

Beverley High School Full Opening September 2020 Action Plan

Section 1: Public health advice to minimise coronavirus (COVID-19) risks

What it says	Actions	Who	Notes
Schools should revisit and update their risk assessments (building on the learning to date and the practices they have already developed), to consider the additional risks and control measures to enable a return to full capacity in the autumn term.	Create new Risk Assessment	RMa	
Minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school			
Ensuring that students, staff and other adults do not come into the school if they have <u>coronavirus (COVID-19) symptoms</u> , or have tested positive in the last 7 days, and ensuring anyone developing those symptoms during the school day is sent home, are essential actions to reduce the risk in schools and further drive down transmission of coronavirus (COVID-19). All schools must follow this process and ensure all staff are aware of it.	Clear procedures in place. Standard pre-written letters ready to go home. Clear attendance procedures.	SJa	Communicated in letter to parents re. Sept opening
If anyone in the school becomes unwell with a new, continuous cough or a high temperature, or has a loss of, or change in, their normal sense of taste or smell (anosmia), they must be sent home and advised to follow <u>stay at home: guidance</u>	New medical area identified for suspected COVID cases - separate to normal medical - GYM CHANGING ROOM. Immediate access to toilet/sink is available and will be deep cleaned prior to any further use.	RMa	
If a child is awaiting collection, they should be moved, if possible, to a room where they can be isolated behind a closed door, depending on the age and needs of the child, with appropriate adult supervision if required. Ideally, a window should be opened for ventilation. If it is not possible to isolate them, move them to an area which is at least 2 metres away from other people.			
If they need to go to the bathroom while waiting to be collected, they should use a separate bathroom if possible. The bathroom must be cleaned and disinfected using standard cleaning products before being used by anyone else.			
PPE must be worn by staff caring for the child while they await collection if a distance of 2 metres cannot be maintained (such as for a very young child or a child with complex needs).	PPE stocks obtained. To be issued where relevant. Staff to receive instruction on how to use PPE safely	RMa	First Aid & Intimate Care
Any members of staff who have helped someone with symptoms and any students who have been in close contact with them do not need to go home to self-isolate unless they develop symptoms themselves.	Clear procedures in place. Standard pre-written letters ready to go home. Clear attendance procedures.	SJa	Communicated in letter to parents re. Sept opening
Everyone must wash their hands thoroughly for 20 seconds with soap and running water or use hand sanitiser after any contact with someone who is unwell. The area around the person with symptoms must be cleaned with normal household disinfectant after they have left to reduce the risk of passing the infection on to other people.	Staff to be informed. Where necessary, cleaners to be instructed.	RMa	Additional cleaners to be on site
2. Clean hands thoroughly more often than usual			
Schools must ensure that Students clean their hands regularly, including when they arrive at school, when they return from breaks, when they change rooms and before and after eating. Regular and thorough hand cleaning is going to be needed for the foreseeable future.	Hand sanitiser to be available in all classrooms, corridors and offices. Hand sanitiser to be added to student equipment list.	RMa	Caretaking/cleaning team to replenish

Consider whether the school has enough hand washing or hand sanitiser 'stations' available so that all Students and staff can clean their hands regularly	Hand washing in designated year group toilet blocks. Hand sanitiser to be available in all classrooms, corridors and offices.	RMa	Caretaking/cleaning team to replenish
Supervision of hand sanitiser use given risks around ingestion.	Staff / student supervision rota	All	
Building these routines into school culture, supported by behaviour expectations	Tutor Induction 1 st week in September, assemblies & duty staff reminders	SJa	
Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach	Actions	Who	Notes
The 'catch it, bin it, kill it' approach continues to be very important, so schools must ensure that they have enough tissues and bins available in the school to support Students and staff to follow this routine.	Tissues ordered. Additional signage - 'Catch it, Bin it, Kill it' to be in classrooms	RMa	
Public Health England does not (based on current evidence) recommend the use of face coverings in schools. They are not required in schools as Students and staff are mixing in consistent groups, and because misuse may inadvertently increase the risk of transmission. There may also be negative effects on communication and thus education.	Students to be advised if they want to wear in school they can. Staff to be advised they can wear if they want. All staff to be provided with face shields.	SJa	
Face coverings are required at all times on public transport (for children, over the age of 11)	All students to be advised they must wear face coverings on school transport in Sept return letter	SJa	
Introduce enhanced cleaning, including cleaning frequently touched surfaces often using standard products, such as detergents and bleach	Actions	Who	Notes
Have in place a cleaning schedule that ensures cleaning is generally enhanced and includes: <ul style="list-style-type: none"> more frequent cleaning of rooms / shared areas that are used by different groups frequently touched surfaces being cleaned more often than normal 	Additional cleaners on site during the school day. Enhanced cleaning routines	RMa	
Different groups don't need to be allocated their own toilet blocks, but toilets will need to be cleaned regularly	Each year group is able to be designated their own toilet blocks, signage required	RMa	
Minimise contact between individuals and maintain social distancing wherever possible	Actions	Who	Notes
How to group children			
In secondary schools, and certainly in the older age groups at key stage 4 and key stage 5, the groups are likely to need to be the size of a year group to enable schools to deliver the full range of curriculum subjects and students to receive specialist teaching. Younger years at secondary (key stage 3), schools may be able to implement smaller groups the size of a full class. If that can be achieved, it is recommended, as this will help to reduce the number of people who could be asked to isolate should someone in group become ill with coronavirus (COVID-19).	KS3 classes taught in tutor groups bubbles. KS4 classes taught in year group bubbles to enable delivery of option subjects	MCo	
Schools should assess their circumstances and if class-sized groups are not compatible with offering a full range of subjects or managing the practical logistics within and around	As above.	MCo	

school, they can look to implement year group sized 'bubbles'			
Whatever the size of the group, they should be kept apart from other groups where possible and older children should be encouraged to keep their distance within groups.	Social times, security of bubbles intact by deploying duty staff to each classroom at lunchtime and breaktime. Year 10 to use canteen at breaktime, Year 11 at lunchtime.	MCo	
Schools with the capability to do it should take steps to limit interaction, sharing of rooms and social spaces between groups as much as possible.	Year groups allocated different toilet facilities Only Y10 & Y11 to use the canteen - Y10 at break; Y11 at lunch	RMa	
Some schools may keep children in their class groups for the majority of the classroom time, but also allow mixing into wider groups for specialist teaching, wraparound care and transport	As above	MCo	
Siblings may also be in different groups.	As above	MCo	
Measures within the classroom	Actions	Who	Notes
It is strong public health advice that staff in secondary schools maintain distance from their Students, staying at the front of the class, and away from their colleagues where possible. Ideally, adults should maintain 2 metre distance from each other, and from children. In particular, they should avoid close face to face contact and minimise time spent within 1 metre of anyone.	All classrooms to have forward facing layout, taped out 2 metre boxes from the teacher's desk/ whiteboard.	RMa	Caretakers to arrange spaces.
For children old enough, they should also be supported to maintain distance and not touch staff and their peers where possible. Schools doing this where they can, and even doing this some of the time, will help.	Communicated in return to school letter for September and Tutor Induction. Revision to Behaviour Policy	SJa JLa	
Schools should make small adaptations to the classroom to support distancing where possible. That should include seating Students' side by side and facing forwards, rather than face to face or side on, and might include moving unnecessary furniture out of classrooms to make more space.	All classrooms to have forward facing layout, taped out 2 metre boxes from the teacher's desk/ whiteboard. Cupboards removed in 3 small H block classrooms	RMa	Caretakers to arrange spaces.
Measures elsewhere	Actions	Who	Notes
Groups should be kept apart, meaning that schools should avoid large gatherings such as assemblies or collective worship with more than one group.	Assemblies to take place virtually	SLT/YLs	
When timetabling, groups should be kept apart and movement around the school site kept to a minimum.	Movement to be mapped	MCo	
While passing briefly in the corridor or playground is low risk, schools should avoid creating busy corridors, entrances and exits.	Keep left or one-way systems to be in place. Separate entrance/exit for KS3 and KS4	RMa	
Schools should also consider staggered break times and lunch times (and time for cleaning surfaces in the dining hall between groups).	Y10 to use canteen at breaktime Y11 to use canteen at lunchtime	RMa	
Schools should also plan how shared staff spaces are set up and used to help staff to distance from each other.	Staff Room closed Department offices -allocated work spaces in operation. SJa to	MCo	MCo to establish max occupancy. Dept Heads to

	communicate latest advice on communal areas and modes of transmission		manage expectations.
Use of staff rooms should be minimised, although staff must still have a break of a reasonable length during the day.	Staff Room closed department offices - allocated work spaces in operation.	MCo	MCo to establish max occupancy. Dept Heads to manage expectations.
Measures for arriving at and leaving school	Actions	Who	Notes
Schools should consider staggered starts or adjusting start and finish times to keep groups apart as they arrive and leave school. Staggered start and finish times should not reduce the amount of overall teaching time. A staggered start may, for example, include condensing / staggering free periods or break time but retaining the same amount of teaching time, or keeping the length of the day the same but starting and finishing later to avoid rush hour.	Staggered starts not possible due to school transport Finish time adjusted to maintain curriculum time but reduce lunchtime to 30 mins due to inability to run extra-curricular activities	SJa	
Schools should consider how to communicate this to parents and remind them about the process that has been agreed for drop off and collection, including that gathering at the school gates and otherwise coming onto the site without an appointment is not allowed.	Communicated in return to school Sept letter	SJa	
Schools should also have a process for removing face coverings when Students and staff who use them arrive at school and communicate it clearly to them. Students must be instructed not to touch the front of their face covering during use or when removing them. They must wash their hands immediately on arrival (as is the case for all Students), dispose of temporary face coverings in a covered bin or place reusable face coverings in a plastic bag they can take home with them, and then wash their hands again before heading to their classroom.	Guidance to be issued to staff. Guidance to students via the Pastoral team and gate duty staff.	SJa/MCo	
Other considerations	Actions	Who	Notes
Some Students with SEND (whether with education, health and care plans or on SEN support) will need specific help and preparation for the changes to routine that this will involve, so teachers and special educational needs coordinators should plan to meet these needs, for example using social stories.	BCa & JLa to working with TAs & Year Leaders to ensure smooth transition back to school or support decision to continue to work remotely	BCa & JLa	
Supply teachers, peripatetic teachers and/or other temporary staff can move between schools. They should ensure they minimise contact and maintain as much distance as possible from other staff.	Guidance given verbally on arrival, in addition COVID19 document placed in Supply Pack for reading on arrival.	SAl	
Specialists, therapists, clinicians and other support staff for Students with SEND should provide interventions as usual.	BCa ongoing	BCa	
Schools should consider how to manage other visitors to the site, such as contractors, and ensure site guidance on physical distancing and hygiene is explained to visitors on or before arrival. Where visits can happen outside of school hours, they should. A record should be kept of all visitors.	No contractors on site during working school day. Visitors to be kept to a minimum, only where absolutely necessary and after school hours.	RMa	

Where a child routinely attends more than one setting on a part time basis, for example because they are dual registered at a mainstream school and an alternative provision setting or special school, schools should work through the system of controls collaboratively, enabling them to address any risks identified and allowing them to jointly deliver a broad and balanced curriculum for the child.	BCa & JLa working with any providers to ensure appropriate Risk Assessments are undertaken	BCa/JLa	
For individual and very frequently used equipment, such as pencils and pens, it is recommended that staff and Students have their own items that are not shared. Classroom based resources, such as books and games, can be used and shared within the bubble; these should be cleaned regularly, along with all frequently touched surfaces. Resources that are shared between classes or bubbles, such as sports, art and science equipment should be cleaned frequently and meticulously and always between bubbles or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles.	Cleaning products provided for all staff. Cleaners on site to support. Departments to use equipment on rotation where possible.	RMa Subject Leaders	
It is still recommended that Students limit the amount of equipment they bring into school each day, to essentials such as lunch boxes, hats, coats, books, stationery and mobile phones. Bags are allowed.	Communicated to parents in September return letter.	SJa	
Students and teachers can take books and other shared resources home, although unnecessary sharing should be avoided, especially where this does not contribute to Student education and development. Similar rules on hand cleaning, cleaning of the resources and rotation should apply to these resources.	Review of Feedback & Assessment Policy	PCo	
Where necessary, wear appropriate personal protective equipment (PPE)	Actions	Who	Notes
The majority of staff in education settings will not require PPE beyond what they would normally need for their work. PPE is only needed in a very small number of cases, including: <ul style="list-style-type: none"> where an individual child or young person becomes ill with coronavirus (COVID-19) symptoms while at schools, and only then if a distance of 2 metres cannot be maintained where a child or young person already has routine intimate care needs that involves the use of PPE, in which case the same PPE should continue to be used 	PPE stocks obtained.	RMa	
Response to any infection	Actions	Who	Notes
Engage with the NHS Test and Trace process			
Schools must ensure they understand the NHS Test and Trace process and how to contact their local <u>Public Health England health protection team</u>	SJa & RMa key contacts for Test and Trace.	RMa	
Schools must ensure that staff members and parents/carers understand that they will need to be ready and willing to: <ul style="list-style-type: none"> <u>book a test</u> if they are displaying symptoms. provide details of anyone they have been in close contact with if they were to test positive for coronavirus (COVID-19) or if asked by NHS Test & Trace <u>self-isolate</u> if they have been in close contact with someone who develops coronavirus (COVID-19) symptoms or someone who tests positive 	Communicated in return to school September letter	SJa	

Anyone who displays symptoms of coronavirus (COVID-19) can and should get a test.			
By the autumn term, all schools will be provided with a small number of home testing kits that they can give directly to parents/carers collecting a child who has developed symptoms at school, or staff who have developed symptoms at school, where they think providing one will significantly increase the likelihood of them getting tested.			
Schools should ask parents and staff to inform them immediately of the results of a test: <ul style="list-style-type: none"> if someone tests negative, if they feel well and no longer have symptoms similar to coronavirus (COVID-19), they can stop self-isolating. if someone tests positive, they should follow the '<u>stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection</u>' and must continue to self-isolate for at least 7 days from the onset of their symptoms and then return to school only if they do not have symptoms other than cough or loss of sense of smell/taste. 	Communicated in return to school September letter	SJa	
Manage confirmed cases of coronavirus (COVID-19) amongst the school community	Actions	Who	Notes
Schools must take swift action when they become aware that someone who has attended has tested positive for coronavirus (COVID-19). Schools should contact the local health protection team. This team will also contact schools directly if they become aware that someone who has tested positive for coronavirus (COVID-19) attended the school - as identified by NHS Test and Trace. The health protection team will carry out a rapid risk assessment to confirm who has been in close contact with the person during the period that they were infectious, and ensure they are asked to self-isolate.	SJa to follow LA Guidance	SJa	
The health protection team will provide definitive advice on who must be sent home. To support them in doing so, we recommend schools keep a record of Students and staff in each group, and any close contact that takes places between children and staff in different groups This should be a proportionate recording process. Schools do not need to ask Students to record everyone they have spent time with each day or ask staff to keep definitive records in a way that is overly burdensome. A template letter will be provided to schools, on the advice of the health protection team, to send to parents and staff if needed.	SJa to follow LA Guidance	SJa	
Schools should not request evidence of negative test results or other medical evidence before admitting children or welcoming them back after a period of self-isolation.	SJa to follow LA Guidance	SJa	
Contain any outbreak by following local health protection team advice	Actions	Who	Notes
If schools have two or more confirmed cases within 14 days, or an overall rise in sickness absence where coronavirus (COVID-19) is suspected, they may have an outbreak, and must continue to work with their local health protection team who will be able to advise if additional action is required.	School to follow PHE Guidance	SJa	
Alternative Provision	Actions	Who	Notes
It is our intention that all Students in alternative provision (AP) settings (including Student referral units, AP academies and AP free schools) will return to school full time from the	JLa to liaise with AP settings if relevant	JLa	

start of the autumn term.			
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Section 2: School operations

What it says	Actions	Who	Notes
Transport			
It will be necessary to take steps to both depress the demand for public transport and to increase capacity within the system. Schools should work with partners to consider staggered start times to enable more journeys to take place outside of peak hours. We recognise that this option will be more feasible in some circumstances than others.	Staggered starts not possible due to school transport Finish time adjusted to maintain curriculum time but reduce lunchtime to 30 mins due to inability to run extra-curricular activities	SJa	
Schools should encourage parents, staff and Students to walk or cycle to school if at all possible.	Communicated to parents in return to school in September letter	SJa	
The Department for Transport is asking local authorities to: <ul style="list-style-type: none"> urgently work with schools to survey parents on their typical routes to school and potential alternatives consider a range of options for shifting demand for public transport onto other modes consider using traffic demand management approaches in order to ensure that children are able to attend school from the start of the autumn term 	LA responsible for this	LA	
Attendance	Actions	Who	Notes
Attendance expectations			
School attendance will therefore be mandatory again from the beginning of the autumn term.	Communicated to parents in return to school in September letter	SJa	
Students who are shielding or self-isolating	Actions	Who	Notes
A small number of Students will still be unable to attend in line with public health advice because they are self-isolating and have had symptoms or a positive test result themselves; or because they are a close contact of someone who has coronavirus (COVID-19)	Communicated to parents in return to school in September letter	SJa	
Shielding advice for all adults and children will pause on 1 August, subject to a continued decline in the rates of community transmission of coronavirus (COVID-19).	Communicated to parents in return to school in September letter	SJa	
Some Students no longer required to shield but who generally remain under the care of a specialist health professional may need to discuss their care with their health professional before returning to school in September (usually at their next planned clinical appointment).	BCa to undertake individual reviews	BCa	
Where a Student is unable to attend school because they are complying with clinical and/or public health advice, we expect schools to be able to immediately offer them access to remote education. Schools should monitor engagement with this activity	Communicated to parents in return to school in September letter SJa to ensure WBT communicate with parents / carers positively	SJa	

Where children to attend school as parents are following clinical and/or public health advice, absence will not be penalised.	Parental / Student Return Survey to be completed		
Students and families who are anxious about return to school	Actions	Who	Notes
If parents of Students with significant risk factors are concerned, we recommend schools discuss their concerns and provide reassurance of the measures they are putting in place to reduce the risk in school. Schools should be clear with parents that Students of compulsory school age must be in school	Communicated to parents in return to school in September letter SJa to ensure WBT communicate with parents / carers positively Parental / Student Return Survey to be completed	SJa	
Action for all schools and local authorities	Actions	Who	Notes
Communicate clear and consistent expectations around school attendance to families	Communicated to parents in return to school in September letter SJa to ensure WBT communicate with parents / carers positively Parental / Student Return Survey to be completed	SJa	
Identify Students who are reluctant or anxious about returning or who are at risk of disengagement and develop plans for re-engaging them.	Communicated to parents in return to school in September letter SJa to ensure WBT communicate with parents / carers positively Parental / Student Return Survey to be completed	SJa	
Use the additional catch-up funding schools will receive, as well as existing pastoral and support services, attendance staff and resources and schools' Student premium funding to put measures in place for those families who will need additional support to secure Students' regular attendance	Communicated to parents in return to school in September letter SJa to ensure WBT communicate with parents / carers positively Parental / Student Return Survey to be completed	SJa	
Work closely with other professionals as appropriate to support the return to school, including continuing to notify the child's social worker, if they have one, of non-attendance	Communicated to parents in return to school in September letter SJa to ensure WBT communicate with parents / carers positively Parental / Student Return Survey to be completed	SJa	

We will issue further technical guidance for schools to record attendance and absence, including what data schools will be asked to return to the department.	Noted	SJa	
School workforce	Actions	Who	Notes
Following the reduction in the prevalence of coronavirus (COVID-19) and relaxation of shielding measures from 1 August, we expect that most staff will attend school. It remains the case that wider government policy advises those who can work from home to do so. We recognise this will not be applicable to most school staff, but where a role may be conducive to home working for example, some administrative roles, school leaders should consider what is feasible and appropriate.	Communication with staff and Individual Risk Assessments in place and maintained.	SJa/RMa	Options for home working to be considered on a case by case basis, according to the needs of School Business.
Staff who are clinically vulnerable or extremely clinically vulnerable	Actions	Who	Notes
Individuals who were considered to be clinically extremely vulnerable and received a letter advising them to shield are now advised that they can return to work from 1 August as long as they maintain social distancing. School leaders should be flexible in how those members of staff are deployed to enable them to work remotely where possible or in roles in school where it is possible to maintain social distancing.	Communication with staff and Individual Risk Assessments in place and maintained.	SJa/RMa	Options for home working to be considered on a case by case basis, according to the needs of School Business.
People who live with those who are clinically extremely vulnerable or clinically vulnerable can attend the workplace.	Communication with staff and Individual Risk Assessments in place and maintained.	SJa/RMa	Options for home working to be considered on a case by case basis, according to the needs of School Business.
Staff who are pregnant	Actions	Who	Notes
As a general principle, pregnant women are in the 'clinically vulnerable' category and are advised to follow the relevant guidance	Communication with Staff and Individual Risk Assessments in place and maintained.	SJa/RMa	Options for home working to be considered on a case by case basis, according to the needs of School Business.
Staff who may otherwise be at increased risk from coronavirus (COVID-19)	Actions	Who	Notes
If people with significant risk factors are concerned, we recommend schools discuss their concerns and explain the measures the school is putting in place to reduce risks. School leaders should try as far as practically possible to accommodate additional measures where appropriate.	Communication with Staff and Individual Risk Assessments in place and maintained.	SJa/RMa	Options for home working to be considered on a case by case basis, according to the needs of School Business.
People who live with those who have comparatively increased risk from coronavirus (COVID-19) can attend the workplace.	Communication with Staff and Individual Risk Assessments in place and maintained.	SJa/RMa	Options for home working to be considered on a

			case by case basis, according to the needs of School Business.
Employer health and safety and equalities duties	Actions	Who	Notes
Complete Risk Assessment	Complete and share Risk Assessment with all stakeholders Communication with staff and Individual Risk Assessments in place and maintained.	SJa/RMa	Options for home working to be considered on a case by case basis, according to the needs of School Business.
Supporting staff	Actions	Who	Notes
Schools should ensure they have explained to all staff the measures they are proposing putting in place and involve all staff in that process.	Staff Training days 7 th & 8 th September. All guidance available in 'Staff Resources'. Open door policy for open discussion and communication to ensure correct implementation of guidance.	SJa	
All employers have a duty of care to their employees, and this extends to their mental health. Schools already have mechanisms to support staff wellbeing and these will be particularly important, as some staff may be particularly anxious about returning to school.	Completion of Risk Assessment Employee Assistance Programme, NHS and ERYC services available.	SJa/RMa	
Staff deployment	Actions	Who	Notes
Schools may need to alter the way in which they deploy their staff and use existing staff more flexibly to welcome back all Students at the start of the autumn term. Managers should discuss and agree any changes to staff roles with individuals.	Phased return communicated to parents in return to school in September letter Support staff required to provide lunchtime supervision of bubble classes	SJa	
Deploying support staff and accommodating visiting specialists	Actions	Who	Notes
Schools should ensure that appropriate support is made available for Students with SEND, for example by deploying teaching assistants and enabling specialist staff from both within and outside the school to work with Students in different classes or year groups.	BCa to organise TA timetable	BCa	
Where support staff capacity is available, schools may consider using this to support catch-up provision or targeted interventions. Any redeployments should not be at the expense of supporting Students with SEND.	Targeted interventions may be possible with a TA not allocated to a bubble	BCa	
Recruitment	Actions	Who	Notes
Recruitment should continue as usual. We recommend that schools continue to recruit remotely over the summer period.	Ongoing	SJa/RMa	

We refer schools to part 3 of the statutory guidance <u>keeping children safe in education</u> . During the summer, safeguarding checks can be carried out remotely as set out in <u>coronavirus (COVID-19): safeguarding in schools, colleges and other providers</u> . From the start of the autumn term checks will revert to being carried out in person.	CPC has continued to receive training during lockdown	SJa/TWa/CNo	
Initial teacher training (ITT) providers have worked flexibly to ensure this year's NQTs are ready and prepared to enter the classroom. They will also be supported by materials the Department for Education is making available to all schools based on the <u>early career framework reforms</u> , to support them as they start their teaching career.	Ongoing	SJa	
Supply teachers and other temporary or peripatetic teachers	Actions	Who	Notes
Schools can continue to engage supply teachers and other supply staff during this period.	Supply staff to receive appropriate guidance on COVID19 protocols and procedures in school.	SAL	Verbal direction on arrival. Written guidance notes in Supply Pack.
Supply staff and other temporary workers can move between schools, but school leaders will want to consider how to minimise the number of visitors to the school where possible. Where it is necessary to use supply staff and to welcome visitors to the school such as peripatetic teachers, those individuals will be expected to comply with the school's arrangements for managing and minimising risk, including taking particular care to maintain distance from other staff and Students. This advice for supply teachers also applies to other temporary staff working in schools such as support staff working on a supply basis, peripatetic teachers such sports coaches, and those engaged to deliver before and after school clubs.	Supply staff to receive appropriate guidance on COVID19 protocols and procedures in school.	SAL	Verbal direction on arrival. Written guidance notes in Supply Pack.
Expectation and deployment of ITT trainees	Actions	Who	Notes
We strongly encourage schools to consider hosting ITT trainees.	Decision taken not to accept ITT students initially	SJa/SHo	
Trainees could: <ul style="list-style-type: none"> take responsibility, with the usual mentor oversight, for small groups of Students across or within years, adapting resources for such groups, creating online learning materials, re-planning sequences of lessons or delivering catch-up lessons be engaged in wider professional activity, for instance tackling Student, family and school needs by learning about, identifying and addressing challenges such as vulnerability, mental health problems or safeguarding issues develop or engage in working groups to share best practice around resilience, commitment and team-working work in pairs or groups to co-plan, co-teach and co-assess lessons with their mentors or other trainees. Paired and group placements, where these are possible, benefit trainees, mentors and teaching staff, promoting a greater sense of team collaboration, ongoing professional learning and reductions in workload This is not intended to be exhaustive and ITT partnerships will need to ensure they have identified and comply with all <u>legislation</u> and guidance relevant to ITT.	As above	SJa/SHo	
Staff taking leave	Actions	Who	Notes
We recommend that school leaders discuss leave arrangements with staff before the end of the summer term to inform planning for the autumn term.	Non term-time staff to be consulted	RMa	

Where it is not possible to avoid a member of staff having to quarantine during term time, school leaders should consider if it is possible to temporarily amend working arrangements to enable them to work from home.	Consideration to home working to be given should situation occur.	SJa	Headteacher discretion applies.
Other support	Actions	Who	Notes
Volunteers may be used to support the work of the school, as would usually be the case.	Normal procedures to be followed. All additional guidance to be issued.	SJa/RMa	
Safeguarding			
Schools should consider revising their child protection policy (led by their Designated Safeguarding Lead) to reflect the return of more Students.	In line with Risk Assessment	SJa/TWa	
Designated safeguarding leads (and deputies) should be provided with more time, especially in the first few weeks of term, to help them provide support to staff and children regarding any new safeguarding and welfare concerns	SJa no teaching timetable TWa/CNo not teaching staff	SJa	
Communication with school nurses is important for safeguarding and supporting wellbeing, as they have continued virtual support to Students who have not been in school.	WBT to undertake	JLa	
Catering	Actions	Who	Notes
We expect that kitchens will be fully open from the start of the autumn term	Externally contracted service, to be continued. Y10 to use canteen at breaktime; Y11 at lunchtime. Grab and Go style lunches to be delivered to bubbles	RMa/Mellors	
Estates	Actions	Who	Notes
We do not consider it necessary for schools to make significant adaptations to their site to enable them to welcome all children back to school. Following a risk assessment, some schools may determine that small adaptations to their site are required, such as additional wash basins.	Keep left signage and one way systems where possible to be implemented. Designated toilet blocks for each year group	SJa/RMa	
Once the school is in operation, it is important to ensure good ventilation. Advice on this can be found in Health and Safety Executive guidance on air conditioning and ventilation during the coronavirus outbreak . In classrooms, it will be important that schools improve ventilation, (for example, by opening windows).	Guidance given to teaching staff.	SJa/RMa	
Educational visits	Actions	Who	Notes
We continue to advise against domestic (UK) overnight and overseas educational visits at this stage see coronavirus: travel guidance for educational settings . In the autumn term, schools can resume non-overnight domestic educational visits.	Decision taken that no educational visits will take place in autumn term 2020, SJa to communicate to staff	SJa	
School uniform	Actions	Who	Notes
It is for the governing body of a school (or the academy trust, in the case of academies) to make decisions regarding school uniform. Some schools may have relaxed their uniform policy while only certain categories of Students were attending. We would, however, encourage all schools to return to their usual uniform policies in the autumn term.	Normal school uniform to be resumed September 2020 - staff will need to be considerate given some families worsened financial circumstances	SJa	
Extra-curricular provision	Actions	Who	Notes
Schools should consider resuming any breakfast and after-school provision, where possible,	Decision taken that breakfast club,	SJa	

<p>from the start of the autumn term.</p> <p>We recognise that this will be logistically challenging for schools, particularly for clubs that would normally offer support across year groups</p>	<p>after-school LRC provision and extra-curricular clubs will not resume in Autumn 1. SJa to communicate to staff</p>		
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Section 3: Curriculum, behaviour and pastoral support

What it says	Actions	Who	Notes
Teach an ambitious and broad curriculum in all subjects from the start of the autumn term, but make use of existing flexibilities to create time to cover the most important missed content.			
Up to and including key stage 3, prioritisation within subjects of the most important components for progression is likely to be more effective than removing subjects, which Students may struggle to pick up again later. In particular, schools may consider how all subjects can contribute to the filling of gaps in core knowledge, for example through an emphasis on reading	Pre-existing focus on reading and literacy to continue Research Leads to work on this	LLe/CBu	
Aim to return to the school's normal curriculum in all subjects by summer term 2021			
Substantial modification to the curriculum may be needed at the start of the year, so teaching time should be prioritised to address significant gaps in Students' knowledge with the aim of returning to the school's normal curriculum content by no later than summer term 2021.	Full curriculum provision prioritised. Adjustments to Year 7 D&T, 2 nd MFL and groupings	MCo	
Plan on the basis of the educational needs of Students			
Curriculum planning should be informed by an assessment of Students' starting points and addressing the gaps in their knowledge and skills, in particular making effective use of regular formative assessment (for example, quizzes, observing Students in class, talking to Students to assess understanding, scrutiny of Students' work) while avoiding the introduction of unnecessary tracking systems.	Subject Leaders and Teachers	PCo	
Develop remote education so that it is integrated into school curriculum planning			
Remote education may need to be an essential component in the delivery of the school curriculum for some Students, alongside classroom teaching, or in the case of a local lockdown	All staff to be advised of OU Online Teaching CPD MCo & MSh to lead Remote Learning CPD session first week back	MCo	
Schools may consider it appropriate to suspend some subjects for some Students in exceptional circumstances. Schools should be able to show that this is in the best the interests of these Students and be subject to discussion with parents during the autumn term. They should also have a coherent plan for returning to their normal curriculum for all Students by the summer term 2021.	Pre-lockdown policy for RE & MFL to be applied	MCo	
Relationships and health education (RHE) for primary aged Student schools and relationships, sex and health education (RSHE) for secondary aged Students becomes compulsory from September 2020, and schools are expected to start teaching by at least the start of the summer term 2021.	SBr to lead whole school approach	SBr	
Specific points for early years foundation stage (EYFS) to key stage 3			
For Students in key stage 3, the curriculum should also remain broad from Year 7 to Year 9 so that the majority of Students are taught a full range of subjects over the year, including sciences, languages, humanities, the arts, PE/sport, RE and RSHE.	MCo planned timetable	MCo	
For Students in Year 7, it may be necessary to address gaps in English and maths by teaching essential knowledge and skills from the key stage 2 curriculum.	HoDs of English & maths to determine Year 7 curriculum	English & Maths teachers	

Specific points for Key Stages 4 and 5	Actions	Who	Notes
The vast majority of Students in year 10 and 11 are expected to continue to study their examination subjects. This will support them towards their preferred route to further study.	MCo planned timetable	MCo	
In exceptional circumstances, it may be in the best interests of a year 11 Student to discontinue an examined subject because the school judges that, for example, they would achieve significantly better in their remaining subjects as a result, especially in GCSE English and mathematics.	Pre-lockdown policy for RE & MFL to be applied	MCo	
Schools are expected to review any plans for early entry among year 10 Students in summer 2021. It may be in the best interests of the Student to take their exams and assessments the following year when they are in year 11, if the curriculum can be adjusted to provide further teaching and study time in the summer term and academic year 2021 to 2022.	PCo to discuss with early entry subject(s)	PCo	
Students in years 12 and 13... Discontinuing a subject is therefore likely to significantly limit choices for further study and employment, so is expected to be rare.	CGa to review in September	CGa	
Schools should note that there may be an additional risk of infection in environments where you or others are singing, chanting, playing wind or brass instruments or shouting. This applies even if individuals are at a distance. Schools should consider how to reduce the risk, particularly when Students are playing instruments or singing in small groups such as in music lessons by, for example, physical distancing and playing outside wherever possible, limiting group sizes to no more than 15, positioning Students back-to-back or side-to-side, avoiding sharing of instruments, and ensuring good ventilation. Singing, wind and brass playing should not take place in larger groups such as school choirs and ensembles, or school assemblies. Furthermore, detailed DfE guidance will be published shortly.	Protocols established in consultation with relevant teaching staff. Larger spaces timetabled for peri lessons.	MCo/SWa	
Physical activity in schools	Actions	Who	Notes
Students should be kept in consistent groups, sports equipment thoroughly cleaned between each use by different individual groups, and contact sports avoided. Outdoor sports should be prioritised where possible, and large indoor spaces used where it is not, maximising distancing between Students and paying scrupulous attention to cleaning and hygiene.	Protocols established in consultation with relevant teaching staff.	MCo/EOW	
Schools are able to work with external coaches, clubs and organisations for curricular and extra-curricular activities where they are satisfied that this is safe to do so.	EOW to co-ordinate	EOW	
Catch-up support	Actions	Who	Notes
	SJa to liaise with SLT and establish Action Plan once funding allocation known	SJa	
Student wellbeing and support	Actions	Who	Notes
Schools should consider the provision of pastoral and extra-curricular activities to all Students designed to: <ul style="list-style-type: none"> support the rebuilding of friendships and social engagement address and equip Students to respond to issues linked to coronavirus (COVID-19) support Students with approaches to improving their physical and mental wellbeing 	SJa to liaise with JLa and establish Action Plan once funding allocation known students	SJa/JLa	
Schools and school nurses need to work together to ensure delivery of the healthy child	NHS Nurse to be consulted	WBT/Health	

programme (which includes immunisation), identifying health and wellbeing needs which will underpin priorities for service delivery.		Advisors	
Behaviour expectations	Actions	Who	Notes
Schools should consider updating their behaviour policies with any new rules/policies and consider how to communicate rules/policies clearly and consistently to staff, Students and parents, setting clear, reasonable and proportionate expectations of Student behaviour.	JLa to add addendum to behaviour policy and communicate update to staff	JLa	
The disciplinary powers that schools currently have, including exclusion, remain in place.	Noted	SJa	

Section 4: Assessment and accountability

What it says	Actions	Who	Notes
Exams			
We are, therefore, planning on the basis that GCSEs and A levels will take place in summer 2021 but with adaptations, including those which will free up teaching time. Ofqual will launch a consultation on proposed adaptations to exams shortly.	SJa/MCo/PCo to monitor	SJa/MCo/PCo	
There will also be an exam series taking place in autumn 2020.	SJa/MCo/PCo to monitor	SJa/MCo/PCo	
Accountability expectations	Actions	Who	Notes
Until the new data release is available, all those working with schools, including Ofsted and DfE regional teams, should refer to the 2019 data.	Noted	SJa	

Section 5: Contingency planning for outbreaks

What is says	Actions	Who	Notes
Contingency plans for outbreaks			
Schools are expected to consider how to continue to improve the quality of their existing offer and have a strong contingency plan in place for remote education provision by the end of September.	MCo & MSh to lead Remote Learning CPD session first week back	MCo & MSh	