



Honywood School

COVID19: C10 Reopening Plan

LGB Approved:

Date: 9/6/20

SAT Board Approved:

Date: 10/6/20

Purpose of this document:

This COVID19: Risk Assessment and Action Plan document sets out the decisions taken and measures put in place to prepare for the phased re-opening of the school and ensure the school continues to operate in a safe way. Existing policies & guidance continue to apply alongside the actions within this document, including but not limited to:

- Health and Safety Policy
- Cleaning RA & Schedule
- First Aid Policy
- Catering RA
- Child Protection Policy
- DFE Guidance relating to COVID19
- Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 2013
- The Health Protection (Notification) Regulations 2010
- Public Health England (PHE) (2017) 'Health protection in schools and other childcare facilities
- BAMEed Schools and COVID-19: guidance for Black, Asian and minority ethnic (BAME) staff and their employers in school settings

Steps of Re-opening Preparation:



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THEME 1: Preparing Buildings and Facilities

Control	Risk	Action / Decision Made
<p>1.1 Premises and utilities have been health and safety checked and building is compliant.</p> <ul style="list-style-type: none"> ● Water treatments inc. Legionella ● Fire alarm testing ● Repairs ● Grass cutting ● PAT testing ● Fridges and freezers ● Boiler/ heating servicing ● Internet services ● Any other statutory inspections ● Insurance covers reopening arrangements 	<p>Routine checks have been happening during Covid-19 with reduced levels of staffing. The reduction has been achieved through putting a rota response in place</p> <p>Some disruption to catering has led to food not being used up in the usual timeframe.</p>	<p>The building has remained in-use throughout this period.</p> <p>All regular health and safety checks have been carried out through COVID partial closure period</p> <p>Determine with the catering staff / school meals service how left over frozen food should be dealt with and action as appropriate.</p>
<p>1.2 Work Spaces for staff:</p> <p>Work spaces re-designed to allow office-based staff to work safely.</p>	<p>Staff Area offices and the admin area/site team do not allow for a 2m space between desks.</p> <p>Too many people in an office space prevent social distancing from being maintained</p> <p>Reception area is an area of high traffic</p> <p>Serving and sales points in canteens put learners in close proximity to catering staff</p>	<p>Prior to June, controlled by having staff on a rota. From June 1st, some additional office spaces/changes to layouts identified to ensure 2m space between colleagues and allow for more colleagues to work safely from within the building. Where this cannot be put in place, rotas remain.</p> <p>Signs to be placed on each office that indicate the capacity of people for that office - communicated through staff handbook</p> <p>Barrier put in place. Screen put in. Alcohol gel by signing in book (at distance to reception desk)</p> <p>Screens put in.</p>
<p>1.3 Toilets – measures have been taken to avoid breaches of social distancing in toilets</p>	<p>Narrow areas around sinks/dryers lead to people being in close proximity to others</p>	<p>Toilet blocks allocated to different groups (both for staff and learners).</p> <p>Numbers of learners in toilet blocks controlled by staff on duty - one in one out system. Each group/bubble has own toilet block.</p> <p>Staff toilets to have a bolt fitted on the outer door to ensure only one at a time.</p>

<p>1.4 Entry and exit routes to the school are in place, any physical changes and/or signage required to allow social distancing are in place.</p>	<p>Bottlenecks likely at entrance to school. Social distancing more difficult to be maintained.</p>	<p>2-meter markers to be added on routes to main entrances. Signing in at each entry point with 2 members of staff</p> <p>2 Different entry/exit points for different groups of learners (main hall-group A, main entrance for key workers, PE hall-group B) - Map of routes produced in advance</p> <p>2 different drop off zones (turning circle/front carpark) - clearly marked routes</p> <p>Entry points/times and arrival/departure communicated to parents</p> <p>Revision 7/6: Parents to be informed that they are not to enter the school unless in an emergency or if pre-arranged with the school.</p>
<p>1.5 Corridors: Measures are in place to support social distancing and reduce possible contamination</p>	<p>Narrow corridors can make social distancing difficult to achieve. Doors, passed through by many people each day, are a potential cause of transmission</p>	<p>2m markings put in corridors to support social distancing</p> <p>One way system implemented on key routes eg: route to medical room.</p> <p>Automatic fire doors to be left open. N.B doors to stairwells should NOT be propped open. External doors open at start and end of day but closed when areas not occupied. Where possible doors will be propped open.</p> <p>Bubble group rooming removes most movement around the site limiting risk points to the start and end of the day.</p>
<p>1.6 Water fountains</p>	<p>Water fountains can cause queues and the fountain casing can create a risk of transmission as touched by multiple users</p>	<p>Water fountains to be taken out of action and learners advised to bring water bottles</p>
<p>1.7 Consideration given to premises lettings and approach in place.</p>	<p>Not sufficient time for thorough cleaning after any lettings and before school starts.</p>	<p>Lettings suspended</p>
<p>1.8 Consideration given to the arrangements for any deliveries.</p>	<p>Deliveries overlap with key movements at entry/exit points. Deliveries put site team at risk.</p>	<p>No deliveries at drop off and pick up. Any that arrive will be asked to park and wait by duty staff.</p>

THEME 2: Emergency Evacuation

Control	Risk	Action Required / Decision Made
<p>2.1 Emergency Evacuation: Evacuation routes are confirmed, and signage accurately reflects these.</p> <p>NB: In the event of emergency the priority is getting out of the building calmly regardless of social distancing.</p>	<p>Social distancing would be harder in an evacuation situation.</p> <p>Selected Fire doors being propped open pose a risk</p>	<p>Evacuation procedure reviewed. Learners to be guided to line up at 2m intervals on field outside science to maintain SD. Line markings on field to assist lining up at 2m intervals</p> <p>Staff provided with fire drill procedures and assigned to close fire doors and any propped open doors when responsible for a room.</p> <p>Assigned site team-member to do a sweep to check all fire doors closed.</p>

THEME 3: Cleaning and waste disposal

Control	Risk	Action Required / Decision Made
<p>3.1 Enhanced cleaning regime is in place in line with <u>COVID19: Cleaning in non healthcare settings guidance</u>.</p> <p>Capacity of cleaning staff is adequate to enable enhanced cleaning regime.</p> <p>Adequate cleaning supplies and facilities around the school are in place.</p> <p>Arrangements for longer-term continual supplies are also in place.</p>	<p>Areas of the school not cleaned in line with recommendations</p> <p>Absences in cleaning team</p> <p>Lack of equipment/antiseptic cleaning fluids</p> <p>Potential for contaminated tissues to be in left in bins</p>	<p>Each group/bubble will have a different cleaner assigned to them.</p> <p>Deep clean completed prior to opening. Enhanced cleaning schedule implemented throughout the site, ensuring that contact points (work surfaces, desks, door handles/plates, taps, light switches) are cleaned frequently.</p> <p>Enhanced cleaning regime for toilet facilities particularly door handles, locks and toilet flush. Additional cleaning sprays/wipes left in teaching spaces, offices and on photocopiers for staff to use</p> <p>Priorities and priority areas established each day by cleaning team</p> <p>Handwash and alcohol gel stations are to be checked and replaced daily by cleaning staff. Arrangements to reduce offering if unable to cope with capacity.</p> <p>Additional supplies of all cleaning fluids/alcohol gel to be ordered and stock levels maintained.</p> <p>Bins emptied regularly. Hand sanitiser available at the school entrance and in classes (see cleaning schedule)</p>

3.2 Sufficient time is available for the enhanced cleaning regime to take place.	Pressure on team owing to additional cleaning/staffing shortages means that some key tasks are missed	<p>On-going cleaning throughout the day.</p> <p>Priority tasks and areas established.</p> <p>When group teaching spaces (main hall PE hall) are free at break and lunch surfaces are to be wiped down by assigned cleaner.</p> <p>All teaching staff advised to leave the site by 4.30pm time in order for cleaning to be undertaken.</p>
3.3 Waste disposal process in place for potentially contaminated waste from suspected case	Staff not following procedures for contaminated waste	<p>Waste bags and containers - kept closed and stored separately from communal waste for 72 hours</p> <p>Waste collections made when the minimum number of persons are on site (i.e. after normal opening hours).</p> <p>First Aid waste is collected in yellow hazard bag</p>

THEME 4: Classrooms

Control	Risk	Action Required / Decision Made
4.1 The number of staff and learners that can use each room at any one time has been determined according to the physical capacity of the school site and each room.	Some classrooms in the school are too small for a “bubble group” and could only accommodate about 6.	Timetabling of bubble groups to be based in main hall and PE Hall - no more than 20 learners in each group - minimum of 2m social distancing between exam desks and chairs.
<p>4.2 Rooms have been re/arranged to allow as much space between individuals as practical.</p> <p>Front facing to avoid children facing each other</p> <p>Training given to staff on teaching from the front - if have to approach a child, go behind them if possible and keep head above child’s head</p>	<p>Children move desks during lesson or move away from their designated desk during the lesson</p> <p>Behaviour/medical issue arises that would usually be dealt with at closer proximity than 2m</p>	<p>Class plan done for each room – all learners to have own table facing front of class with separation of these “work-stations”. Workstations allocated to 1 learner and labelled - always same learner for whole week.</p> <p>Behaviour and first aid policies (and any other relevant policies) updated to reflect situation first aid on call and provided with PPE and walkie talkies. (PPE also available to staff)</p> <p>Home/school agreement updated to reflect situation and shared with parents.</p> <p>Staff guidance on how to respond to different scenarios</p>

4.3 Classroom entry and exit routes have been determined and appropriate signage in place.	Learners don't follow designated routes leading to crowding on corridors in breach of guidelines	Ensure signage up and securely fastened Parents and learners informed as to entry point for each group in advance of return
4.4 Appropriate resources are available within all rooms e.g. IT NB: sharing of equipment or stationery should be prevented where possible. Shared materials and surfaces should be cleaned and disinfected more frequently [source: protective measures guidance].	Learners forget guidelines. Learners forget equipment and borrow from others Learners do not have tissues	Information posters are displayed in every classroom, at the main entrance, places visible to those at the school gate, in the staffroom and in all toilets. Learners told to bring ipads fully charged Learners told to bring their own pen, pencil and ruler to school. Supplies for lending out in each classroom (which will then be sanitised, if used) Tissues and alcohol gel provided in each room
4.5 Classrooms have maximum ventilation possible to allow for good air flow	Staff forget to open windows/doors. To achieve a quiet working environment staff choose to close the door.	Posters on doors and on teacher's desk (when classrooms in use) to remind them to open windows and doors (and then to close them as a part of any for evacuation

THEME 5: Staffing

Control	Risk	Action Required / Decision Made
5.1 Approach to staff absence reporting and recording in place. All staff aware.	Staff forget to report absence, leaving groups unsupervised	Same absence recording procedures in place as before COVID. Email reminders in place.
5.2 Staffing numbers required for entire eligible cohort have been determined including support staff such as facilities, IT, and office/admin staff. Including at least one of the following: <ul style="list-style-type: none"> ● First aider ● Designated Safeguarding Lead (DSL) ● SENCO/Deputy Senco ● Caretaker/site member ● Office staff member 	Key staff required are not in at required times (e.g. a lack of first aid provision). Highest risk is around sickness of key personnel, where there are few who can deputise for them	Rotas/timetables meet this requirement. We have at least 2 people able to fulfil these roles and often far higher levels than that - A log is kept of those who enters bubbles such as first aider DSL

<p>5.3 Arrangements for staff who are working from home are in place (including those shielded, BAME, clinically vulnerable and/or living with someone in these groups).</p> <ul style="list-style-type: none"> • Communication arrangements through line managers are in place with those staff and their role in continuing to support the working of the school is clear. 	<p>Staff do not respond to survey.</p> <p>Lack of clarity around vulnerable groups</p>	<p>Survey completed by all staff. - Follow up with those who do not complete to confirm situation.</p> <p>Revision 7/6: All self-identifying staff to have communication from relevant line managers to check on-going work from home arrangements and that any barriers are addressed. Where applicable such as for BAME staff an individual risk assessment will be completed by the line manager in partnership with the member of staff in line with BAMEed guidance and royal college of psychiatrists https://www.rcpsych.ac.uk/docs/default-source/about-us/covid-19/impact-of-covid19-on-bame-staff-in-mental-healthcare-settings_assessment-and-management-of-risk_13052020v2.pdf?sfvrsn=1068965_2.</p>
<p>5.4 Plans to respond to increased sickness levels are in place. Cover arrangements determined (including leaders and safeguarding designated leads) -</p>	<p>Not enough staff are in the building to provide effective supervision/teaching. Key members of staff e.g. DSL, HT not able to work.</p>	<p>Increase number of staff working form within the building to ensure there is a supply of staff to pick up cover of groups.</p> <p>Determine contingency plan should sickness hits key roles (DSL. HT) or too many staff - reduce number of learners in building in needed - communicate to families.</p>
<p>5.5 Consideration given to staff clothing expectations and information shared with staff to ensure clothes worn are easily washable (e.g. no ties).</p>	<p>Staff are unable to wash formal wear often enough and re-use office wear increasing transmission risk</p>	<p>Coronavirus “staff handbook” to include key messages, including around staff dress code.</p>
<p>5.6 Approaches for meetings and staff training in place.</p>	<p>Lack of IT equipment/poor broadband/reception in some villages/staff homes</p>	<p>Encourage working from within the building if that is required to be effective. Ensure shielding staff have the equipment/resources they need at home.</p> <p>Signage in staff room to support social distancing. Signage on all offices and classrooms to indicate maximum occupancy.</p>
<p>5.7 Consideration given to staffing roles and responsibilities with regards to the continued remote provision alongside in-school provision.</p>	<p>Focus on in-school provision affects quality of work of google classroom work</p> <p>Staff workload is not managed effectively, affecting well-being</p>	<p>JMu/MWh/DcA to continue to oversee quality of provision for Virtual School</p> <p>JMU/MWh/DcA to monitor provision and provide on-going training on approaches</p> <p>Timetabling of in-school provision to be mindful of teaching required for Virtual School.</p>

<p>5.8 Consideration given to the options for redeployment of staff to support the effective working of the school.</p> <p>If redeployment is taking place staff are aware of controls and processes in respect of tasks they are unfamiliar with.</p>	<p>LSAs could be required to lead some groups as not enough teachers on site to cover numbers and may not feel confident to manage the group</p> <p>Some staff are unclear in how they can support provision in this situation</p>	<p>Support given and careful timetabling around only supporting Key Worker provision/small groups with EHCPs for LSA team</p> <p>Staff all informed of roles in clear communication. Redeployment to address key tasks only that must be completed</p>
<p>5.9 Approach to support wellbeing, mental health and resilience in place.</p> <p>How staff are supported to follow this within their own situations and that of pupils and colleagues is clear.</p>	<p>Staff feel overwhelmed with the different ways of working and the upskilling required to be effective.</p> <p>Staff feel anxious around ending lock-down.</p> <p>Staff have faced challenges in their living arrangements in lock-down</p>	<p>Staff are aware of available support and advice for schools and pupils available from ECC, including the Educational Psychology service https://schools.essex.gov.uk/admin/COVID-19/Pages/default.aspx</p> <p>FLT leading on sharing approaches and well-being resources with staff Line managers encouraged to check in with team members regularly and to ask how people are.</p>
<p>5.10 Arrangements for accessing testing, if and when necessary, are in place. Staff are clear on returning to work guidance.</p>	<p>Staff don't get tested if they have symptoms and have to self-isolate for full 7 days (or 14 for symptoms in the Household)</p>	<p>Guidance on testing included in "staff coronavirus" handbook. Advice and instructions will be contained within staff survey.</p>
<p>5.11 The approach for inducting new starters has been reviewed and updated in line with current situation.</p>	<p>New staff do not have effective induction affecting well-being and ability to perform their job effectively</p>	<p>Under leadership of DCa, Induction processes will be kept under review. Early Career framework will provide additional support to new teachers</p>
<p>5.12 Return to school procedures are clear for all staff.</p> <p>Revision 7/6: Staff able to provide feedback on implementation of actions plans</p>	<p>Staff are unclear, creating anxiety and potential for guidelines to not be followed.</p> <p>Revision 7/6: Staff are not able to express concerns regarding the implementation of safety measures</p>	<p>Staff handbook and training accessible to all. This should include guidance on approach to teaching as well as use of the building.</p> <p>Revision 7/6: Union reps to receive feedback and pass on to leadership team.</p>
<p>5.13 Any staff contracts that need to be issued, extended or amended considering the current situation have been.</p>	<p>Louise Hazell-Young is unwell and unable to issue contracts for a period of time</p>	<p>Work could be delegated to trust staff if required</p>

<p>5.14 Recruitment is in place to ensure full staffing for September 2020</p>	<p>Recruitment opportunities missed or not run effectively</p>	<p>Recruitment processes are running effectively, including for key roles. Currently no outstanding vacancies to fill this term.</p>
<p>5.15 Any HR processes that were in-train prior to or put on hold due to the COVID19 emergency, have been appropriately resolved.</p>	<p>All major HR processes resolved at start of lockdown</p>	<p>Juniper HR advice sought and followed with regard to staff who are unwilling to return to their usual role, despite contingencies in place</p>
<p>5.16 Arrangements in place for any visitors/ contractors on site, protocols and expectations shared.</p> <p>NB: Their employer may require them to wear PPE. This should be documented as part of the risk assessment carried out by the Contractor.</p>	<p>Contractors may breach the guidelines established for our building. Additional people in the building.</p>	<p>Pat Bash and Peter McLean to Check with the contractor any requirements their employer has specified before visit and share school protocols</p> <p>All maintenance visits to take place outside of school hours or away from children and staff</p>
<p>5.17 PPA for staff</p>	<p>PPA for staff is not able to be maintained</p> <p>Rarely cover is breached</p>	<p>Staffing levels in the building are maintained so that staff would not lose PPA time (without volunteering to do so).</p> <p>Timetabling and use of cover staff reduces risk of cover; however, it remains the case that staff absence is likely to be higher and so rarely cover cannot be guaranteed.</p>
<p>5.18 Arrangements in place for any externally employed adults delivering learning in school e.g. peripatetic music tutors, EP etc.</p>	<p>These peripatetic staff are less well versed in the expectations of Honeywood at this time</p>	<p>No other external people on site for Summer term without supervision</p>
<p>5.19 Class groups have been determined on the basis of small, consistent groups, that can remain separate from other people and groups.</p> <p>Max 20 learners in a hall or learners as a smaller sub group of this bubble in a classroom (number determined by size of room) if breakout rooms are in use.</p>	<p>Fewer/more children turn up than expected</p>	<p>Key workers have to book in in advance, ensuring staffing levels can be adjusted if required.</p> <p>Plans for any further groups of learners are based on an assumption of 100% of eligible learners attending. See separate plan with regard to C10</p>

THEME 6: Social Distancing

Control Measures	Risk to Implementation	Action Required / Decision Made
6.1 Robust arrangements in place for social distancing for staff and children	Staff and learners do not follow the rules	<p>Communication to parents and children re arrangements.</p> <p>Home/school agreement to set out expectations</p> <p>Separate entry points and drop off zones (20 per zone) – communicated in advance</p> <p>Break and lunch times take place in different locations for each group - each group has its own outside space to use.. (Key Worker provision separate from C10). Revision 7/6: If it is raining then learners will remain in allocated spaces.</p> <p>Toilet arrangements for learners: learners to leave lessons with corridor cards. Supervision of toilets to ensure only 1 person at a time in the blocks. - each group have their own toilet which is next to the hall they are based in.</p> <p>Signs on school gates and around school site reminding learners and staff of the guidelines.</p> <p>2m markers in corridors and outside reception</p>
6.2 Information shared with parents regarding pupils travelling to school , encouraging walking and avoiding public transport as much as possible.	Learners do not follow guidance when walking through town. Learners have no option but to use buses.	<p>Letter to parents about arrangements for school arrival and to remind learners of expected behaviour on way to and from school</p> <p>Survey to C10 parents to verify mode of transport - mostly car.</p> <p>Bus company to confirm arrangements with school - planning assumes they will not be running.</p>
6.3 Approach to avoiding children and young people entering school congregating and breaching social distancing is in place.	Learners congregate with friends, breaching social distancing	<p>On arrival, learners move straight to their nominated room and sit at named tables and wait for the rest of class to arrive/class to begin.</p> <p>Staff monitor gates at start and end of day to reinforce these messages</p>

6.4 Approach to potential breaches of social distancing in place, including in the case of repeat or deliberate breaches.	Learners congregate with friends, breaching social distancing; learners wishing to be provocative deliberately breach	<p>Conversations with learners and communication with parents.</p> <p>Risks assessments and individualised approach in place for learners who might struggle to follow expectations</p> <p>Revise behaviour policy with clear escalation of sanctions. Refusing to take distancing seriously to be a major breach with associated consequences.</p> <p>Social distancing plans communicated with parents, including approach to breaches</p>
6.5 Arrangements in place for the use of outdoor areas in lessons and at break/lunch		Each group will have a designated outdoor and grass space. If it is raining they will remain indoors.
Revision 7/6: 6.6 Staff travel to and from work using public transport	Staff unable to arrive at required times due to overcrowding creating increased risk.	Staff to discuss with line managers to come up with an individual travel and work plan to mitigate risk - eg: different start/finish times

THEME 7: Catering

Control Measures	Risk to Implementation	Action Required / Decision Made
7.1 Arrangements in place to provide food to staff and learners on site over lunchtime, including the requirement of universal free school meals.	<p>The canteen has remained open and so preparations are in place.</p> <p>Staffing levels might be too low if numbers using the canteen rose significantly.</p>	<p>Physical changes to canteen covered in SITE SECTION (A)</p> <p>Catering staff to wear face masks through food prep and service</p> <p>Catering staff work areas separated and numbers in the kitchen controlled.</p> <p>Learners encouraged to bring in packed lunch where possible.</p> <p>Where required food will be delivered to bubble groups and staff</p> <p>Canteen closed for learner access</p> <p>Learners encourage to bring packed lunches where possible to reduce strain on limited resources.</p>

7.2 Arrangements for the continued provision of FSMs for children not attending school are in place. Edenred vouchers	Vouchers are not delivered	FLT to liaise with families regularly to ensure vouchers are working; alternative provision to be put in place if required
7.3 Arrangements for when and where each group will take lunch (and snack time if necessary) are in place so that learners do not mix other groups	learners mix increasing number of contacts and increasing transmission risk	Key Worker provision to stay separate from C10. C10 groups to remain in separate bubbles. Staggering and allocation of areas to ensure separation

THEME 8: Safeguarding

Control Measures	Risk to Implementation	Action Required / Decision Made
8.1 Work with other agencies has been undertaken to support vulnerable CYP and families .	Families not engaging with support	FLT working very closely with families and agencies Regular contact to continue
8.2 Child protection policy reviewed and any changes to approaches shared with staff	Staff miss safeguarding issue in Virtual School	Regular reminders to staff as to signs and reporting processes

THEME 9: PPE and First Aid

Control Measures	Risk to Implementation	Action Required / Decision Made
9.1 PPE requirements understood and appropriate supplies in place. Long term approach to obtaining adequate PPE supplies in place.	Shortages incurred	PBs to contact SAT Central services to check weekly each school's position and re-order
9.2 Staff provided with face visor, face mask, gloves if required	Not used properly and contaminated	Training for all staff on safe use of PPE - powerpoint to be circulated
9.3 Additional procedures for supporting First Aid in place		Medical room staff to be provided with visor/gloves/facemask and apron. Infra-red thermometers to be used - to be assigned to medical room and each entry point fo learners - learner temperature taken on arrival and if high at a further two 20 min intervals points (sent home if high - parents briefed at first check)

		Walkie talkies assigned to each group so that first aid can be quickly contacted to attend and assess.
9.4 Approach to suspected COVID19 cases in place during school day:	Lack of PPE equipment available. Learner remains within learner body, despite developing symptoms	If a child becomes unwell with a new continuous cough or high temp, SLT/First aid should be alerted. The learner should be isolated immediately in closed room with window open (office space in learner reception to be used) or appropriate outside space. PPE should be used by staff in vicinity. The learner should be sent home as soon as parents/carers can be contacted. There should be a full bleach based clean of the areas the learner has been in. The learner should be advised to seek a test and self-isolate for 7 days. (If they are tested and it is negative, they may return earlier) Communicate with families and All staff.
9.5 Approach to confirmed COVID19 cases in place:	Time delay between getting result from family/NHS Delay in getting equipment in to deep clean	All current PHE/DfE guidance should be followed re any expected self-isolation of those in bubble group/staff in contact with learner. Deep clean of areas Communicate with families and All staff. Modify staffing rota - full closure where appropriate.

THEME 10: Recovery Curriculum Preparing and inducting learners for this new way of being at school after an extended period at home and ensuring this is a positive experience		
Control Measures	Risk to Implementation	Action Required / Decision Made
10.1 Changed expectations shared in advance with learners and parents around <ul style="list-style-type: none"> ● Uniform (washable) ● Social Distancing ● Equipment (pen/pencil /ruler / tissue/ water) ● The new school day 	Parents/learners don't follow the new guidelines	Letter explains the importance of these changes for the well-being of the whole school community. Revised Home-school agreement circulated to all parents and learners Outline of what to expect created and sent to families
10.2 Approaches to lessons that are safe but also engaging and positive in place	Staff do not have confidence to deliver high quality lessons for learners that meet the Covid-19 H and S requirements	Guidance provided on how to best deliver lessons and support learners mental well-being. FLT/SEND to be available for support for individuals identified as in need

10.3 Learners with widening gaps identified and support put in place	We do not have the capacity to support additional learners Learners with gaps not identified	Bringing staff back in to the building to ensure capacity. FLT/SEND identify those most in need of support in a systematic way. Jo Brook to lead on plans for “re-engaging” the disaffected
10.4 Consideration of the impact of COVID19 on families and whether any additional support may be required: <ul style="list-style-type: none"> • Financial • Increased FSM eligibility • Referrals to social care and other support • PPG/ vulnerable groups 	Parents do not inform us of their situation	Continue calls to vulnerable families not in school. Survey collected this information and has been passed on to FLT to follow up
10.5 All learners have access to technology and remote learning offer, either as part of a blended or full on-line provision	Learners unable to access home learning due to barriers	Contact with families and support put in place.

THEME 11: Ensuring Virtual School continues to develop		
Control Measures	Risk to Implementation	Action Required / Decision Made
11.1 All learners receive a high quality of education.	Staff focus on in-school provision or do not engage with google classroom expectations Lack of monitoring allows individual cases of unacceptable practice to go unchallenged	JMu/MWh to lead on teaching and learning in Virtual School and to support staff to deliver engaging lessons that keep motivating learners. JMu/MWh to monitor and tackle any poor practice by offering support

