID-19)</b>					
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.	M	HR to offer appointments to discuss concerns			L
People who live with those who have comparatively increased risk from coronavirus (COVID-19) can attend the workplace.	L	Staff to be made aware of new guidance			L
<b>Employer health and safety and equalities duties</b>					
Employers have a legal obligation to protect their employees, and others, including children, from harm.  Employers should continue to assess and update health and safety risks in the usual way, especially in the light of any changing circumstances.		Following the system of controls will: • mitigate the risks of coronavirus (COVID-19) to pupils and staff • meet legal duties to protect employees and others from harm			
<b>Supporting staff</b>					
Schools should ensure they have explained to all staff the measures they are proposing putting in place and involve all staff in that process.	H	HT emails and staff briefing used to keep all staff updated of measures in place Union reps consulted Governors kept informed			L
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.	M	HR Manager has undertaken Mental Health First Aid training  Staff have access to EAP for external support			L
<b>Staff deployment</b>					
Schools may need to alter the way in which they deploy their staff, and use existing staff more flexibly to welcome back all pupils at the start of the autumn term. Managers should discuss and agree any changes to staff roles with individuals.	L	To be reviewed by LG if required			L
<b>Deploying support staff and accommodating visiting specialists</b>					

Schools should ensure that appropriate support is made available for pupils with SEND, for example by deploying teaching assistants and enabling specialist staff from both within and outside the school to work with pupils in different classes or year groups.		External provision still in place. School safety procedures communicated and agreed in advance	Y		
Where support staff capacity is available, schools may consider using this to support catch-up provision or targeted interventions. Any redeployments should not be at the expense of supporting pupils with SEND.					
<b>Recruitment</b>					
Recruitment should continue as usual. We recommend that schools continue to recruit remotely where possible.	L	Recruitment is to revert to in person methods. Candidates will be subject to the same systems of control as staff, visitors and pupils.			L
When recruiting, continue to adhere to the legal requirements on pre-appointment checks as set out in part 3 of keeping children safe in education.	L	HR aware of the change in guidance. Remote checks are no longer acceptable			L
Initial teacher training (ITT) providers have worked flexibly to ensure this year's NQTs are ready and prepared to enter the classroom. They will also be supported by materials the Department for Education is making available to all schools based on the <a href="#">early career framework reforms</a> , to support them as they start their teaching career.					
<b>Supply teachers and other temporary or peripatetic teachers</b>					
Schools can continue to engage supply teachers and other supply staff during this period.	M	Robust records of supply agencies used to be kept in case of need for contact tracing			L
Supply staff and other temporary workers can move between schools, but school leaders will want to consider how to minimise the number of visitors to the school where possible. Where it is necessary to use supply staff and to welcome visitors to the school such as peripatetic teachers, those individuals will be expected to comply with the school's arrangements for managing and minimising risk, including taking particular care to maintain distance from other staff and pupils.  This advice for supply teachers also applies to other temporary staff working in schools such as support staff working on a supply basis, peripatetic teachers such	H	All staff to be aware of arrangements for visiting staff			L

sports coaches, and those engaged to deliver before and after school clubs.					
<b>Expectation and deployment of ITT trainees</b>					
We strongly encourage schools to consider hosting ITT trainees.					
<p>Trainees could:</p> <ul style="list-style-type: none"> <li>• take responsibility, with the usual mentor oversight, for small groups of pupils across or within years, adapting resources for such groups, creating online learning materials, re-planning sequences of lessons or delivering catch-up lessons</li> <li>• be engaged in wider professional activity, for instance tackling pupil, family and school needs by learning about, identifying and addressing challenges such as vulnerability, mental health problems or safeguarding issues</li> <li>• develop or engage in working groups to share best practice around resilience, commitment and team-working</li> <li>• work in pairs or groups to co-plan, co-teach and co-assess lessons with their mentors or other trainees. Paired and group placements, where these are possible, benefit trainees, mentors and teaching staff, promoting a greater sense of team collaboration, ongoing professional learning and reductions in workload</li> </ul> <p>This is not intended to be exhaustive and ITT partnerships will need to ensure they have identified and comply with all <a href="#">legislation</a> and guidance relevant to ITT.</p>					
<b>Staff taking leave</b>					
<p>Staff will need to be available to work in school during term time.</p> <p>Discuss leave arrangements with staff to inform workforce planning taking into account their individual contractual arrangements.</p>	M	<p>Low numbers of staff with leave entitlement</p> <p>Staff travelling abroad discuss potential risks with Business Director prior to making leave request</p>	Y		L

There is a risk that where staff travel abroad for a legally permitted reason, their return travel arrangements could be disrupted due to coronavirus (COVID-19) restrictions and they may need to quarantine on their return.					
Where it is not possible to avoid a member of staff having to quarantine during term time, school leaders should consider if it is possible to temporarily amend working arrangements to enable them to work from home.	M	CL to oversee adjustments to teaching timetable, where required.			L
<b>Other support</b>					
Volunteers may be used to support the work of the school, as would usually be the case.	M	Clear instructions to be given if volunteers attend school site e.g. PTFA			L
<b>Safeguarding</b>					
Schools should consider revising their child protection policy (led by their Designated Safeguarding Lead) to reflect the return of more pupils.		New CP policy circulated in September 2020	Y		
Designated safeguarding leads (and deputies) should be provided with more time, <b>where possible</b> , to help them provide support to staff and children regarding any new safeguarding and welfare concerns					
Communication with school nurses is important for safeguarding and supporting wellbeing, as they have continued virtual support to pupils who have not been in school.					
<b>Catering</b>					
We expect that kitchens will be fully open <b>in line with the return to school plan</b>		BD to meet with GS Plus to agree arrangements for catering service <b>from 8 March onwards</b>		Arrangements agreed	
<b>Estates</b>					
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.  Following a risk assessment, some schools may determine that small adaptations to their site are required, such as additional wash basins.	H	Water fountains have been taken out of use to prevent cross contamination  Wash basins cleaned regularly throughout the day. Single year groups using toilets/wash basins.	L		
Once the school is in operation, it is important to ensure good ventilation. Advice on this can be found in Health and Safety Executive guidance on <a href="#">air conditioning and ventilation during the coronavirus outbreak</a> .	M	Blocks 1-3 will use opening doors and windows to maximise ventilation  Blocks 4-6 will use open doors and mechanical ventilation	L	The risk of air conditioning spreading coronavirus	

In classrooms, it will be important that schools improve ventilation, (for example, by opening windows).				(COVID-19) in the workplace is extremely low  Good ventilation can help reduce the risk of spreading coronavirus, so focus on improving general ventilation, preferably through fresh air or mechanical systems.	
<b>Educational visits</b>					
We continue to advise against <b>all</b> educational visits at this stage	L	Staff aware of new guidance	L		
<b>School uniform</b>					
It is for the governing body of a school 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.	M	Parents will be reminded that pupils should wear clean uniform to school each day Pupils to wear PE kit			
<b>Extra-curricular provision</b>					
Schools should consider resuming any breakfast and after-school provision, where possible, from the start of the autumn term.  We recognise that this will be logistically challenging for schools, particularly for clubs that would normally offer support across year groups	H	Breakfast provision offered as normal but reduced service due to later and staggered starting times for pupils	Y		

## Curriculum, behaviour and pastoral support

<b>Develop remote education so that it is integrated into school curriculum planning</b>					
Remote education may need to be an essential component in the delivery of the school curriculum for some pupils, alongside classroom teaching, or in the case of a local lockdown	H	Remote learning can be carried out for CEV pupils and those not able to attend site			
<p>Schools should note that there may be an additional risk of infection in environments where you or others are singing, chanting, playing wind or brass instruments or shouting. This applies even if individuals are at a distance.</p> <p>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.</p> <p>Singing, wind and brass playing should not take place in larger groups such as choirs and ensembles, or assemblies unless significant space, natural airflow and strict social distancing and mitigation can be maintained.</p>		<p>Separate risk assessment to be put in place for orchestra rehearsal</p> <p>Music classes taught in rows facing in one direction with visors made available</p> <p>No orchestra rehearsal to take place whilst school is subject to restrictions</p>			
<b>Physical activity in schools</b>					
Pupils should be kept in consistent groups, sports equipment thoroughly cleaned between each use by different individual groups, and contact sports avoided. 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.	H	Guidance from Association for PE to be implemented	Y		

## Contingency planning for outbreaks


Schools are expected to consider how to continue to improve the quality of their existing offer and have a strong contingency plan in place for remote education provision by the end of September.	M	Remote learning is fully implemented  PTFA to continue working to secure funding for laptops to loan to targeted pupils	Y		
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CC/CR 02.03.2021