# CHSFG: Re-opening of school

# CHSFG planning: Re-opening of school

Phase 1: Risks assessment/
Phase 2: June 1st/
<mark>Phase 3: September onwards</mark>

# Guidance to support the re-opening your school

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**Current Risk assessment**

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(To be completed as the working document develops and events unfold)

| Checklist 1: Safeguarding | Potential risks : assessment | Phase II: from June 1st | Phase III : Sept 20 onwards |
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| What additional risk assessments/amendments need to be in place for safeguarding of pupils – what these will look like for setting/schools and pupils (individually identified vulnerability) | • RAG vulnerables tracker- rolling programme of contact with parents/carers, students, social workers – all contact logged for file<br>• RAG vulnerables list reviewed weekly in Team meeting<br>• Individual risk assessments for EHCP students – shared with relevant borough<br>• All Child Protection meetings attended (virtual)<br>• Safeguarding tracker updated daily in line with usual procedure | • All procedures to continue – adapted as face-to-face contact is introduced and RAG rating adjusted accordingly<br>• TB/JWA/BA/LBX/AHO to continue to make contact throughout transition period | • Contact will need to be maintained on a rolling basis for those vulnerable students who remain at home, once the main school is open: essentially, in-school and virtual system will need to run side by side for the duration. For those who return, they will be removed from the Covid-19 Virtual Vulnerables Tracker as the monitoring for these students will return to the usual in-school procedures. |
| How has the safeguarding policy been reviewed and amended in light of the current situation? | • Addendum completed, shared with all staff, posted on website, shared with Educational Social Worker LBB | • Updated Addendum to be prepared for 1st June, shared with all staff and updated on the website for accessiblilty. | • Further updates to the Addendum will be made at this point, alongside the full annual review of the Child Protection Policy |
| Have you adopted a 'COVID-19 outbreak' addendum to your child protection policy to include the specific issues for these circumstances? | Yes | Yes | Yes |
| What could the specific issues be for your school? | Multi-borough working with differing procedures: all of | See previous box | See previous box |

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| | the Safeguarding Team are well versed in managing these complexities and will continue to manage and adapt to the circumstances. | | |
| How are you ensuring that someone is responsible for ensuring the policy actions are completed? | Weekly Safeguarding Teams meeting – plus regular contact.  Disseminating key information to SLT and staff. | Weekly Safeguarding Teams meeting – plus regular contact | Weekly Safeguarding Teams meeting – plus regular contact. Once reopened, those members of the team who remain home working (if any) will continue to join meetings via Teams. |
| Are governors aware of the Government's interim safeguarding guidance and how this has been included in their school policy? | Teams meeting with link Governor (SO) early May 2020. Adendum shared with Governors. | On-going contact with Link Governor to update changes. Changes to Addendum to be shared with Governors. | Changes to Addendum shared with Governors. |
| How are you making sure that someone is responsible for continuity in safeguarding leadership? | Lead DSL on site most days, with Deputy DSL on remaining days.  All of safeguarding team continue to work remotely. LBX primed to lead should AHO become unwell. The team continues to work and communicate effectively. | Lead DSL on site most days, with Deputy DSL on remaining days.  All of safeguarding team continue to work remotely. LBX primed to lead should AHO become unwell.  Clear shared systems in place to maintain continuity. | See previous box |
| How might you ensure a trained DSL is available, in-person, by phone or video link when required? | Team of 5 trained DSLS, including KR. Safeguarding generic email staffed through the week. | Team of 5 trained DSLS. Safeguarding generic email staffed through the week. | Team of 5 trained DSLS. Safeguarding generic emailed staffed through the week. No compromise to coverage envisaged. |
| Is there a nominated senior leader to be the onsite safeguarding lead? | Yes | Yes | Yes |

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| Are all staff aware of the new arrangements for DSLs and reporting concerns? | Yes – communicated to all staff and Addendum shared with all staff and available on website | Yes – communicated to all staff and Addendum shared with all staff and available on website | Any changes to the Addendum will be shared with all staff. The reviewed Child Protection Policy will also be shared with all staff as part of annual procedures. |
| Are the leaders aware of any LA/Trust changes there may be for contacting the LADO? | Contact with LADO's office maintained – email and mobile contact with LBB's educational social worker and LADO. | Contact with LADO's office maintained – email and mobile contact with LBB's educational social worker and LADO. | See previous box. |
| Are leaders aware of changes there may be for contacting/referring to the MASH team or other external services? | Yes – Safeguarding Team all aware across range of boroughs | See previous box | See previous box |
| Are leaders aware of changes there may be for contacting social workers? | Yes – has been challenging at times but have used MASH where unable to contact social worker direct and have facility to escalate across boroughs as required | Continue to make contact with social workers via telephone, email, attend all conferences/child protection core groups, CHIN, LAC, strategy meetings etc. All meetings tracked in the usual way. | See previous box – continue to adapt to changing circumstances while sustaining usual expectations of best practice |
| Are all who need to, aware of which children have social workers and how to contact them? | Yes, system in place on safeguarding tracker, regularly updated by safeguarding team. Guidance/SLT/Attendance also have access to this tracker. | See previous box – normal working practices maintained throughout and adaptations made where needed. | See previous box |
| Do all who need to, know which children are CLA/PCLA, who their Virtual School Head is and how to contact them? | Yes – lead by LBX, designated teacher for LAC. LAC details on the Safeguarding Tracker for access for all key staff. | See previous box | See previous box |
| If you are a hub, how are you making sure that all staff understand that you have the responsibility | N/A | | |

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| for safeguarding all children and staff? | | | |
| Are leaders able to evaluate the risks and include this information in their rationale for assessing which pupils come into school first and when? | Yes, on a fully personalised basis. Numbers of vulnerable students on site have increased due to this. Clear universal system in place for offering places in school with built-in flexibility where needed: need not criteria remains key focus. On-going liaison with social workers for vulnerable students with a social worker. | See previous box | N/A |
| Are leaders considering remote safeguarding based upon teacher knowledge from their pupils and the daily/weekly contact they have with their pupils and families? | We have a combination of remote and in-school safeguarding to maintain "business as usual" to the fullest extent. Other staff making contact with students who then have concerns to raise, contact the Safeguarding Team for follow up. | Remote and on-the ground safeguarding continues throughout transition period. | Remote and on-the ground safeguarding continues throughout transition period. |
| Do all who need to know, know which children should be in school and follow up where they do not attend? | Yes – tracker completed daily. Attendance officer follows up on specific students as directed - contact put on daily tracker | from the 15th of June, there will be an Attendance Officer on site daily to co-ordinate all aspects of attendance. The lanyard system where students "tap in" provides an additional layer of knowing which students are on site. Records will be maintained during this transition period. | Once the school is re-opened, we still expect a number of students who do not return immediately for health-related reasons. Attendance lead is refining an adapted system with her team to allow for a return to normal procedures for attendance, but with a parallel system for managing contact with parents/carers whose children are not back to school due to health- |

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| | | | related reasons. Safeguarding remains the key focus. |
| Who is ensuring emergency numbers and alternatives are kept up to date? | Office Team, working remotely | Office team – mixture of working on site and remote working. Updated letter sent to the remaining parents who have still only provided one contact: this is an on-going process. | Office team working on site continue to maintain the database |
| Are there new staff deployed to the school/volunteers? How are they made aware of the safeguarding processes they should adhere to? | NO | 2 new members of staff will require their Safeguarding Induction to be delivered in person or remotely, depending on their circumstances. | New staff induction procedures will go ahead as planned, on site. For those new staff who will not be on site, but will have contact with students remotely, their induction will be delivered remotely or at an alternative time on site. |
| How might you make sure new staff, staff relocated to the school, and volunteers understand the staff code of conduct? | See above | See above | See above |
| How have you ensured that any volunteers have been individually risk-assessed? | N/A | | |
| How are you making sure that each vulnerable child/pupil has an easily transferable record of why they are vulnerable, a copy of the EHCP and/or CIN or CP Plan, the name of their social worker and contact details, for LAC children the name of the relevant Virtual School Head? | At the current time, none of our students are placed elsewhere. We have a clear proforma to share key information on individual students should this be needed. This is already in use for managed moves, placements at alternative provision | See previous box | See previous box |

| How are you keeping track and recording which staff are onsite daily? | Staff sign in sheets plus tracking via staff lanyards being activated (MBI) | See previous box | See previous box |
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| Have you checked that the SCR is up to date with any relocated staff or volunteers and made sure that the appropriate checks have been made? | Held with Irene Russell, working remotely. No relocated staff or volunteers during this period. | Held with Irene Russell, working remotely. No relocated staff or volunteers during this period. | all relevant personnel filing is completed once school re-opens. |
| Have leaders ensured that the safer recruitment processes are clear and adhered to, for example, being aware of anyone unknown to the school offering themselves as a volunteer? | Safer recruitment practices remain in place. No volunteers are being accepted on to the school site during this period – building closed to all visitors | Safer recruitment practices remain in place. No volunteers are being accepted on to the school site during this period – building closed to all visitors | See previous box |
| How are you ensuring staff are aware and understand that there may be an impact on the mental health of pupils, parents and staff or volunteers; and therefore, have access to whatever support may be available? | Key contact information available on the website – e.g. Kooth (on-line counselling), numbers for organisations like Childline etc.  All staff know to email safeguarding@chsfg.co.uk if they have a concern. Resources to support positive mental health and wellbeing shared with all students and staff. | See previous box | See previous box |
| Have you checked that the school has an online teaching and learning/curriculum policy which considers safeguarding risks for | CNI completing Addendum. Procedures in place, just need to be formalised. | Addendum updated as required | Full review of Policy for September. |

| those pupils accessing home learning? | | | |
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| Additional considerations: | | | |
| First aid: | First aider on site at all times during opening. | Arrangements in place for attendance/lead first aider to be on site for wider re-opening. | |
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| Checklist 2: Premises | Phase I: Risk assessment | Phase II from 1st June | Phase III from Sept onwards |
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| What physical changes and adaptations will leaders need to think about to ensure a safe entry and safe exit to the school for all? | • Entry without authorisation<br>• Hand washing protocol ignored<br>• 2m distancing difficulty<br>• Areas in use: disorderly arrival and exit; students meeting and not keeping social distancing<br>• Parents waiting at the gate | • Lanyards of students attending the site are activated; same for staff<br>• All going through the main gate + staff at the gate take temperature and ensure distancing on entry and tapping in + signage to the hall for Y10 and post 16 block for Y12 give all students a squirt of sanitiser.<br>• Sanitise again at the entrance of each building: agreed and being prepped<br>• Markings in front of buildings entrances to ensure the 2 m rule.<br>• make clear to parents that they cannot gather at entrance gates or doors, or enter the site): they just drop off their daughter or son in Perry street, go then pick up again while staying in their cars.<br>• communicate all arrangement linked to H&S to staff | • Limit the number of visitors to the school + No visitors including parents without prior appointment<br>• Staggered arrival and departure times for students<br>• Different entry points for different year groups<br>• On arrival: masks will be put away in OWN plastic bag that staff and students will take home with them.<br>• Clean hands: toilets open, sanitisers at the entrance of each building<br>• Promote: "catch it, bin it, kill it" in each building entrance<br>• School will open 15 min before lessons for students<br>• Transport survey sent to parents to inform TFL decisions for this area.<br>• School has liaised with TFL re staggered starting and end times. |
| How will the entry and exit be supervised and labelled/marked out including appropriate signage? | • Not enough staff on entry and exit<br>• Unclear route in and out | • Staff in main reception for key workers and staff on gate for other students<br>• Letter giving instructions on where to enter, where to tap and what to do > will go out with behaviour / safety expectations etc..,to students for the 15th June onwards | • Each entry will be staffed by a daily rota<br>• Student directed to their period 1 lesson straight away in their bubbles.<br>• Markings (to separate bubbles) + keep left and single file in corridors in each bubble |
| Has the school site been measured to ascertain | • Choice of areas to be used: capacity | • The areas in use will be adapted to have 15 max students (just enough desks left to ensure distancing) | • Bubbles (school areas) have been decided based upon |

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| what the maximum capacity/proportion of pupils that can physically be in school at any one time with the social distancing applied? | • number of students on site at any one time<br>• desks arrangements | | the number of students in the year groups.<br>• 2m distance between teacher and students in place. |
| Has the capacity and availability of cleaning staff been considered to meet the increased need for cleanliness and hygiene of the premises? | • Not enough cleaners on site<br>• Has the cleaning company started again? Have they got enough staff? | • Thorough Cleaning will take place every day from 3PM starting with the decontamination spray in all used classrooms and areas;<br>• On-going touch clean through the day while students are on site (corridors, doors etc..) : agreed | • Thorough Cleaning will take place every day from 3.30 PM starting with the decontamination spray in all classrooms and areas;<br>• On-going cleaning through the day all around the site. |
| What is the availability of current staff and what will need to be increased to accommodate increased demand? | • Look at issues or risk in our own Premises staff (underlying conditions and shielding)<br>• Have we got enough people to do the touch clean every day? | • Daily: Site Manager and Deputy manager + rotation of the team+ 1 cleaner or two to do touch clean every day | • All teaching staff return<br>• Most support staff on site at all times, some admin staff may work from home some of the time as per guidance (to be decided with line managers)<br>• Extra staffing employed to support all aspects of T&L. |
| Have the site team/assigned person increased stock levels for cleaning, toilet and hygiene products, first aid, soap and hand sanitiser? This will take time to order and be delivered – staff need to communicate the time scales for this to be in place. | • Shortage of stocks in distribution chain<br>• Length of time that we can last with current supply<br>• Orders are not put through regularly | • on-going orders of cleaning materials, toilet paper, sanitisers and soaps.<br>• Gloves have also been ordered<br>• Stock of surgical face masks and some face shields. (Students to provide their own) .To be reviewed mid June<br><br>• Aprons to order for first aiders to complete their PPE: MB to do > Friday 22nd May. | • Continue to order PPE for students' services<br>• Order sanitisers regularly<br>• All bins in classrooms need to be lidded from September<br>• Special arrangements for staff who are high risk (medical + ethnic minorities as per guidance): audit done + visors ordered<br>• Sanitisers for each building entrance and in each classroom<br>• Packs of wipes for each teaching staff (to clean PC, mouse) as they move from 1 |

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| How will leaders ensure it is checked that staff maintain higher than normal levels of essential supplies to prepare for more frequent cleaning or the possibility of a second outbreak of COVID-19/or cases of COVID-19 and additional 'deeper' cleaning needing to take place? | • Orders not done<br>• Insufficient orders<br>• check of the guidance by MB and DF to be up to date | • On-going order checked by DF.<br>• Recommendations: deep clean of all areas in use + touch clean during the day<br>• <u>Should there be a case of confirmed Covid 19:</u><br>Site closed for 48 hours to allow: a secure site and decontamination | • On-going checks by MB + automatic ordering authorised by CTI and DF<br>• thorough clean of all areas + deep clean during each school holiday |
| How will leaders ensure staff responsible arrange for extra cleaning of the school, especially for areas, furniture and equipment still in use by the children of key workers and vulnerable children and additional pupils as the attendance of pupils increases? | • Extra essential items ordered but nor arrived<br>• Stock is insufficient for June at least | • On-going order checked by DF.<br>• Recommendations: deep clean of areas in use + touch clean during the day: agreed.<br>• <u>Should there be a case of confirmed Covid 19:</u><br>• School closure for 48 hours (decontamination)<br>• <u>MB to let out cleaning staff/ contractor know the following:</u> wear disposable or washing-up gloves and aprons for cleaning. These should be double-bagged, then stored securely for 72 hours then thrown away in the regular rubbish after cleaning is finished<br>• using a disposable cloth, first clean hard surfaces with warm soapy water. Then disinfect these surfaces with the cleaning products you normally use. Pay particular attention to frequently touched areas and surfaces, such as bathrooms, grab-rails in corridors and stairwells and door handles | • On-going order checked by DF.<br>• Spot checks by MB and DF of the cleaning regime.<br>• Staff to report any concerns to DF/ MB<br>• **Should there be a case of confirmed Covid 19:**<br>• MB to let out cleaning staff/ contractors know the following: wear disposable or washing-up gloves and aprons for cleaning. These should be double-bagged, then stored securely for 72 hours then thrown away in the regular rubbish after cleaning is finished<br>• using a disposable cloth, first clean hard surfaces with warm soapy water. Then disinfect these surfaces with the cleaning products you normally use. Pay particular attention to frequently |

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| | | • if an area has been heavily contaminated, such as with visible bodily fluids, from a person with coronavirus (COVID-19), use protection for the eyes, mouth and nose, as well as wearing gloves and an apron<br>• wash hands regularly with soap and water for 20 seconds, and after removing gloves, aprons and other protection used while cleaning<br>• contractor has read, acknowledged that they have read and are following the Covid 19: cleaning in non-health organisation settings document published by the Government.(email from MB with guidance attached : email is acknowledged ) | touched areas and surfaces, such as bathrooms, grab-rails in corridors and stairwells and door handles<br>• if an area has been heavily contaminated, such as with visible bodily fluids, from a person with coronavirus (COVID-19), use protection for the eyes, mouth and nose, as well as wearing gloves and an apron<br>• wash hands regularly with soap and water for 20 seconds, and after removing gloves, aprons and other protection used while cleaning<br>• cleaning company + contractors have read, acknowledged that they have read and are following the Covid 19: cleaning in non-health organisation settings document published by the Government.(email from MB with guidance attached : email is acknowledged ) |
| How are leaders making sure the use of school space both inside and outside is used effectively to ensure the safety of all pupils adhering to social distancing recommendations? | • Inconsistency in the distance between desks (Y 10, 12, key workers)<br>• students not escorted to the LRC (key workers)<br>• unorganised breaks for the key workers (3 hours)<br>• should there be a break for Y10 or Y12 coming in? (mx 2 hours) | • All going through the main gate + staff at the gate to ensure distancing on entry and tapping in/.<br>• In the areas in use: reduction in the number of desks<br>• 15 max in one space<br>• No break or lunch: reduced timetable to ensure distancing outside | • Use of year group bubbles<br>• Teacher: 2m from nearest desk<br>• 2 breaks instead of a longer lunch<br>• Lunch food is dispatched to the various bubbles: no use of seating space in the canteen<br>• Toilets will be in each bubble to ensure that 1 year |

| | | • 1 person to escort to the toilet then loo cleaning done: being put in place. | group only uses a set of toilets.<br>• Staggered arrivals and departures |
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| How will classes be set out to ensure all pupils can follow social distancing effectively? | • MB and Team: desks to be rearranged or arranged to ensure distancing<br>• MB and team to assess each area used: awareness of differences between these areas. | • 1 desk every 2 m<br>• Y12 venues, desks will be marked<br>• Any lessons using computers, the computers in use will have a sign in order to ensure that they are cleaned thoroughly | • Use of year group bubbles<br>• Teacher: 2m from nearest desk<br>• 2 breaks instead of a longer lunch<br>• Tables in rows facing the front<br>• Some spaces will have exam desks.<br>• Staggered lunchtimes to minimise staff contact as well as students' contact<br>• Strict behaviour rules in place. |
| With social distancing in mind, how many pupils can be safely taught in the classroom areas? | • Re do pupils' numbers for key workers<br>• use of LRC and OR M4: constant monitoring of numbers for Key workers<br>• all areas in use to be checked: same numbers in different areas cannot be assumed | • Up to 15 per area in use | • Normal classes: years 7 to 9 will be taught in tutor groups<br>• Y10 and 11: in sets<br>• Post 16 in blocks of subjects |
| What areas are safe to be used by pupils for different purposes than the school premises were used for previously to achieve better social distancing? | • LRC and M4<br>• Toilets<br>• Main reception and route to LRC for key workers<br>• Other areas considered for Y10 and 12 | • Reception (students on the key workers and vulnerable scheme)<br>• Route to area in use<br>• Toilets (escorted 1 at a time)<br>• Classrooms in English and post 16 that are in use for Y 12. | • Bubbles are the main zone for a year group<br>• Some specialist areas will be used: materials will be used by 1 class only each day to give time to cleaning of the practical materials. |
| Have leaders considered a premises risk assessment if any cases of COVID-19 occur? What will happen and who will | • No symptoms for a few days<br>• Parents not knowing and letting their daughter come into school | Overseeing this: KR/ DF/AHO/ MB/RG<br>Key points:<br><br>Symptoms showing: | **Overseeing this: MF/ DF/AHO/ MB/ RGr**<br><br>• <u>Before school starts every AM:</u> > Anyone with COVID |

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| be responsible for overseeing this/doing this? | • Too many areas in schools re open and cannot be cleaned properly<br>• Keeping school closed or open fully/ partially if COVID cases? > How to deal with this? Has the guidance been followed on this?  Are the people leading on this clear about the procedures to follow? | • Parents keep students at home and inform the school. No student to be sent with symptoms<br>• Same procedure for staff.<br>• Testing as soon as symptoms are felt.<br>• Self-isolation and no coming back before tests results are negative.<br>• All students, staff in the area of that suspected case are contacted and should self isolate<br>• Area itself decontaminated<br><br>Should we have a confirmed case of COVID 19:<br><br>• school will be closed for 48 hours: decontamination process + 1 extra day to secure the site. | symptoms: remains at home and get tested immediately + tests results to be communicated with the school. Follow the test and trace process.<br>• Be in touch with the local NHS health protection team: they will advise the school on all next steps if a case of COVIS 19 appears linked to the school.<br>• Letter provided by the Health protection team will be given to the school to be sent out.<br>• Any student with COVID 19 symptoms in school:<br>-students' services advised +<br>-student collected and taken to isolation area outside students' services.<br>-Call made to family<br>- will need to be collected from school<br>-If the test is positive, the local NHS team will advise the school on all next steps; the school will follow their guidance.<br><br>• **Should there be a local COVID spike**:  shielding students/ staff  (who had a shielding received a letter) will shield again during the spike . |
| Have leaders looked at premises use for lettings to make decisions about | • Which areas do they use?<br>• Cross-contamination issues? | •  No school lettings until September 2020. | • Lettings will be limited and will take place during school hours; most will take place |

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| whether these will be stopped/some restarted/fully operational again? (May have financial implications for schools as well as in 'normal' times, care for pupils for working parents) | • How do we keep the rest of the site clean and closed to all parents, children and staff? | | at the weekend. They will follow their protocol and our procedures; cleaning will be systematic after each letting.<br>• No lettings to happen once the daily cleaning has been done during the week. |
| Additional considerations: | | | |
| Decision making and on-going monitoring of guidance | • SLT review guidelines regularly and adapt their strategy accordingly. | • On-going meetings of the H&S committee to review the situation through June and beyond : first full meeting> 1st June<br>• Review of this document will take place end of June after the first fortnight of wider re-opening | • On-going meetings of the H&S committee to review the situation.<br>• RGr : to continue to collect feedback from staff.<br>• Individual risk assessments are put in place where necessary |
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| **DfE guidance:**<br>• **Premises:** **https://www.gov.uk/government/publications/managing-school-premises-during-the-coronavirus-outbreak/managing-school-premises-which-are-partially-open-during-the-coronavirus-outbreak** | | | |

| Checklist 3: Health and safety | Phase I: risk assessment | Phase II: June 1st | Phase III: Sept 2020 onwards |
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| How have leaders added to/adapted the health and safety policy and other associated policies to include aspects linked to COVID-19 management? | **This is RED** <br> **Needs to be done.** | DF and AHo to look and do necessary addendum in the light of actions elsewhere: done | <ul><li>Update of the risk assessment agreed at the H&S committee meeting on the 16th July.</li><li>Review will take place again after the 11th August following B Johnson's final announcement on educational settings before September</li><li>Review in September will also take place.</li></ul> |
| How will the health and safety policy and other associated policies (it may be across a number of policies or all in one policy document) be reviewed? | **On going review as we progress through CV 19 at regular SLT meetings.** | **Health and Safety Team meeting on 1.6.20 with Unions, SLT, MB and RG to go through: set up** | <ul><li>Review of H&S policy</li><li>Review of behaviour policy</li><li>Review of the safeguarding policy</li><li>Reopening of school Government guidance has been shared with parents in July 20</li></ul> All in place by PDD1 + addendums shared with staff <ul><li>New H&S Covid related adjustments for students in school shared with all stakeholders.</li></ul> |
| What procedures will be in place for staff to safely return to school and prepare classrooms for the phased return of pupils? | **See other sections** | **ditto** | <ul><li>Schools divided into zones for different year groups.</li><li>All classrooms layout to: all tables facing the front</li><li>Minimise amount of close contact when teachers check on work being done</li><li>Teachers will be at 2m distance from the students when teaching, as much as possible.</li></ul> |

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| | | | <ul><li>Any sports, science or art equipment will be cleaned after each session.</li><li>Any trips will follow the Gov's travel guidance for educational settings</li><li>Audit of staff for any need of PPE such as visor</li><li>Follow guidelines in regards to pregnant women in their third term.</li><li>Staff briefing on H&S in place</li><li>Cleaning products available</li><li>Deep clean over the summer holidays</li><li>All maintenance checks done</li><li>Staff to follow the test and trace procedures</li><li>Staff to stay at home if they show COVID symptoms.</li></ul> |
| What are the PPE needs for the staff at school? Consider contact and risk assess? | **See other sections** | **Ditto** | <ul><li>Audit for visors: medically at risk staff and ethnic minorities</li><li>PPE ordered for students' services</li><li>PPE available for any first aider called to collect a student showing COVID 19 symptoms.</li></ul> |
| Have leaders explored how PPE equipment will be obtained and the timing for this as this will impact upon the pupils entering the school and staff attending? Risk assess and gain support where required. | **Yes. Premises Manager is doing this and orders well in a advance of need.** | **Ditto.** **First Aiders to have full PPE available: gloves., masks, visors and plastic aprons.** | <ul><li>On-going check on stock and systematic order</li></ul> |

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| What assurance is gained about continual supply of PPE to sustain a phased re-opening safely? Especially for schools where intimate care and physical care is required on a regular basis? | **In place for this phase if staff want it** | **Ditto.**<br>**See above + weekly assessment done by MB and DF** | As above |
| Has consideration been given for cases of COVID-19 and what will happen following this? For example, deep clean, temporary halt to re-opening process. | **Yes.**<br>**See premises section** | **Ditto** | **Overseeing this: MF/ DF/AHO/ MB/ RGr**<br><br>• **Before school starts every AM:**<br>> Anyone with COVID symptoms: remains at home and get tested immediately + tests results to be communicated with the school. Follow the test and trace process.<br>• Be in touch with the local NHS health protection team: they will advise the school on all the next steps that the school should take.<br>• Letter provided by the Health protection team will be given to the school to be sent out.<br>• **Any student with COVID 19 symptoms in school:**<br>-students' services advised + - student collected and taken to isolation area outside students' services.<br>-Call made to family<br>- will need to be collected from school<br>-test to be done: follow test and trace<br>-results communicated to the school |

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| | | | -should the test be positive, the school will then follow the advice given by the local NHS protection team<br>-the areas used by the person who showed symptoms will need to be deep cleaned<br><br>• **Should there be a local COVID spike**: staff/ students who were shielding (who had a shielding received a letter) will shield again during the spike. |
| What risk assessments will be needed or how are leaders adjusting their risk assessments to meet the current needs of the school? | **In place at the end of this phase** | **Regular reviews and staging post of 24.6.20 in place** | This is our risk assessment for the school and addendum are made to various policies. |
| How are leaders ensuring that a named person has responsibility for reviewing and adapting the risk assessments as the school re-opening moves through the phases and pupil attendance increases? | **As  above** | **As above.**<br>**Health and Safety Officer involved from 1.6.20 + SLT + Premises ' manager in place.** | • Health and Safety Officer + SLT + Premises' manager + Unions will review the risk assessment as the term progresses through:<br>- Meetings<br>- Asking for feedback<br>- Reading on-going guidance and adapting practices. |
| How will leaders stagger start/finish times/playtimes and lunchtimes to support social distancing measures? | **See other sections** | **Ditto** | • 30 min in the morning and the afternoons: stagger of arrivals and departures<br>• Staggering of break and lunch<br>• Different zones for break and lunch for different year groups<br>• Different zones for staff for break and lunch will be recommended<br>• Lunch distribution in different zones for different year groups. |

| How will parents drop off and collect pupils at the beginning and end of the school day? What will this look like in your school and how will the social distancing be implemented visually and supervised if necessary? | See other sections | Students dropped off in Perry Street as no turning in Beaverwood Road: Now added to the guidance sent to students and parents | <ul><li>Drop off or buses ( a survey has been sent to parents to help TFL organise their bus service)</li><li>The school has communicated the new arrival and departure times with TFL.</li><li>Different entry points will mean that there will be several drop off points for parents</li></ul> |
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| Have leaders checked the building and grounds for health and safety issues? Are all 'normal' tasks being carried out/planned such as fire alarm testing, legionella risk assessments, repairs, grass cutting, servicing of equipment or PAT testing? Check if the boiler and heating, utilities, and internet services are working? (especially if the school building has been closed for a period of time) | See other sections. | Part of the detailed risk assessment elsewhere. Grounds have been checked and priorities agreed at Governors ' meeting On-going actions on priorities throughout the summer holidays as per usual<br><br>Maintenance: water, gas, fire alarms, boilers all checked<br><br>IT support team in place at all times | <ul><li>Grounds have been checked and priorities agreed at Governors' meeting for the summer work.</li><li>On-going actions on priorities throughout the summer holidays as per usual</li><li>Maintenance: water, gas, fire alarms, electricity, boilers all checked; all compliance items have been done</li></ul> |
| What additional checks need carrying out to ensure all aspects associated with COVID-19 are thought about and actions taken? | All gvt guidelines in place | Using the Unions' checklist and gvt guidelines. | <ul><li>All Government's guidance has been followed</li><li>Unions' checklists have been taken into account.</li></ul> |
| Have leaders considered the sharing of resources to think about cost and resource especially | N/A | N/A | N/A |

| amongst smaller schools and within cluster working groups? | | | |
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| **Additional considerations:** | | | |
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**DfE guidance:**
- **Prevention and control- https://www.gov.uk/government/publications/guidance-to-educational-settings-about-covid-19/guidance-to-educational-settings-about-covid-19**

| Checklist 4: HR | Phase I: Risk assessment | Phase II: June 1st | Phase III: September 2020 onwards |
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| Are all staff clear on the absence reporting system linked to COVID-19? How do leaders know? | **Maintaining regular contact for staff health status. C and D to manage thro' line mangers.** | **Staff to continue to contact JH. JH to hold availability lists and update.** | **Ditto** |
| How are leaders ensuring there is a communication link with staff who are shielding so they are supported and their situation is monitored to ensure their well-being? | **As above Line managers are ij regular contact with teams.** | **As above.** | Shielding is due to end for September. Individual cases will be supported through line managers. Individual risk assessment done when needed. |
| When looking at staffing and the changes being made, are there staff that could potentially be redeployed to support the school working effectively? | **May consider use of TAs, cover supervisors if can not secure enough teachers for 15.6.onwards.** | **15.6. onwards, expect all staff to be available for work unless: ill; shielding; self isolation; child care . C and D to monitor with JH.** | We expect every member of staff to be needed for their current roles. We are not anticipating any redeployment possibilities. |
| Is there a clear system of support through the bereavement policy that ensures staff are clear about the support and systems in place? | Bereavement is incorporated into the Mental Health and Wellbeing Policy | Pat Morecroft, school counsellor, in position to provide on site support for phased return: TBC | **Ditto** |
| Are staff aware of the bereavement policy and what this may require following the impact of COVID-19? How are staff supported to follow this within their own situations and that of pupils and colleagues? | | **As above** TB to help. Signposting of services DSL: first point of contact, should anything happen to a member of the CHSFG community. | **Ditto** |
| What support is offered to staff through the local authority/trust to help | **Usual referral processes. May use PM and TB as above.** | **Usual referral process and may be use TB and PM as above.** | **Ditto** |

| staff who are anxious and/or concerned? | | | |
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| How are leaders inducting new staff during this period of time? Are the appropriate checks being made and overseen including the SCR checks and records? | **No new staff since lockdown. All HR checks still in place thro IR and KR. SCR NOT updated as far as I am aware.IR to do when she returns.** | **Ditto.** | New staff induction for September has already taken place. Any additional staff will be inducted prior to their start date as far as possible. SCR to be checked by Headteacher in September when IR has finished updating all new staff information. |
| How will recruitment be managed? | **Video interviews. References and all other pre employment checks by IR remotely.** | **To continue. IR will on return manage new staff files prep for September. Salary assessments processed as usual by KR and LD.** | Should be able to return to f2f recruitment in September when fully open, keeping to the 2m rule . |
| Check any staff contracts that need to be issued, extended or amended in light of the current situation and for the future. | **All HR functions undertaken by usual team.** | **Ditto.** | **Ditto** |
| Check current advice about staff appraisal and pay. If this is paused, what arrangements have been made and how has this been communicated with the staff it involves? | **Staff already told by KR that interims not necessary and full reviews scheduled in October. Schedule already done by KR and IR** | **Ditto. Need to decide how to 'measure' pupil outcomes for objective 2, in the Autumn term.** | Awaiting national/ union guidance upon this. Appraisal reviews due in October. All student outcome grades have been entered and will be available for teaching staff to use in appraisals. |
| Prior to the current situation, were there any outstanding HR matters that require appropriate communication within timescales and deadlines, for example, redundancy consultations? | 1 HR matter managed by KR. | External HR advice used. | Now closed. |

| Are there any external staff required to be furloughed? How has this been communicated and what agreements have been made? | **Exam invigilators paid 80% in line with furlough.** | **Ditto** | Now completed as exam period is over. Anticipate invigilators may return for Autumn exams as needed. |
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**Additional considerations:**

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**DfE guidance:**
- **Advice:** https://www.gov.uk/government/collections/coronavirus-covid-19-list-of-guidance
- **Data protection:** https://www.gov.uk/government/publications/data-protection-toolkit-for-schools

| Checklist 5: Governance | Phase I: risks assessment | Phase II: June 1st | Phase III: September onwards |
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| How are governors involved in the discussion and planning for the school re-opening? | KR in constant contact. They receive all letters | They have received this risk assessment . | Chair of Resources will be involved before September opening via KR. This risk assessment is available to all governors. |
| What are governors able to do to support leaders during the various phases of re-opening? How will they assure themselves of the safety of pupils and staff? What will be their determining factors for making the decisions they need to make? | As above. | As above.<br>They will look at this and discuss with KR prior to 1.6.20 and 15.6.20. Desktop.<br>Through clerk | As above.<br>They will expect as close to full compliance with the guidance as possible. |
| How will leaders evaluate what is feasible to do and how will they effectively communicate to reassure parents/other stakeholders and communicate with LA/trust authorities? | Using this document as the risk assessment; gvt guidelines; local knowledge; site access and safety; knowledge of our community; working with other schools. | Ditto<br><br>Regular updates to parents from KR, GR and CT.<br><br>Heads' meeting to share.<br>LA send daily briefings. | This risk assessment aims to be fully compliant with the guidance and a parent friendly version of keys issues will be issued before September.<br>Anticipate ongoing updates during the Autumn Term. |
| What are leaders doing to ensure governors are aware of what is happening and what input are governors having in the decision-making process? | As above | As above | As above. |
| How do leaders decide what governors need to know and how frequently | Give them as much as possible. | Ditto | Ditto. |

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| they receive information? How might this be being determined? | **They have access to the school website.** | | |
| How involved are governors in communicating with parents and the school's community? | **They are not.** | **Ditto** | **Ditto.** Delegated to SLT. |
| Are governors able to work with leaders to review what is happening on a regular basis? What might this look like for the school? | **As above All planned meetings are still taking place either remotely or desk top.** | **As above. Ditto** | Full meeting schedule planned in the calendar. Regular contact with key role holders such as Chair of Resources and the Headteacher. |
| How will governors know that the plans they have participated in are being followed and adhered to? | **We could RAG the risk assessment at regular intervals and will do phase 3 as and when.** | **Ditto** | Feedback through the Governors' committee structure of the school. |
| How will governors evaluate the impact of their work to re-open the school? What ways can this be achieved that would not cause additional work? | **As above. We will do a monitoring of our phased return and share this with governors. CT , DF and GR to lead .Probably in the Heads' report for the July FGB.** | **Ditto** | As above. |
| What agencies are governors working with to ensure they are aware of the staffing situation? What can be planned? And how are staff used effectively as the school moves through the phases of re-opening fully? | **See other areas for staffing deployment and monitoring. This can be shared with governors in the Heads' report for July.** | **Ditto Staff availability for full re-opening will be dependent upon the national and local situation with the virus going forward over the summer. SLT will monitor and check for September at the end of August. May have to have a different time table for the first few weeks in September.** | The school is fully staffed for September and therefore can run all planned lessons. Anticipate some additional staff will need to be temporarily employed. E.g., TAs and behaviour for learning support. |

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| What aspects of governance are being put to one side to deal with the immediate situation? When do leaders envisage these to be reviewed as being or not being required? | **None.**<br>**We are managing to run everything currently.** | **Ditto.**<br>**The July FGB will be shortened.** | None. Full governance has continued and will continue. |
| How are governors ensuring they are providing support to leaders in this current situation? | **They have done little other than briefly thank the Head. Safeguarding governor did a CV19 virtual meeting with Safeguarding lead.** | **Unknown.** | New Head has the support of the outgoing Head on a temporary basis. |

**Additional considerations:**

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**DfE guidance:**
- **Educational provision guidance:** https://www.gov.uk/government/publications/coronavirus-covid-19-maintaining-educational-provision/guidance-for-schools-colleges-and-local-authorities-on-maintaining-educational-provision
- **Educational settings:** https://www.gov.uk/government/publications/guidance-to-educational-settings-about-covid-19/guidance-to-educational-settings-about-covid-19
- **Guidance on school closures:** https://www.gov.uk/government/publications/covid-19-school-closures/guidance-for-schools-about-temporarily-closing
- **Reporting:** https://www.gov.uk/government/publications/coronavirus-covid-19-attendance-recording-for-educational-settings/educational-settings-self-reporting-online-form-frequently-asked-questions-faq

| Checklist 6: Staffing/well-being | Phase I: risks assessment | Phase II: June 1st | Phase III: September onwards |
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| How are leaders going to communicate and consult over the re-opening plan for their school? | • Is there a local picture; what is it? Does it differ from ours?<br>• Transition 6 into 7 from LA: lack of guidance<br>• Lack of communication | • Audit of who is available for work<br>• Premises H&S plans explained to staff<br>• Reintegration meetings of staff taking place on Monday, Tuesday and Wed of first week in June at 2PM for the staff who want to query, ask for more information before coming back to work> all staff have been informed<br>• Following Government guidelines while keeping safety at the forefront of the plan. | • Premises H&S plans explained to staff<br>• Reintegration meetings of staff have taken place: PDD3, PDD1,<br>• re opening for certain year groups has enabled staff to come back in.<br>• Personalised approach discussed for anxious member of staff: done in July 20.<br>• DF and CTI discussed plan for re opening school in September with their Faculties and other teams<br>• H&S committee agrees risk assessment and solutions/ measures<br>• Following Government guidelines while keeping safety at the forefront of the plan.<br>• RGr, the H&S officer continues to ask for feedback and survey will be done linked to staff well-being and workload.<br>• Briefing papers written and given to all staff<br>• Verbal briefing of PDD3 in July filmed and sent o staff who could not attend. |
| How will staff keep themselves safe and be kept safe? | • No communication<br>• No taking into account of underlying conditions and staff who are shielding | • Can wear masks and gloves if they wish<br>• Very slow reopening with maximum of staff still working from home | • Guidance followed for all<br><br>Teaching staff: |

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| | • No protective measures in place. | • Audit will be explicit on underlying conditions and shielding measures to follow. | • Minimising contact and use of the main staffroom, including marking area for teachers<br>• Use the wipes to sanitise the PC and mouse after each session(end and start of lesson)<br>• Sanitise after each session and moving from one building to another<br>**Support staff:**<br>• For admin staff, some of the work can be done at home remotely (to be discussed with line manager)<br>• Stick to one office whenever possible and avoid hot-desking<br>• Minimise contact<br>• Keep 2m apart for all face to face<br>• Limit entry to offices |
| How will leaders evaluate the well-being and personal and emotional needs of staff who are dealing with anxiety, loss, fear and upset? | • No communication at all from SLT/ team leaders<br>• No systems in place | • On-going meetings from team leaders with their teams.<br>• Check from DF and CTI on a regular basis<br>• Any issue is flagged up and if needed reported to our DSL team (signposting to external agencies for personal loss etc..as per usual practice)<br>• Support from Trefor Bevan | • On-going checking from team leaders.<br>• Line management meetings: DF and CTI on a regular basis to discuss well-being with their middle leaders + adjustments made where necessary<br>• our DSL team can signpost to external agencies for personal loss etc..(as per usual practice)<br>• Support from Trefor Bevan<br>• General well-being staff survey two or 3 weeks in<br>• A new folder in Teams will be set up with relevant documentation for all: all staff will have access to that folder. |

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| What minimum staffing will you require on a daily basis with the model of phases of pupil entry leaders choose? | • Too many people in at once<br>• Cross contamination of areas | • Key workers/ vulnerable rota: only uses people who have volunteered to do this<br>• Year 10 and 12: 2 teachers at a time AM and 2 PM each day (+ reserve) | • The vast majority of our staff, as per a normal school day |
| What models of staffing are required for the school to be able to operate feasibly? | • No system in place<br>• No model in place<br>• Staffing too low to run re opening | • First aiders in with PPE (1 a day min)<br>• 4 teachers daily for Y12 and 10<br>• Rota daily for key workers and vulnerables + separate areas for all people who are in for different year groups to minimise the risk of cross -contamination<br>• Premises staff rota for all maintenance around the site<br>• 1 or 2 admin staff for usual business (rota basis)<br>• SLT rota to make strategic decisions and update all document slinked to issued on-going guidance | As above<br>Anticipate some additional staff may be required. |
| What are the variables that will need to be considered to staff the school and what are the options if this changes from day-to-day? | • Not taking into account changes of circumstances<br>• No review of the available staff<br>• No review of the Curriculum and sessions in place | • On-going system through Jade Harding for staff availability and through D Forder for rota for key workers and vulnerable students.<br>• Review **3rd week in June** of phase 2 and things that need to be adapted for the end of this academic year and the start of September. | • Supply staff can be employed to cover for teaching or support staff or to add provision |
| What support will staff require to effectively manage the return of pupils to school? | • No TAs<br>• Not enough staffing<br>• No admin support<br>• No reprographics<br>• No student reception | • Staffed student reception with first aiders +PPE<br>• Clear system and communication with parents and students on the time and dates of their sessions.<br>• Premises markings and 2 m distance in areas in use. | • Systems in place<br>• Clear teaching and learning amendments to the delivery of the Curriculum<br>• H&S in place for all<br>• New timetable<br>• PPE for some<br>• Bubbles and zoning |

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| How will the return be managed with staff changing regularly? How will staff be informed of this information? | • No rota<br>• No audit of availability<br>• No knowledge of illnesses<br>• No knowledge of COVID 19 cases amongst staff<br>• No results of tests. | • Clear staffing rota for all venues : Y10 and 12> led by CTI and GR / Key workers and vulnerable students' venues led by DF and AHO<br>• Rota are shared via email | • NA<br>• no changes in staff rota for September. School staff are in. |
| How will staff working arrangements be different and how will you involve them in this process? | • No consultation<br>• No audit<br>• No changes in curriculum of venues | • Staff will be working from home for the most part during this phase 2.<br>• Staff have volunteered for the Key workers sessions: DF communicate and they communicate any issues with DF<br>• HOF are being contacted by CTI and a slow return is being planned<br>• 3 meetings opportunities to ask questions have been set up: Monday 1st June, Tuesday 2nd June and Wednesday 3rd June all at 2PM : led by CTI and DF | See changes from previous sections:<br>- in Curriculum delivery<br>- in movement around school<br>- in staff minimised contact<br>- in limiting people going into other offices/ staffroom<br>- in some flexibility around leaving times for staff and some work done from home as agreed by line management. |
| What cover plans have been thought of should leaders/teachers have significant absence? (all staff) | • No cover plan | • Staff availability will be known so reserve personnel will be on standby for this phase | Cover procedures will apply and will go through Jade Harding as per usual. |
| How could leaders redeploy staff whose roles are outside the reduced provision (e.g. catering staff or after school play leaders?) | | • Catering staff have been furloughed<br>• DF has been in touch with the catering company.<br>• DF has been in touch with the staff lead for the team in the canteen: ready to go when we re-open as the team will be the same. 3 days notice is enough. | Catering staff:<br>• will be starting again in September<br>• will be distributing food to various areas in the school rather than from the canteen to avoid cross-contamination between bubbles.<br>• Will follow their own protocols and will have been given our risk assessment and procedures. |
| What is the staffing capacity to support while | • No audit<br>• No cover plan | • Review the 3rd week in June of this second phase (subject | NA: school staff are back |

| increasing numbers of pupils attend school – consider how this will led/overseen? | | sessions Y10 and 12) to examine the wider opening of the school | |
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| **Additional considerations:** | | | |
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**DFE guidance:**
- **NQT advice: https://www.gov.uk/government/publications/coronavirus-covid-19-induction-for-newly-qualified-teachers**

| Checklist 7: Phased return of pupils | Phase I: risks assessment | Phase II: June 1st | Phase III: September onwards |
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| What is leaders' rationale as to which year groups/pupils are considering as a priority to have in school first? | • Government guidelines have identified Year 10 and Year 12 students as those who have priority: not followed<br><br>• | • Government guidelines have identified Year 10 and Year 12 students as those who have priority: we are following this guideline | • All year groups return<br>• Staggered arrivals and departures: Y7 in first<br>**Week 1:**<br>• Different days will welcome different year groups: getting into a new routine as part of the recovery curriculum; will spend time with tutors<br>• On the 3rd day of week 1 PM, lesson will resume for all. |
| What are leaders' thoughts and rationale about the phased return for all pupils? | • Government guidelines on wider school opening indicates that schools will continue to be closed for KS3 students until September 2020: not taking this into account | • Government guidelines on wider school opening indicates that schools will continue to be closed for KS3 students until September 2020: a review of the re-opening will take place the 3rd week of June and will then be reviewed again in July. | **Aim:**<br><br>• Ensure the safety of staff and students by minimising risks<br>• Progressive tests of all the new systems in place linked to H&S for all.<br>• This gives us a little window of time to change anything that we feel needs tweaking. |
| How could you adapt the timetable to allow for more socially distant activities (e.g. outdoor learning/use of hall?) | • No Reduced TT<br>• Students taught in small space s/ classrooms<br>• Virtual school were to cease | • Reduced TT with a focus on core subjects.<br>• Students taught in large spaces with an outside door.<br>• Virtual school to continue alongside | • Consistent groupings of students: "bubbles"<br>• Implement smaller groups and more groups if and where possible.<br>• For students who cannot attend schools (medical reasons): remote resources will be available)<br>• TAs could be redeployed to lead interventions/ well-being |

| | | | sessions or teach small groups around SEND students. |
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| | | | • Lessons will be either 1 hour or 1hour ½ . Tutor time will be 30 min |
| | | | • Break and lunch: same length |
| | | | • Lessons are split into 2: 30 % on revision of the topics remotely learnt during COVID lockdown and 70% new topics + a short period in September to revise the previous term |
| | | | • Recall strategies are embedded in lessons |
| | | | • Timetable will be taught over 1 week instead of 2. |
| How will leaders manage siblings/what will be the offer to families with siblings? | • Criteria of Year 10 and Year 12 students not strictly applied | • Criteria of Year 10 and Year 12 students strictly applied | **As above** |
| Do you have a full up-to-date list of all eligible key workers, including those who have not taken up the offer yet, but do qualify? | • Full list not established | • List has been established <br> • We have a pending list of students who could join <br> • The process to coming in is simple <br> • Students are added as and when they need the provision | **No longer applicable.** |
| What has worked well from being currently open to key workers that you would wish to continue? | • class sizes <br> • number of people on the school site. <br> • ineffective use of the school site <br> • no Reception staff <br> • Students not signing in via school ID card | • Small class sizes <br> • Small number of people on the school site. <br> • Limited use of the school site <br> • Reception staff to monitor who is on site <br> • Students signing in via school ID card | **No longer applicable.** |

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| What will need changing to accommodate more pupils than the key worker groups? | • Access to the toilets due to larger numbers of students and staff on site.<br>• Behaviour for learning systems to manage students with challenging behaviour<br>• Not enough venues<br>• Cross contamination | • Access to the toilets will be monitored and students escorted<br>• Behaviour for learning systems to manage students with challenging behaviour put in place: posters in each venue with clear expectations, contact with home if students do not comply.<br>• Choice of venues ensures a minimal risk of cross-contamination between students and year groups on site. | • Access to the toilets in each bubble<br>• Behaviour for learning systems to manage students with challenging behaviour put in place<br>• Choice of bubbles zones ensures a minimal risk of cross-contamination between year groups on site. |
| Who are the children that will need continued shielding and what will be the provision for them? | Managing the students in the MAH (medical alert handbook) in a single approach | • Those indicated in the Medical Alert Handbook with serious underlying health conditions e.g. diabetes have been / are reviewed case by case when needed. | • Shielding: Not applicable in September unless there was a local spike in COVID cases in which case they would shield again and remote learning would be presented. |
| What do leaders think will be more difficult or not possible to do in school due to social distancing rules? What is the rationale behind this decision? Are there alternatives that could be considered for now and/or in the future? | • Social time will be difficult<br>• Canteen and wider opening of school in phase 3 from September | •  there will be no social time when year 10 and 12 return.<br>• Key workers and vulnerable students will continue to have a 15 min break as their sessions are longer (break in a maximum of 10 supervised at all times) | • **Practical subjects**<br>• Music/ singing> special arrangements in place to allow the Music curriculum to take place (venues will change when need be)<br><br>• Sport / PE:<br>-No contact sports<br>-Minimise the sharing of equipment<br><br>All equipment cleaned after the session or at the end of the day |
| Have leaders looked at the weekly model of attendance based upon | • Checking attendance | • Students working from home will receive a Y code: To be confirmed (new guidance). | • Attendance procedures go back to normal: as per pre-COVID for the vast majority of students. |

| smaller class sizes? How could this work? | | • Students coming into school will tap on entry their ID card (print out of the students in attendance can be sent to the attendance team.<br>• Attendance team rota in attendance | |
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| **Additional considerations:** | | | |
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**DfE guidance:**
- **Cluster and hubs: https://www.gov.uk/government/publications/using-clusters-and-hubs-to-maintain-educational-provision/cluster-and-hub-provision-coronavirus-covid-19**

| Checklist 8: Vulnerable (FSM/SEND/Specific identified pupils/groups) | Phase I: risk assessment | Phase II: June 1st | Phase III: September onwards |
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| What is the current level of knowledge leaders have about the vulnerable groups of pupils? How will this inform future planning for their provision? | **See Safeguarding above** | • See safeguarding above<br>• The level of PPs' engagement is monitored / packs of work are sent where no access to internet/ laptop.<br>• Vulnerable are all encouraged to come in.<br>• We have put an order for the Laptop scheme and have identified the students the most in need of this facility. | **See safeguarding above** |
| While schools have been closed, how have leaders ensured vulnerable pupils are safe, attend school and/or are accessing learning? Is this effective for all? Where it is, how can this be continued while re-opening? If it is not, what can be done to improve this aspect? | **See above – rolling programme of contact with key vulnerable students and those on an EHCP. This will continue through transition period.** | **Ditto** | **N/A** |
| While schools are closed, have families accessed support for pupils – free meals; food banks; support from social workers etc? How will these services be continued and maintained? | **Yes – foodbank vouchers have been issued via the school and FSM vouchers distributed.  This process will continue.** | Yes – foodbank vouchers have been issued via the school and FSM vouchers distributed.  This process will continue. | • **NA in September:** food will be available in school for all students.<br>• Summer hols: PP > food vouchers have continued<br>• Food banks for the summer have been in operation |
| How are pupils currently shielded being supported? What will this look like while | **See safeguarding above** | • **Letter sent to Y 10 and 12 parents include guidance as per Government guidelines** | • All students are expected to return<br>• Personalised approach for very vulnerable students |

| working through the phases of re-opening? | | **for parents of students with medical needs.** | • Contact with families to facilitate return<br>• Should students be in need to stay at home at some point: remote learning would take place. |
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| What support will families require as the school re-opens? Can this be from within, or are external agencies needing to be planned for and planned in for different phases of re-opening? | **See safeguarding above** | | See safeguarding |
| How are leaders making sure vulnerable pupils are safe and accounted for? | See above: vulnerables contact | Adaptation to attendance procedures are being planned from 15th June | **See safeguarding** |
| What additional support measures will require consideration for pupils with SEND to understand social distancing?<br>(thinking about the younger pupils/varying independence levels) | **Personalised adaptations for individual students where required** | **ongoing** | **ongoing** |
| How will leaders manage the reintegration of EHCP pupils especially those with allocated 1:1 support? | Rolling contact with ECHP students from the TA team has maintained links. This process will need to be managed on a personalised basis. | **On going** | **ongoing** |
| What arrangements have been made with the local authority to ensure the EHCPs are picked up and continue? | AHO continues to work to finalise 2 current EHCPs in year 8 and year 10. Work on EHCP transition is continuing – contact made with relevant borough SEND teams via Egress. | **On going** | **On going** |

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| Have leaders considered what transition will be required for pupils to access the EHCP arrangements? | Ongoing | | New ECHP students and support are in place. |
| Will leaders have a phased or separate return day for those pupils more likely to find transition back to school more difficult? | This needs to be managed on a personalised basis - cannot be treated as a homogenous group | | Full guidance will be covered. Phased return in year group bubbles and support offered to most vulnerable. |
| How are resources being adapted for vulnerable pupils? | Staff are expected to adapt remote resources for those with Pupil Profiles in the same way they should adapt within the classroom. | | All resources are being adapted for September.E.g., ppts and handouts. No text books. |

**Additional considerations:**

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**DfE guidance:**
- **Vulnerable:** https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people
- **Extremely vulnerable:** https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19
- **SEND -** https://www.gov.uk/government/publications/coronavirus-covid-19-send-risk-assessment-guidance/coronavirus-covid-19-send-risk-assessment-guidance

| Checklist 9: Curriculum Home/School | Phase I: risk assessment | Phase II June 1st (GRADUAL/PHASED EXPANSION) | Phase III: September onwards Return to school |
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| What has the curriculum for pupils at home looked like since the school closed? How are leaders ensuring this is working effectively? | -students identified as vulnerable are able to come in for 3 hours per day.<br>-Further monitoring of students not engaging has increased this number to 10 recently, with an additional 'pending' group. | -Students of year 10 & 12 > 1:1 transition call with a member of Year 10 team and member of Sixth Form Team.Also a well-being discussion.<br>-SMHW work continues to be set in the normal way, so breadth of curriculum is covered. | • Leaders decide which of the 6 units of work for years 7-10 will be covered in 20/21.<br>• First fortnight needs to be a 'recap of lockdown work & reminder of skills/learning routines/recall strategies)<br>• Thereafter> lesson split into 2: 30% recall and spacing, 70% new topics |
| What school routines could be transferred remotely – assemblies in small groups; group discussions etc? | N/A | -Thought for the week will continue to be e-mailed.<br>-PSHE sessions are taking place remotely<br>-Well-being calls to keepin touch with certain identified students is happening weekly. | • No remote learning in phase 3 unless schools have to close again; in which case, we will revert to SMH<br>• Only remote learning would be for students who cannot attend due to medical circumstances |
| What changes are being made/is being kept the same to secure a consistent approach to home-school learning? | -students identified from disadvantaged backgrounds. Workbooks sent home to these students so they can access core subject learning<br>-Some are being allocated laptops.Further list compiled for phase 2 laptops when they arrive. | -During the slow reopening of school for Y10 and 12, , remote learning continues in same manner as phase 1. | See above for new term |
| What does learning currently look like for those pupils at home and at school? | Risk assessment for this is that some students not engaging with work regularly will continue to fall behind.<br><br>Most staff are contacting students electronically to try to address this. | • 95% of students are accessing SMHW regularly.<br>• Opps. for some 'face to face' learning from June onwards. | Return to normal learning<br><br>Tasks may initially need to be shorter (particularly yrs 7-10) to accommodate a lessening attention span many students will have acquired. |

| | Support staff team rotating phone calls every Monday to 'reach out' to these parents. | | HW to be set : recall or application, quizzes to test knowledge via SMH. |
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| How will the school displays be adapted for the phased approaches to the curriculum? | N/A | N/A | Curriculum maps are on the school website for all stakeholders to see |
| How will learning be developed so it improves virtually for all? | | The outline below allows for some regular 'face to face' teaching from 15/6 onwards, but also a continuation of remote learning. | <ul><li>A lot of recall techniques, revision, new topics</li><li></li><li>Own ex books and resources to take home</li></ul> |
| What might learning look like for pupils at the different levels of phased return? Consider rationale for decision about who returns first/last based upon leaders' priorities for the gradual implementation of the curriculum. | Risk Assessment for phase 2<br><ul><li>10s & 12s most at risk from falling behind in their learning due to proximity of public exams</li><li>Reduce risk by giving all an opportunity for some face to face learning before July.</li><li>Social distancing must be enforced during learning to minimise passing on virus. No pair/group work.</li><li>No sharing of equipment. Students must bring this. If not, then any equipment lent out must be disinfected when returned at end of session each day.</li></ul> | 1-12 June<br>1:1 calls for 10s & 12s focus on transition & well-being<br><br>15th-June - eot<br><u>Year 10 (Weds-Fri)</u><ul><li>Each yr 10 form group comes into school once each week for a 90 min. session</li><li>Class max size 15 – taught only in Hall & Conf. Suite.Tutor groups split in half between venues</li><li>Rotate a different subject each week (begin with core subjects)</li></ul><u>Year 12 (Mon-Tue)</u><br>Aim is for each student to get one taught session per week in each subject.<ul><li>Each session is 90 mins.</li><li>Timetable based on blocking - students only attend for that time.</li><li>This allows staggered starts & ends</li></ul> | <ul><li>Delivery: will need to focus on independent work in class to avoid face to face pair-work.</li><li>Tables facing forward</li><li>All subjects are taught but some will have their own constraints such as practical subjects:</li></ul>-<u>Music/ singing</u>> higher risk of transmission:-<br>Recommendation: smaller groups for Music or use of big venues<br><br>-<u>Sport / PE</u>:<br>-No contact sports<br>-Minimise the sharing of equipment<br><br>All equipment cleaned after the session or at the end of the day > this equipment could not be used again for another group that same day<br><br><ul><li>Marking:<br>- checking knowledge to be done through quizzes via SMH</li></ul> |

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| | | Remote work for all students continues, as teaching staff time in school is minimal | -unit tests: will be printed, done , collected and kept aside for 72hours; they will then be marked and left aside for 72 hours before being handed back to students (MAIN time for formative comments).<br><br>• Curriculum maps are followed as closely as possible for all year groups.<br><br>• Intervention and catch up sessions will be incorporated in the timetable for certain students where needed. |
| How will pupils' behaviour be managed – break with school routines and expectations – how is this being re-addressed while home schooling so impact upon return is minimised? | See phase 2. | • AHt is putting together a set of expectations, to be printed on a card & given to all students & explained to them.<br>• No lunch or break times, due to stagger. Will need accompanying to toilet – 1 at a time. Reduce opportunities to 'mix'.<br>• Clear systems in and out.<br>• Venues limited to hall & conf suite (yr 10) and Post 16 block & English (yr 12)<br>• Students that refuse to follow social distancing rules must be sent home & parents made aware this will happen. | • Positive reinforcement : achievement points, commendations<br>• Briefing on new behaviour policy changes<br>• Well-being sessions in PSHE<br><br>• Clear systems within bubbles: for unwanted behaviours<br>-Warning<br>-Exit to Bubble room<br>-Internal exclusion in DFL<br><br>• Supervision at break and lunch<br>• Posters an displays around the school |
| Have pupils been disadvantaged by accessing learning from home? Evaluate to what | • Weekly calls have been made by support staff to ascertain who these students are. | • ALL students will be invited in from yr 10-12 so none are disadvantaged. | • Initial fortnight on return (to focus on recapping & reviewing key subject skills). This will ascertain what gaps |

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| extent for your school (from this plans/actions to look at what actions to be taken from this) | • students identified from disadvantaged backgrounds. Workbooks sent home to these students so they can access core subject learning<br>• Some are being allocated laptops.Further list compiled for phase 2 laptops when they arrive. | • Some may choose not to attend for safety reasons.<br>• The strategies mentioned in phase 1 will continue.<br>• Possibility of targeted phone calls | of learning there are. These gaps will then be addressed in the 30% of lesson time dedicated to revision and recall.<br>• Intervention, catch up, recall and pastoral recovery curriculum will be weaved into the new timetable. |
| How will the curriculum address the impact upon learning for pupils linked to well-being – loss/stress/concern? | RA<br>• Students may need counselling if they have lost a loved one or close friend during lockdown.<br>• 1:1 call will allow for a 'wellbeing' discussion. | • The offer of the initial 1:1 call from 1-12 June will allow students to discuss worries & concerns. | See above. |
| How will pupils' learning be balanced appropriately with their personal experiences and well-being? How will this inform their curriculum? | | • Thought for the week will continue & can address this remotely through PSD.<br>• 'Taught' sessions will be a maximum of one hour1/2. Pace will need to be adapted, | See above |
| What adaptations are being made to the curriculum to take account of the home/school learning and the full time/part time schooling pupils have received? | | All initial subject sessions mentioned above will need to focus on:<br><br>• Checking what gaps there are in learning from work done at home.<br>• Surveying students to help find this out (e-mail)<br>• Picking one particular topic only & focus teaching on a 'recap','consolidate' then extend session in their 90 mins.<br>• Not over do the 'challenge' - students will largely need a steady reintroduction. | See above. |

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| What are reasonable expectations for the curriculum in the current circumstances and how will these be developed as the school moves through the phases of re-opening? | | <ul><li>Largely continuing with remote work set.</li><li>Expectation that the fine detail in the curriculum is unlikely to have been set by teachers or covered by students.</li><li>Staff have been directed to not provide more than 40mins work per lesson (in line with national guidance). It's therefore reasonable to expect that at best, 60% of what would have been covered in school has been covered at home. For most students, it will be less than this.</li></ul> | See details above |
| Have leaders reviewed the school's typical annual calendar of events to decide when decisions will be taken about cancelling or going ahead with them; summer initially; autumn as planning ahead, 'leaving' events, residential visits, parent evenings, sporting events. How can these aspects be achieved differently? | <u>RA</u><br>The main risks here are that:<ul><li>It may be impossible to deliver 'normal' whole-school events for some time, depending on future social distancing rules.</li><li>This would include face to face parent meetings- many will be concerned they are becoming too detached from their child's learning.</li></ul> | <ul><li>Plans for parents' evening discussed for first term in 20-21. For now, some data feedback will be given only.</li></ul> | 20/21 calendar has ben reviewed |
| How are leaders looking at the development of the curriculum for 2020/2021? Will it need to be rethought as a transition to ensure the re-opening phases can be accommodated safely and | | <ul><li>All leaders are drawing up new 'curriculum maps' for their subject (deadline - half-term).</li><li>DF & GR will continue to check these. They will be followed next term.</li></ul> | See comments above.<br><br>The curriculum maps will be followed as closely as followed in years 7-10. For 11-13, it is likely that leaders will need to make decisions about which topics to 're-teach and recap', which ones to modify. |

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| so pupils are able to cope academically, personally, socially and emotionally? | | | |
| How will the curriculum change and what is the rationale for this as you move through the phases of re-opening? | | • There will still be a breadth of curriculum.<br>• What is taught in school will be limited to re-capping knowledge and perhaps setting some home learning in person.<br>• Work set on SMHW continues for all. | See comments above. |
| What will the whole school approach to teaching be during the phases? How will this be developed and how will leaders and staff ensure there are opportunities for pupils to share their home and school experiences as a key part of their current education? | | • As mentioned, the teaching will be AfL focused – where are the gaps in knowledge, focus on a topic to recap these, so students leave the 'taught' session more confident, with the ability to ask questions/address misconceptions. | See comments above. |
| How will leaders consider what the expectations for the quality of education will be during all phases, considering realistically what the phases of admitting pupils will be? | Parents and students may become increasingly concerned that not enough 'teaching' is being done and express these concerns (particularly those closest to exams).<br><br>They'll need to be reassured by whatever national guidance is in place at the time – consistency with other schools | • Monitoring of T & L will continue in the normal way, as it has for phase 1<br>• No further phases this term beyond what has been mentioned above. | • Walk throughs of Yr11-13 can take place once they have returned full-time.<br><br>• The new MLMP programme can be followed in its entirety as all year groups will have returned.<br><br>• Training will be taking place for all staff on Verbalising their curriculum on return. |
| How will leaders work towards meeting pupils' entitlement to a curriculum through the | Risk – Some may not be emotionally ready to learn again for longer than others. This will include parents' concerns over | • The 1:1 calls are designed to help pupils be emotionally 'ready' to learn again.<br>• The few taught sessions should give the students | • Faculty meetings will need to determine how to move forward, once gaps have been ascertained. |

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| phases so pupils are prepared and emotionally 'ready' to learn again? | safety & may keep their child at home for longer. Schooling is not yet compulsory' - at some point discussions will need to be had about what a school can do to reassure these students to come in – they can't continue to be set remote work or ever. | confidence in returning to learning in a small, but controlled way. | • Curriculum maps are on the website and will be followed by all<br>• The pastoral programme will pick up on the emotional impact of the lockdown.<br>• A personalised approach will be there for the students who need 1 to 1 emotional support |
| How will the curriculum be adapted and communicated to parents to meet the needs of pupils – emotionally and personally following long periods of time not in school, gaps in being able to access home schooling and differing attitudes between being at home and at school? | see above | • Plan will be communicated to parents via letter when confirmed and ready. | • Curriculum maps will be published for parents & students (see above) from Sept.<br><br>• regular communication home from SLT as to how phased return will work & communication/training with staff.<br>• DSL, DOS and YC on-going pastoral work with students and families. |
| Additional considerations: | | | |
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DfE guidance:
- Home learning support: https://www.gov.uk/government/publications/coronavirus-covid-19-online-education-resources
- Remote support: https://www.gov.uk/guidance/get-help-with-technology-for-remote-education-during-coronavirus-covid-19

- Accountability measures: https://www.gov.uk/government/publications/coronavirus-covid-19-school-and-college-performance-measures/coronavirus-covid-19-school-and-college-accountability

| Consider: Checklist 10: Communication - pupils | Phase I: risk assessment | Phase II: June 1st | Phase III: September onwards |
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| How are leaders/staff evaluating pupils' preparation and response to return to school – what will happen if that is not positive? What will be in place to support and give additional home support to alleviate this? | • Parental feedback – parents are happy with the work set and virtual school<br>• Students engaging with SMHW – 95%<br>• Student survey on virtual work set shows students continue to engage with virtual school | • ILP day allows staff to evaluate students' views. | • Extended tutor time on Wednesday 30 mins with focus on mental health and learning.<br>• Robust form time routines such as equipment check and bag check. This will allow students to feel more prepared and develop positive routines.  This should also allow tutors to identify students that need support with establishing routines. |
| What contact will staff have with pupils to share expectations for return to school? | • Student friendly BFL letter sent to students via email prior to opening on 1st June. | • ILP meeting with Year 10 and Year 12 Guidance team.<br>• Teaching and learning in core subjects.<br>• Agreed Behaviour for Learning Outline shared with parents via Parent mail and on the school COVID page | • End of Term letter to parents and students to inform them of next developments.<br>• Update letter mid August<br>• PSHE and tutor time extended on first day back in September for students to allow them to review new systems and structures. |
| Are there additional ways to communicate with pupils to prepare them, perhaps integrating this into their learning as groups of pupils have school-based learning extended? | • Specific PSHE session sent to Year 10 and Year 12 students prior to 1st June with a focus on preparation for reopening of school. | • Student friendly BFL outline shared with students<br>• Student BFL card given to each student at the ILP day is they are aware of our expectations<br>• Plan for the day shared with students via email and Parentmail. | • PSHE focus on mental health and resilience<br>• We have time tabled more PSHE lessons for the academic year 20/21 to enable staff to establish a dialogue with students that encourages them to reflect on their COVID 19 experience and identify |

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| | | • PSHE focus 1st-15th June on preparation of working in school. | areas they need support in order to access the curriculum. |
| How are staff going to gauge how pupils are feeling about returning to school and link this to their learning throughout the transition through the phases of the re-opening of the school? | • Student survey on virtual work set has given staff some understanding about how students are feeling about virtual school.<br>• Guidance phone calls to students also allows staff to review how students are feeling in general and their personal views on the reopening of schools. | • ILP day for Year 10 and Year 12 will allow Guidance staff to gauge how students feel about returning to school. Guidance staff to disseminate this knowledge to school leaders and subject teachers | All students have been contacted and any adjustments made as necessary. |
| How will leaders communicate with pupils returning to school? | • Student friendly version of the letter sent to parents to be shared with students via student email. | • Students to receive a weekly update regarding school opening from AHT. This will follow on from any communication Mrs Raven has sent to parents and staff. | • Welcome back letter to students and parents outlining aim for the term and any new notices.<br>• Extended PSHE lessons for academic year 2021 |
| What opportunities will pupils have to be able to share the experiences they have had with COVID-19 sensitively and how will this shape how staff support pupils to communicate and provide alternative ways for pupils to share and express their thoughts? | • Students are encouraged to take part in virtual PSHE lessons led by the Guidance team<br>• Students are invited to share experiences and activities they have been ding during Lockdown.<br>Students are encouraged to discuss any emotional and mental health concerns around COVID 19 with Guidance team and or Safeguarding team. Mental Health Awareness week – focus was on Kindness and keeping in touch. | • Year 10 and Year 12 ILP day will allow Guidance team to have sensitive conversations with students and their parents regarding their emotional health and wellbeing during COVID 19.<br>• On-going counselling support available through virtual I school counsellors.<br>• Vulnerable students and those that have expressed concerns with their mental health continue to access support through our in-school counsellors. | • PSHE session on Wednesdays<br>• More time tabled PSHE lessons with a focus on wellbeing<br>• In school counselling referral for those students needing further support |
| How will pupils be included in the consultation process | • Student survey on virtual school and analysis of student engagement with | • ILP session will allow us to gain an understanding of the needs of students and their | As above |

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| at their level so they understand the expectations and the reasons for the differences in their daily school life? | SMHW has allowed us to assess student views on the differences to their school routine. Students have a sound understanding of the imposed changes that the COVID 19 situation has had. | views on the proposed reduced TT when we reopen. | |
| **Additional considerations:** | | | |
| Please see BFL COVID 19 policy and procedure | | | |
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**DfE guidance:**
- Pupils' mental health support/pastoral care at home: https://www.gov.uk/government/publications/covid-19-guidance-on-supporting-children-and-young-peoples-mental-health-and-wellbeing/guidance-for-parents-and-carers-on-supporting-children-and-young-peoples-mental-health-and-wellbeing-during-the-coronavirus-covid-19-outbreak#helping-children-and-young-people-cope-with-stress

| Checklist 11: Communication - parents | Phase I: risk assessment | Phase II: June 1st | Phase III: September onwards |
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| How will leaders communicate with parents during the various phases of re-opening? Could this be through video link/email/school social media/newsletter? | **KR, CT and GR regularly contact, via email and parent mail** <br> **KR sends relevant DfE docs Website carries the same.** | **Ditto** | **Ditto.** <br> Detailed information about September opening will be sent in August, after 12.8.20 announcement. |
| How will leaders manage the different perspectives of parents feeling fearful of sending their child to school and those who are worried about their child falling behind? | **Letter explaining what we are doing, how and why, to go from CT and DF before half term. Regular as and when contact for those who raise queries.** | **Ditto** | All students are expected to return in September so no such parental issues can be considered. |
| What will leaders do to effectively communicate the balance of thought between pupils' learning and their well-being and safety with parents so parents' views are considered and a phased approach with an emphasis on safety and well-being is established based on trusting leaders to keep their children safe? | **Phased approach via 1;1 meetings will deal with well being and academic, prior to reintroducing 'live' learning.** | **See teaching and learning section. Parents will be advised of this system before half term and details before 15.6.20 for 10 and 12** <br><br> **See health and safety section for protective measures** | As above. |

| What on-going weekly/regular communication could be used to ensure parents are kept well-informed? | **As above** | **As above** | **As above.** |
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| How could a parent group support the school's work with communication? | **This approach does not work with our families** | **Ditto** | **Ditto.** |
| Have leaders considered their current means of communication and the strengths of these to use as the school plans and implements re-opening over phases? | **Yes. We are happy that what and how we do this is appropriate for our school community.** | **Ditto.** | **Ditto.** |
| Have leaders considered reasonable expectations of parents sending their children to school? | **Yes, We are listening to the national and local debates and anticipate about 40-50% uptake for Phase 2a and b, after h/t.** | **We will run it as if it is for all so that we are flexible for daily changes in family life.** | **All students return in September.** |
| How will leaders communicate the messages about safety for children and manage the anxiety parents will have? | **We have a very strict behaviour and expectations code'. Any students breaking it will be sent home immediately.** | **Ditto.<br> This will be increased to include access and egress for the site and parental drop offs etc.<br> It will be in a parental letter and on the website.** | A detailed parental guide will be sent outlining expectations etc. |
| Have leaders considered parental choice re sending their children into school – what might this guidance and advice look like and be for parents? | **We will do this in line with national guidelines which are currently optional for parents.** | **Ditto.** | All students return in September. |
| How will communication alleviate the anxiety parents have? | **As above** | **As above** | **As above** |

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| How will leaders manage attendance with parents considering the various phases of attendance as the re-opening extends further and more pupils are regularly attending school? How can the attendance of pupils be supported during the early stages to alleviate parental anxiety and still share expectations for the future? | **We continue to monitor attendance, Key workers etc must register their place and they are chased if no attending.** | **Ditto key workers etc.** Phase 2 is voluntary therefore we will not chase non- attendance for 10 and 12. We will record who attends and analyse it for patterns e.g., PP and SEND; more able etc. | Full attendance is expected. Usual attendance monitoring will be in place. |
| How will leaders share expectations of home learning which will not pressurise parents but equally reiterate set expectations that are realistic, doable and can be transferred seamlessly when pupils attend school more regularly? | **See teaching section** | **Ditto.** | **N/A.** |
| **Additional considerations:** | | | |
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**DfE guidance:**
- **Parents:  https://www.gov.uk/guidance/supporting-your-childrens-education-during-coronavirus-covid-19**
- **Parents with pupils with SEND:  https://www.gov.uk/guidance/help-children-with-send-continue-their-education-during-coronavirus-covid-19**
- **Supporting parents:  https://www.gov.uk/government/publications/covid-19-school-closures/guidance-for-schools-about-temporarily-closing#working-with-parents**

| Checklist 12: Appropriate Body (e.g.LA/Trust/Diocese) | Phase I: risks assessment | Phase II: June 1st | Phase III: September onwards |
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| Who are the key contacts in the Appropriate Bodies | SoS at DfE and DoE at LA. | Ditto | Ditto. |
| Have leaders accessed all the information relevant during this time from Appropriate Bodies? | Yes! KR reads everything and shares with SLT , parenst and governors as appropriate. | Ditto. | Ditto. |
| What support will leaders require from LA/Trust throughout each phase? | Access to any additional resources : eg FSM vouchers; external advice agencies for vulnerable students | Ditto. | Ditto. |
| What additional support can be brokered – working together – for example, clusters of school, within federations or trusts etc.? | N/A | N/A | N/A. |
| Where applicable, do you have consistency with neighbouring/cluster/local schools in terms of your offer/systems? Would it be helpful to do this within trust and/or cluster groups? | Constant email contact with other schools, ASCL, CST, Octavo, NGA, through KR. Shared with SLT and governors. | Ditto | Ditto. |
| How will leaders take account and implement the agreed guidance from Appropriate Bodies while sustaining a considered, | Pick and mix best advice for our context. | Ditto | Ditto. |

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| do-able re-opening of the school to meet DfE statutory guidance? | | | |
| How will leaders share and communicate their planning for re-opening with the Appropriate Body? Is the rationale clear and demonstrates leaders secure oversight and planning for their school? | **See governance section.** | **Ditto** | **See governanace.** |
| Have leaders considered sharing of ideas about monitoring of their work to ensure realistic expectations shared and communicated for how the re-opening plan will impact upon the quality of learning and outcomes? | **Sharing locally with other secondary schools .** | **Ditto** | **Ditto.** |
| Are leaders ensuring they are communicating with the Appropriate Body about their planning so appropriate support is allocated? | **As avbove** | **Ditto** | **Ditto.** |
| Has the Appropriate Body's guidance and supportive directives been applied and discussed appropriately to ensure consistency and support is used effectively? | **LA and DfE guidance received and acted upon as appropriate.** | **Ditto** | **Ditto.** |
| While considering the plans to re-open, are there any thoughts about what additional support | **Not until we see staff availability** | Ditto.  Unclear what else we may need or how to source it if we did! | Extra staffing and materials will be ordered ready for September 4th. |

| will be required that is additional to the offer that is usually applied? | | | |
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| **Additional considerations:** | | | |
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**DfE guidance:**
- **Local authority: https://www.cambridgeshire.gov.uk/residents/children-and-families/schools-learning/school-term-dates-closures/school-closures**
- **Local authority:  https://www.peterborough.gov.uk/residents/schools-and-education/school-closures**

| Checklist 13: Transition of pupils | Phase I: risks assessment | Phase II: June 1st | Phase III: September onwards |
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| How will leaders contact and support transition of new early years children for September 2020 - will leaders consider changing induction arrangements or completing this process online? | | | |
| Have leaders ensured that pupils' transition from primary and secondary provision is considered and how this will be communicated with the appropriate settings? | • Cancelling every activity<br>• Wanting to do a normal transition in this climate | • Key: communicating with all parties> schools, parents, LA<br>• Update of the website transition section: SK (on-going) | **All in place for September.** |
| Are there any thoughts about how secondary schools contact/communicate with primary schools to ensure effective transition? | • Not communicating due to schools' closure<br>• leaving | • Our transition forms have been sent: week of the 11th May to collate details<br>+<br>• SEND followed up led by AHO | **As above.** |
| How are leaders ensuring pupils' transition into sixth form and further education settings are considered? What are the transition arrangements and how are pupils/students informed? | CTi & MD have met to co-ordinate & have contacted all year 11 students returning to post 16 & sent them the transition booklets to work on (bridging units) | MD & staff to monitor engagement with transition work in June/July. | |
| What arrangements have been thought of to ensure all important information is shared – | • Are enough staff are on hand to facilitate all communications. | • Y6 into 7:<br>Weekly letters, audio presentation PP for parents, booklets for both parents and students, Curriculum will be uploaded on website by September | **All in place for September.** |

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| verbally/documentary – between schools and between home and school? | | | |
| What might the transition from home learning to return-to-school look like at various stages of re-opening? | • Ignoring the effects of the lock down on well-being and loss of learning or skills. | • Use summer school sessions for re introducing lesson format and learning in class (fun activities but classroom setting) | • Time with the tutor to get used to the school , the layout, the expectations: ½ day.<br>• Y6 concepts revisited in all the cross-over topics following our cross over audit grids.<br>• Distancing but social time back in: breaks and lunches |
| Have leaders considered what will happen following any guidance about how pupils will move on or transition to their next academic year? Do leaders have an 'ideal' that would meet the needs of their own pupils? What might this look like and what are the possible implications and considerations for the future?<br>How are leaders thinking about the needs of pupils with SEND and their needs transferring to other settings and/or moving into different year groups with unfamiliar staff members? | • Students will be kept at home, so will lose even more learning and social interaction<br>• Staff will not be able to be in school (conditions/ shielding/ Unions' guidance etc…)<br>• School capacity reduction: logistics + Question if we can open or not with the right level of supervision.<br>• Are the SEND needs known for Y6 into 7? Has the leading time to students starting been long enough to have the right amount of support for SEND in place?<br>• Lack of information to put together new Y7 tutor groups that are balanced | • Some Y6 into 7 activities will take place<br>• Staggered coming back to school with staggered amount of lesson time<br>• Well-being call for Y10 and 12 coming back first.<br>• Well-being weekly powerpoints for KS3 and phone calls in June and July<br>• SEND new Y7 will be followed by the SEND team led by AHO + virtual meetings on some of the SEND students<br>• Medical needs will be addressed as part of the Y6 into 7 activities with parents: Virtual presentation: planned. | All in place by September. |

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| What does the transition from home learning to school learning look like in your school, for your pupils? Have leaders considered consistency and expectations that are appropriate for the context of families' capacity (albeit because they are working; more than one child at home to home school etc) to support at home? | | • Some Y6 into 7 activities will take place: to be confirmed for summer school<br>• Staggered coming back to school with staggered amount of lesson time<br>• Well-being meetings for Y10 and 12 coming back first.<br>• Well-being weekly power-points for KS3 and phone calls in June and July<br>• On-going provision for the Key workers and vulnerable students.<br>• Pastoral support, counselling available, re instate expectations in lessons as and when they are on the school premises | **N/A.** |
| How will staff be supported to transition between home/school planning and teaching? | | • Hybrid system in June and July (rota established if schools reopen to enable staff to be on site at some times of the week while having a good balance between home and school to plan their work and assess (while taking into account their workload ) | Prep day in July and September prior to students returning. |
| **Additional considerations:** | | | |
| **See separate plans for Y6 into 7 activities** | | | |
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| Checklist 14: Finance | Phase I: risk assessment | Phase II: June 1st | Phase III: September onwards |
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| Is there a business continuity plan that can be adapted to reflect the changes and the phases of re-opening? | **We are able to continue.** | **Ditto.**<br>**If BM is unavailable, we would be challenged….but this is true at all times.** | N/A |
| What additional costs are leaders having to incur that were not planned into the original budget, and how will this impact upon the current budget plan and resources? Can these be reclaimed from government for example, increased premises related costs; additional cleaning; support for FSM? | **Paying for FSM vouchers in the first 4 weeks .** | **Possibly additional cleaning.**<br>**Loss of lettings income.** | Additional staff and materials will be needed. Separate budget requested from governors. |
| How will leaders of finance ensure invoices etc continue to be paid and authorised when working remotely? | **BM is coming in most days to ensure these are paid on time.**<br>**As is finance assistant.**<br>**Cheques are signed by  KR and CT** | **Ditto** | N/A. |
| Are leaders aware of the delays and cancellations of some financial returns? For | **Yes.**<br>**Concern about draft budget from EFSA not yet available.** | **Nothing confirmed from EFSA yet.**<br>**Ditto.** | Yes. |

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| example: BFRO for academies cancelled | | We will make A DRAFT BUDGET ANYWAY, BASED ON THE KNOWN G FIGURE SO FAR. | |
| Have the reintroduction of contracts been considered? Cleaning; IT support; catering; financial support services etc | **It is unlikely that any one will consider allowing us to do this! Negotiated individually as needed.** | Ditto. | All contracts are in place and continuing. |
| Have leaders evaluated the impact of lettings and the finance implications of possibly not restarting or a phased re-opening of lettings? | **Yes.Negligible for us so far.** | Ditto. | Yes. Hoping to be able to resume as many as possible subject to guidelines. |
| Are there financial implications for transport to ensure social distancing arrangements are upheld? | **N/A** | N/A | TfL withdrawal of the free Oyster, may impact highly. LA aware and in contact with them. Lack of spaces on buses may also impact upon attendance. Both of these are out of our control. We have liaised with TFL in July ready for September. |
| Are there visits/trips booked previously, for example, residentials whereby monies can be claimed off insurance or refunds applied? | **Detailed over view shared with Govs at Resources Co. Constant contact with parents by GR** | Ditto | Ditto. One held over: March Disney. Review of this trip will happen when more information is held. |
| Is there a plan for a potential COVID-19 repeat that could be | **Not at the moment. We would do this in line with DfE guidance at the time.** | Ditto | **Yes.** |

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| included in a crisis management financial plan? | | | Would revert to lockdown procedures and follow any new guidance as and when. |
| Have leaders risk reviewed all related safety concerns with financial implications including premises, cleaning, water hygiene, fire safety, gas safety, ventilation etc? | **Yes, see premises section** | **Ditto** | **Yes.** **See relevant sections above.** |

**Additional considerations:**

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**DfE guidance on finance:**
- **Financial support:** https://www.gov.uk/government/publications/coronavirus-covid-19-financial-support-for-education-early-years-and-childrens-social-care/coronavirus-covid-19-financial-support-for-education-early-years-and-childrens-social-care
- **Exceptional costs:** https://www.gov.uk/government/publications/coronavirus-covid-19-financial-support-for-schools/school-funding-exceptional-costs-associated-with-coronavirus-covid-19-for-the-period-march-to-july-2020
- **Reducing burdens:** https://www.gov.uk/government/publications/coronavirus-covid-19-reducing-burdens-on-educational-and-care-settings/reducing-burdens-on-educational-and-care-settings

| Checklist 15: COVID-19 considerations/social distancing | Phase I: risks assessment | Phase II: June 1st | Phase III: September onwards |
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| Have leaders considered and voiced their views with stakeholders for discussion the reality of social distancing in the context of their school based upon the size of the school and the care needs of pupils? | **Not needed up until now.** | **Yes.** <br> **See premises section.** <br> **Parents will be communicated with in this regard nearer to the time.** | Following the guidance in this regard. <br> Updating practices as and when there is a change in the guidance. |
| How are transport arrangements being managed and maintained for pupils? How will this look as increased number of pupils attend school at different times/days? | **N/A as we can only use public transport for our students.** | **Ditto** | See relevant travel section above. |
| How will a school day be managed to ensure social distancing for example, breaks, lunchtime? | **See premises plan.** | **Ditto.** <br> **No break nor lunchtime for this phase.** | See detailed premises and health and safety section above. |
| How will leaders manage the different perspectives of parents – sending pupils into school or deciding not to? | | | **N/A.** |

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| What learning has there been about COVID-19 at home to prepare pupils for return? How can this be supplemented by school information? | **N/A at this stage** | **Letter to parents re expectations before they return** | Full guidance shared with parents prior to returning. And available on our website.<br> Our own expectations document will also be sent home. |
| Following risk assessment, what PPE is required to ensure staff safety? (see health and safety) | **N/A at this stage** | **Will follow gvt guidelines.** | **Ditto.** |
| Have leaders considered the risk of a pupil/staff member contracting COVID-19? Is a plan considered for communication of this to alleviate fear, appropriate communication with external agencies (e.g. public health), how testing will be gained for staff/pupils in contact and thereafter dealing with the impact of this? | **N/A at this stage** | **Yes.**<br>**See premises and health and safety section.**<br>**All gvy t and local guidelines will be followed.** | Full guidelines in place and communicated to all stake holders. |
| Has the emotional impact upon staff and pupils been evaluated considering what they may have endured through 'lockdown' and 'isolation' for example, loss, neglect, loneliness. | **N/A at this stage** | **See well-being section above.**<br>**Counselling available,.** | See safeguarding and support above. |

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| What additional resources can be given to support all staff and pupils to manage and deal with personal circumstances while supporting them through to a form of normality following the trauma? | | | |
| How will the curriculum offered change to meet the personal, social and emotional needs of pupils giving them a chance to talk, share and 'off load' their worries in a way that will support them to move on to a place of feeling more secure and emotionally stable? | **Yes. See teaching section and phased return** | **Ditto.** | **Recovery curriculum interleaved throughout .** |
| How will staff and pupils be supported to deal with the day-to-day living with COVID-19 still being a threat prior to a vaccine? | **N/A at this stage.** | **Usual support available and referrals can be made. Counsellors available** | **Ditto.** |
| What will leaders need to consider in order to establish a 'different' day-to-day routine and way of schooling while COVID-19 is a threat? | **N/A at this stage** | **Yes phased return is very different. See above** | Following guidelines as detailed in the teaching and health and safety sections above. |
| Can pupils contribute towards what school | | | • On-going discussion about their experiences during tutor time or |

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| will need to look like for them to feel safe during the time of COVID-19? How might this be achieved? | | | through students' voice activities.<br>• 1 to 12 meetings with more vulnerable students and adjustments made where needed. |
| Can parents be consulted about how to alleviate their fears about sending their children to school? Have leaders considered online forums to discuss their ideas? | **See above** | **Ditto** | **N/A** |
| Have leaders considered communicating to all that, at this time and for the future until a vaccine is found, schools could think about how they do it differently, rather than 'getting back to what it was'? | **N/A at this satge** | **Yes.. See above.**<br>**Will take gvt advice as prep for phase 3 for September** | **See sections above.** |
| **Additional considerations:** | | | |
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| **DfE guidance:** | | | |

- **Social distancing:** https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-social-distancing-in-education-and-childcare-settings/coronavirus-covid-19-implementing-social-distancing-in-education-and-childcare-settings
- **PPE:** https://www.gov.uk/government/collections/coronavirus-covid-19-personal-protective-equipment-ppe

# Review/evaluation stage:

| Considerations: | Actions needed: | Risk considered/support required: |
|---|---|---|
| *Future thoughts:*<br>*How should school address the loss of learning especially if vulnerable children and those with SEND have been most affected? How can this be managed without affecting children's well-being?* | | |
| *Review the curriculum design – what are the gaps in coverage? Prioritise some areas for catch-up but accept that every gap can't be tackled.* | | |
| *How have actions in the previous phases going to impact upon what this may look like in the future?* | | |
| *Rather than think about how to 'get back' to what it was, does it have to be considered what will be different?* | | |

**Useful additional documents and links for reference:**

- Public health England https://www.gov.uk/government/organisations/public-health-england
- NHS: https://www.nhs.uk/conditions/coronavirus-covid-19/what-to-do-if-you-or-someone-you-live-with-has-coronavirus-symptoms/
- Government advice: https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance
- DfE https://www.gov.uk/government/publications/guidance-to-educational-settings-about-covid-19/guidance-to-educational-settings-about-covid-19
- A detailed checklist and key guidance for action for health and safety is available at: www.gov.uk/government/publications/managing-school-premises-during-the-coronavirus-outbreak/managing-school-premises-which-are-partially-open-during-the-coronavirus-outbreak
- Information re testing: https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested

**Please note:**

- this document will evolve over time