

Covid-19 Sustain Strategy and Risk Assessment Phase 3 - November 2020

Core Rationale:

- The safety and welfare of pupils and staff remains the Trust's paramount principle for all planning.
- Schools will organise themselves in ways that are fully compliant with the Public Health England Endorsed System of Controls.
- Schools will follow all Government tiering restrictions and the local *Covid Alert Level* and *Contain Frameworks*.
- Schools will keep the *HSE Hierarchy of Controls* under constant review.
- Schools will have robust monitoring systems in place to ensure controls are effective.
- The Trust and its schools will make decisions that meet the needs of local communities, in line with advice from local public health teams and will act at pace as and when required.



Introduction from Trust CEO

The Trust and its schools have undergone major changes as a result of the Covid-19 pandemic. All aspects of the Trust's operations and provision for children's safety, wellbeing and learning alongside the safety, health and wellbeing of the adults who look after them are being consistently monitored and reviewed in order to provide the safest learning environment possible for children and staff.

As winter approaches, we have conducted a thorough review of all risks and mitigation measures. Our Phase 3 Sustain planning is in line with *Government Guidance for Full Opening - Schools* update 05.11.20:

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>

We will continue to work collaboratively with Trustees and Senior Leaders to respond to the key operational priorities that need to be monitored to ensure our schools can remain open with safety and confidence through the winter months. As a start, we have reviewed the core rationale we used in our Phase Two Planning and have made additions. All future decision making will be tested against this revised rationale using the following questions:

- How does this decision impact on the safety and welfare of pupils and staff which will always be the Trust's paramount consideration?
- How does this decision help to ensure we are fully compliant with the Public Health England endorsed system of controls?
- Are we confident we have robust monitoring systems in place to ensure controls are effective?
- Are Schools following Government tiering restrictions and the local *Covid Alert Level* and *Contain Frameworks*?
- Are Schools keeping the HSE Hierarchy of Controls under constant review?
- Do our processes ensure the Trust, and its schools are able to make decisions that meet the needs of their local communities and able to act at pace as and when required?
- Are we working effectively with parents, families, local communities, unions, and other external partners?

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This Phase 3 Sustain Strategy is intended to support individual school risk assessment and planning over the coming weeks to successfully implement the operational goals required to keep schools open and to accelerate the response to any problems that may be encountered as schools progress through winter. The Trust now sees itself as an important and integrated part of both national and local systems for controlling the virus. In support of this, as part of our Phase 3 Sustain Strategy we will adhere to the Department for Health and Social Care six 'contain' principles:

- The primary responsibility is to keep the public safe.
- Building public health expertise and using a systems approach.
- Being open with data and insight so that everyone can protect themselves and others.
- Building consensus between decision makers to secure trust, confidence, and consent.
- Following well established emergency management principles.
- Considering the equality, economic, social and health related impact of decisions.

Our Phase 3 Sustain Strategy will also continue to provide the Trust Board and workforce with confidence that the measures set out in this risk assessment provide a clear framework to put in place proportionate protective measures for all children and staff, which also ensure that all pupils receive a high quality education. In following the measures carefully, we can all be confident we are managing risk effectively.

Going forwards into winter the Strategy will continue to be a central management tool for monitoring and evaluating our success and making rapid changes if the evolving situation requires us to.

I know Trustees and school leaders feel a sense of shared ownership for implementation of the Strategy in the spirit of collaborative effort and risk management that is the way of our Trust.

By working together, we will be successful in ensuring our children are able to continue to attend school safely and their parents can feel confident that the Trust has shown exemplary effort in ensuring school environments are as Covid-19 secure as possible for everyone.



Rob Bowater
Trust CEO

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Trust Sustain Strategy and Risk Assessment

Phase 3 Planning

Everyone in the Trust needs to remain highly vigilant and continue to assess and manage the risks from coronavirus (COVID-19). This means school staff and leaders are required by law to think about the risks the staff and pupils face and do everything reasonably practicable to minimise them, recognising they cannot completely eliminate the risk of coronavirus (COVID-19). Trust and school leaders will therefore make sure that this risk assessment is undertaken by all schools to identify the measures needed to reduce the risks from coronavirus (COVID-19) so far as is reasonably practicable and make the school COVID-secure over the winter period.

The Trust will continue to use all available information on how to make a workplace COVID-secure, including how to approach a coronavirus (COVID-19) risk assessment. This is provided by the [HSE guidance on working safely](#).

Schools should undertake this Phase 3 coronavirus (COVID-19) risk assessment by considering the measures outlined to inform their decisions and control measures. The risk assessment is not about creating huge amounts of paperwork, but rather about identifying sensible measures to control the risks in the workplace, and the role of others in supporting that. The Trust's Phase 3 risk assessment will help school leaders and the Trust decide whether they are continuing to do everything they need to.

The Trust has a legal duty to consult staff on health and safety in good time. It also makes good sense to continue to involve pupils and parents in discussions around health and safety decisions to help them understand the reasons for the measures that are in place. The Trust will do this by listening and talking to them about how Trust schools will manage risks from coronavirus (COVID-19) and make schools COVID-secure. We believe that our staff, who do the work, are often the best people to understand the risks in their workplace and will have a view on how to continue to work safely. Involving them in making decisions shows that the Trust takes their health and safety seriously.

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Sharing our strategy and risk assessment

Schools should share the results of their risk assessment with their workforce. The Trust will publish an overview of Phase 3 Sustain Planning on its website to provide transparency of approach to parents, carers, and pupils (HSE expect all employers with over 50 staff to do so).

Monitoring and review of risk controls

It is important that the Trust knows how effective its risk controls are. We will continue to monitor and review the preventive and protective measures fortnightly through each school's Risk Register, to ensure the measures are working, and take immediate action to address any shortfalls.

Roles and responsibilities

All employers are required by law to protect their employees, and others, from harm. Under the Management of Health and Safety at Work Regulations 1999, the minimum the Trust must do is:

- identify what could cause injury or illness in the organisation (hazards).
- decide how likely it is that someone could be harmed and how seriously (the risk).
- take action to eliminate the hazard, or if this isn't possible, control the risk.

We have included here what the existing DfE [Health and safety: responsibilities and duties for schools](#) guidance states about the roles and responsibilities for health and safety in schools. As part of this Risk Assessment, the day-to-day running of Trust schools is delegated to the headteacher and the school senior leadership team. In most cases, they are responsible for ensuring that risks are managed effectively. This includes health and safety matters.

The Trust must appoint a competent person to ensure it meets its health and safety duties. The Health and Safety Executive (HSE) provides more information on the role of headteachers and employers in the guidance [The role of school leaders - who does what](#) and a simple guide to who the employer is in each type of school setting in its [FAQs section](#), under 'Who is accountable for health and safety within a school?'.
The Trust has appointed Mr G Bagley as competent person.
The School has appointed Mr G Rothwell as competent person.

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Wider guidance on the risk assessment process

Health and safety risk assessments identify measures to control risks during education activities. Health and safety law requires the Trust and its schools to assess risks and put in place measures to reduce the risks so far as is reasonably practicable. The law also requires the Trust and its schools to record details of risk assessments, the measures taken to reduce these risks and expected outcomes. Schools need to record significant findings of the assessment by identifying:

- the hazards.
- how people might be harmed by them.
- what they have in place to control risk.

Records of the assessment should be simple and focused on controls. Outcomes should explain to others what they are required to do and help staff with planning and monitoring. Risk assessments consider what measures are needed to protect and safeguard the health and safety of all:

- Staff.
- Pupils.
- Visitors.
- Contractors.

The Trust and its schools will use this Risk assessment to think about the risks that may arise in the course of the school day. This could include anything related to the premises or delivery of its curriculum or activities, whether on-site or in relation to activities offsite as covered by the Risk Assessment's individual work-strands.

Consulting our staff and working together with teacher professional associations and staff unions

It is a legal requirement that employers must consult with the health and safety representative selected by recognised staff trade unions or, if there isn't one, a representative chosen by staff. The Trust will send a **Briefing Paper outlining its Phase 3 Sustain Planning** and associated risk assessments to all teacher professional associations and local trade unions.

We believe the full involvement of staff creates a culture where relationships between employers and staff are based on collaboration, trust and joint problem solving. As is normal practice, staff should continue to be involved in assessing workplace risks and the development and review of workplace health and safety policies in partnership with the employer.

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Consultation does not remove the employer's right to manage. The Trust will still make the final decision but talking to employees is an important part of our approach to successfully managing health and safety.

Leaders are encouraged to ensure that consultation on the changes made through this review are communicated to all staff.

How to resolve issues and raise concerns

Our Trust works collaboratively ensuring Trust leaders and staff come together to resolve issues. As we move towards winter, any concerns in respect of the controls should be raised initially with school leaders, line management and trade union representatives. School leaders will listen to all concerns and give them proper consideration. If that does not resolve the issues, the concern should be raised with the Executive Director of School Improvement (James Hill) or Trust CEO (Robert Bowater). If resolution is still not secured the Chair of the Trust Board (David Sheldon) should be contacted.

After following this process, if satisfaction is not achieved the issue can be raised directly with the **HSE**. Where the HSE identify an employer, who is not taking action to comply with the relevant public health legislation and guidance to control public health risks, they will consider taking a range of actions to improve control of workplace risks. The actions the HSE can take include the provision of specific advice to the employer through to issuing enforcement notices to help secure improvements.

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Following Government Guidance

In producing this **Phase 3 Sustain Strategy**, the following Government guidance has been followed. Any updates to information will be immediately noted and responded to at pace.

Document	From	Last Update	Strategy Work-strand Links
1. Guidance for Full Opening – Schools https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-school https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools	DfE	Nov 20	All
2. Guidance on Face Coverings https://www.gov.uk/government/publications/face-coverings-in-education/face-coverings-in-education	DHSC	Sept 20	
3. PPE Use can be found in the safe working in education, childcare and children’s social care settings , including the use of personal protective equipment (PPE) guidance.	DfE	Oct 20	All
4. coronavirus (COVID-19) symptoms	DHSC	Oct 20	All
5. Stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection.	PHE	Oct 20	All
6. Return to Recreational Team Sport: https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-phased-return-of-sport-and-recreation/return-to-recreational-team-sport-framework	DCMS	Oct 20	All
7. https://www.gov.uk/government/publications/covid-19-guidance-on-supporting-children-and-young-peoples-mental-health-and-wellbeing .	PHE	Oct 20	All
8. COVID-19: cleaning of non-healthcare settings guidance	PHE	Oct 20	All
9. safe working in education, childcare and children’s social care	DfE	Oct 20	All
10. Test and Trace: Public Health England health protection team	PHE	Oct 20	All
11. The NHS testing and tracing for coronavirus website	NHS		All
12. Making your workplace secure during the pandemic	HSE	Nov 20	All

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Phase 3 Sustain Strategy Plan Structure

The Phase 3 Sustain Strategy has **9 work-strands** to cover all aspects of the required planning. The work-strands are inter-related and, when brought together, demonstrate a comprehensive response to health, safety, risk management and service provision.

Work-strand One:	Maintaining oversight - PHE Endorsed Systems of Controls (THE MUSTS)		
Work-strand Two:	School Operations, Infection Control and Management		
Work-strand Three:	Curriculum, Behaviour and Pastoral Support	The Recovery Curriculum	
Work-strand Four:	Assessment and Accountability		
Work-strand Five:	Staff Safety, Wellbeing and Training		
Work-strand Six:	Communication and Information Sharing		
Work-strand Seven:	Finance and Resourcing		
Work-strand Eight:	Leadership, Safeguarding, Contingency and Local Outbreak Planning		
Work-strand Nine:	COVID-19 ONGOING RISK REGISTER AND ASSESSMENT CHECKLIST		



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Work-strand One: Maintaining Oversight, PHE Endorsed Systems of Control (THE MUSTS)

Work-strand Owner: Trust Board, Executive Leaders and Headteachers

Action	Measures (please RAG rate each measure)
<p>Prevention:</p> <p>1. Minimising 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</p>	<ul style="list-style-type: none"> Ensuring that pupils, staff, and other adults do not come into Trust schools 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 Trust schools must follow this process and ensure all staff are aware of it. If anyone in 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 for households with possible or confirmed coronavirus (COVID-19) infection</u>', which sets out that they must self-isolate for at least 7 days and should <u>arrange to have a test</u> to see if they have coronavirus (COVID-19). Other members of their household (including any siblings) should self-isolate for 14 days from when the symptomatic person first had symptoms. If a child is awaiting collection, they should be moved, if possible, to the school's isolation room where they can be isolated behind a closed door, depending on the age and needs of the child, with appropriate adult supervision. Ideally, a window should be opened for ventilation. If, for any reason, it is not possible to isolate them, the child should be moved to an area which is at least 2 metres away from other people. If the child needs to go to the bathroom while waiting to be collected, they should use a separate bathroom if possible. The bathroom must

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	<p>be cleaned and disinfected using standard cleaning products before being used by anyone else.</p> <ul style="list-style-type: none"> • PPE must be worn by staff caring for the child while they await collection if a distance of 2 metres cannot be maintained (such as for a very young child or a child with complex needs). <p>For schools to note: More information on PPE use can be found in the safe working in education, childcare and children's social care settings, including the use of personal protective equipment (PPE) guidance:</p> <ul style="list-style-type: none"> • As is usual practice, in an emergency, call 999 if someone is seriously ill or injured or their life is at risk. Anyone with coronavirus (COVID-19) symptoms should not visit the GP, pharmacy, urgent care centre or a hospital. • Any members of staff who have helped someone with symptoms and any pupils who have been in close contact with them do not need to go home to self-isolate unless they develop symptoms themselves (in which case, they should arrange a test) or if the symptomatic person subsequently tests positive (see below) or they have been requested to do so by NHS Test and Trace. • Everyone must wash their hands thoroughly for 20 seconds with soap and running water or use hand sanitiser after any contact with someone who is unwell. The area around the person with symptoms must be cleaned with normal household bleach after they have left to reduce the risk of passing the infection on to other people. <p>For schools to note: See the COVID-19: cleaning of non-healthcare settings guidance</p> <p>For schools to note: Public Health England is clear that routinely taking the temperature of pupils is not recommended as this is an unreliable method for identifying coronavirus (COVID-19) so will not be used universally by the Trust although thermometers will continue to be available in isolation rooms</p>
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	and for individual staff to choose to use if they wish to check their own temperature.
2. Cleaning hands thoroughly more often than usual.	<p>Coronavirus (COVID-19) is an easy virus to kill when it is on skin. This can be done with soap and running water or hand sanitiser. Schools must ensure that pupils clean their hands regularly, including when they arrive at school, when they return from breaks, when they change rooms and before and after eating. Regular and thorough hand cleaning is going to be needed for the foreseeable future. Points Trust schools will consider and implement:</p> <ul style="list-style-type: none"> • each school will have enough hand washing or hand sanitiser 'stations' available so that all pupils and staff can clean their hands regularly. • there will be supervision of hand sanitiser use given risks around ingestion. Small children and pupils with complex needs will continue to be helped to clean their hands properly. Skin friendly skin cleaning wipes can be used as an alternative. • all schools will build these routines into school culture, supported by behaviour expectations and helping ensure younger children and those with complex needs understand the need to follow them.
3. Ensuring good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach.	<ul style="list-style-type: none"> • The 'catch it, bin it, kill it' approach will continue to be very important in all Trust schools. Schools will ensure that they have enough tissues and bins available in the school to support pupils and staff to follow this routine. • As with hand cleaning, schools will ensure younger children and those with complex needs are helped to get this right, and all pupils understand that this is now part of how school operates. <p>Some pupils with complex needs may struggle to maintain as good respiratory hygiene as their peers, for example those who spit uncontrollably or use saliva as a sensory stimulant. This will continue to</p>

	<p>be considered in risk assessments in order to support these pupils and the staff working with them and is not considered by the Trust to be a reason to deny these pupils face to face education.</p>
<p>4. Introducing enhanced cleaning, including cleaning frequently touched surfaces often, using detergents and approved cleaning products.</p>	<p>Points the Trust will review from Phase Two in planning and implementing changes for Phase 3:</p> <p>The Trust and its schools will continue to put in place a cleaning schedule that ensures cleaning is generally enhanced and includes:</p> <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. • Different groups won't be allocated their own toilet facilities, but toilets will be cleaned regularly, and pupils must be encouraged to clean their hands thoroughly after using the toilet. <p>For schools to note: the Trust will consider the Public Health England updated guidance for cleaning non-healthcare settings published October 2020 to advise on general cleaning required in addition to the current advice on COVID-19: cleaning of non-healthcare settings guidance.</p>
<p>5. Minimising contact between individuals and maintain social distancing wherever possible.</p>	<p>Minimising contacts and mixing between people reduces transmission of coronavirus (COVID-19). This will remain critically important in all contexts, and the Trust will consider how to implement this. Trust schools will do everything possible to minimise contacts and mixing while still delivering a broad and balanced curriculum.</p> <p>The overarching principle the Trust will apply is reducing the number of contacts between children and staff. This will be achieved through keeping groups separate (in 'bubbles') and through maintaining distance between individuals. These are not alternative options and both measures will be used and the balance between them will change depending on:</p> <ul style="list-style-type: none"> • children's ability to distance

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- the layout of individual Trust schools
- the feasibility of keeping distinct groups separate while offering a broad curriculum

It is likely that for our primary aged children the emphasis will be on separating groups. For children old enough, they will also be supported to maintain distance and not touch staff where possible.

Points the Trust and its schools will consider and implement:

The grouping of children

- Consistent groups reduce the risk of transmission by limiting the number of pupils and staff in contact with each other to only those within the group. They have been used in Trust schools in the summer term in recognition that children, and especially the youngest children, cannot socially distance from staff or from each other and this provides an additional protective measure. Going forwards, maintaining distinct groups or 'bubbles' that do not mix will make it quicker and easier in the event of a positive case to identify those who may need to self-isolate, and keep that number as small as possible.
- However, the Trust is aware that the use of discrete groups will restrict the normal operation of schools and present both educational and logistical challenges, including the cleaning and use of shared spaces, such as playgrounds, dining halls, and toilets, and the provision of specialist teaching. We will work together with our schools to overcome these challenges as far as is reasonably possible.
- Maintaining consistent groups will remain important but given the decrease in the prevalence of coronavirus (COVID-19) and the resumption of the full range of curriculum subjects, we will keep this under constant review and schools may need to change the emphasis

	<p>on bubbles within their system of controls and increase the size of groups.</p> <ul style="list-style-type: none"> • Schools may be able to implement smaller groups rather than the size of a full class. If this can be achieved, it is recommended, as it will help to reduce the number of people who could be asked to isolate should someone in a group become ill with coronavirus (COVID-19). • Schools should assess their circumstances and if class-sized groups are not compatible with managing the practical logistics within and around school, they can look to implement year group sized 'bubbles'. This is likely to be in the case in our larger schools. 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. 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. When using larger groups, the other measures from the system of controls become even more important, to minimise transmission risks and to minimise the numbers of pupils and staff who may need to self-isolate. • The Trust recognises that younger children will not be able to maintain social distancing, and it is acceptable for them not to distance within their group. <p>For schools to note: All teachers and other staff can operate across different classes and year groups in order to facilitate the delivery of the school timetable although the Trust will work to retain staff consistency in groups. However, where staff need to move between classes and year groups, they should try and keep their distance from pupils and other staff as much as they can, ideally 2 metres from other adults.</p> <p>Measures within the classroom</p> <ul style="list-style-type: none"> • Maintaining a distance between people whilst inside and reducing the amount of time they are in face to face to contact lowers the risk of
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	<p>transmission. The Trust will follow the strong public health advice that staff try to maintain distance from their pupils, staying at the front of the class, and away from their colleagues where possible.</p> <ul style="list-style-type: none"> • Ideally, adults should maintain 2 metre distance from each other and from children. We know that this is not always possible, particularly when working with younger children, but if adults can do this when circumstances allow that will help. • Adults should avoid close face to face contact and minimise time spent within 1 metre of anyone. Similarly, it may not always be possible when working with younger pupils or those who have complex needs. These pupils' educational and care support should be provided as normal. • For children old enough, they should also be supported to maintain distance and not touch staff and their peers where possible. This will not be possible for the youngest children and some children with complex needs and it is not feasible in some schools where space does not allow. Trust schools doing this where they can, and even doing this some of the time, will help. • When staff or children cannot maintain distancing, particularly with younger children, the risk will also be reduced by trying to keep pupils in the smaller, class-sized groups described above. • Schools will make adaptations to the classroom to support distancing where possible. That will include seating children side by side and facing forwards, rather than face to face or side on, and will include moving unnecessary furniture out of classrooms to make more space. <p>Measures elsewhere</p>
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- Groups will be kept apart, meaning that schools will avoid large gatherings such as assemblies or collective worship with more than one group.
- When timetabling, groups will be kept apart and movement around school sites kept to a minimum. While passing briefly in the corridor or playground is low risk, schools will avoid creating busy corridors, entrances and exits. Schools will also stagger break times and lunch times (and give time for cleaning surfaces in between sessions and groups as appropriate).
- Schools will also plan how shared staff spaces are set up and used to help staff to distance from each other. Use of staff rooms will be minimised, although staff must still have a break of a reasonable length during the day.

Measures for arriving at and leaving school

- Schools will continue to review start times or adjust start and finish times to maintain physical distancing as children/parents arrive and leave school. Schools will work to try to ensure any staggered start and finish times do not reduce the amount of overall teaching time. A staggered start may, for example, include condensing break time to retain the same amount of teaching time, or keeping the length of the day the same but finishing later to avoid rush hours.
- Schools will 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 will continue not to be allowed.

For schools to note: Guidance on Face Coverings:

<https://www.gov.uk/government/publications/face-coverings-in-education/face-coverings-in-education>

- Schools will also have a process for removing face coverings when pupils and staff who use them arrive at school and communicate it clearly to them. Pupils will be instructed not to touch the front of their face covering during use or when removing them. They will sanitise/ wash their hands immediately on arrival (as is the case for all pupils), dispose of temporary face coverings in a covered bin or place reusable face coverings in a plastic bag they can take home with them, and then wash their hands again before going to their classroom. Guidance on [safe working in education, childcare and children's social care](#) provides more advice.

Other considerations

- The Trust notes that some pupils with SEND (whether with education, health and care plans or on SEN support) will need specific help and preparation for the changes to routine this will involve, so teachers and special educational needs coordinators should plan to meet these needs, for example using social stories.
- **For schools to note:** 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. Specialists, therapists, clinicians and other support staff for pupils with SEND should provide interventions as usual. Schools will 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.
- 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 will work through the system of controls collaboratively, enabling them

	<p>to address any risks identified and allowing them to jointly deliver a broad and balanced curriculum for the child.</p> <ul style="list-style-type: none"> • Equipment and resources are integral to education in schools. Going forwards from November, for individual and very frequently used equipment, such as pencils and pens, staff and pupils will continue to have their own items that are not shared. • Classroom based resources, such as books and games, will be used and shared within the bubble; these will be cleaned regularly, along with all frequently touched surfaces. • Resources that are shared between classes or bubbles, such as sports, art and science equipment will 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. • Outdoor playground equipment will be more frequently cleaned. This will also apply to resources used inside and outside by wraparound care providers. • The Trust will continue to limit the amount of equipment pupils bring into school each day, to essentials such as lunch boxes, hats, and coats. Bags continue to be not allowed over the winter months. Pupils and teachers can take books and other shared resources home, although unnecessary sharing should be avoided, especially where this does not contribute to pupil education and development. Similar rules on hand cleaning, cleaning of the resources and rotation should apply to these resources.
6. Where necessary, wearing appropriate personal protective equipment (PPE).	The majority of staff in Trust schools 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 becomes ill with coronavirus (COVID-19) symptoms while at school, and only then if a distance of 2 metres cannot be maintained in the isolation room. • Where a child already has routine intimate care needs that involves the use of PPE, in which case the same PPE should continue to be used. <p>For schools to note: The Trust will use the guidance on safe working in education, childcare and children's social care for more information about preventing and controlling infection, including when and how PPE should be used, what type of PPE to use, and how to source it.</p>
<p>Response to any infection:</p> <p>7. Engaging with the NHS Test and Trace process.</p>	<p>All Trust schools will ensure they understand the NHS Test and Trace process and how to contact their local Public Health England health protection team. Schools will ensure that staff members and parents/carers understand that they will need to be ready and willing to:</p> <ul style="list-style-type: none"> • Book a test if they are displaying symptoms. Staff and pupils must not come into school if they have symptoms and must be sent home to self-isolate if they develop them in school. All children can be tested, including children under 5, but children aged 11 and under will need to be helped by their parents/carers if using a home testing kit. • 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 and Trace. • Self-isolate if they have been in close contact with someone who develops coronavirus (COVID-19) symptoms or someone who tests positive for coronavirus (COVID-19). <p>Anyone who displays symptoms of coronavirus (COVID-19) can and should get a test. Tests can be booked online through the NHS testing and tracing for coronavirus website or ordered by telephone via NHS 119 for those without access to the internet. Essential workers, which includes anyone involved in education or childcare, have priority access to testing.</p>

For schools to note

The government will ensure that it is as easy as possible to get a test through a wide range of routes that are locally accessible, fast and convenient. Government will release more details on new testing avenues as and when they become available and the Trust will work with schools, so they understand what the quickest and easiest way is to get a test.

Over winter all schools will continue to 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 will ask parents and staff to inform them immediately of the results of a test:

- If someone tests negative, if they feel well and no longer have symptoms similar to coronavirus (COVID-19), they can stop self-isolating. However, they could still have another virus, such as a cold or flu – in which case it is still best to avoid contact with other people until they are better. Other members of their household can stop self-isolating.
- If someone tests positive, the Trust will advise them to follow the 'stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection' and they 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.

For schools to note: This is because a cough or anosmia can last for several weeks once the infection has gone. The 7-day period starts from the day when they first became ill. If they still have a high temperature, they

	<p>should keep self-isolating until their temperature returns to normal. Other members of their household should continue self-isolating for the full 14 days.</p>
<p>8. Managing confirmed cases of coronavirus (COVID-19) amongst the school community.</p>	<ul style="list-style-type: none"> Trust schools will take swift action when they become aware that someone who has attended has tested positive for coronavirus (COVID-19). Schools will contact the Trust Central Team and local health protection team. The local health protection 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. The health protection team will work with the Trust and its schools in this situation to guide them through the actions they need to take. Based on the advice from the health protection team, schools must send home those people who have been in close contact with the person who has tested positive, advising them to self-isolate for 14 days since they were last in close contact with that person when they were infectious. <p>For schools to note - Close contact means:</p> <ul style="list-style-type: none"> Direct close contacts - face to face contact with an infected individual for any length of time, within 1 metre, including being coughed on, a face to face conversation, or unprotected physical contact (skin-to-skin). Proximity contacts - extended close contact (within 1 to 2 metres for more than 15 minutes) with an infected individual.

- Travelling in a small vehicle, like a car, with an infected person.
- The health protection team will provide definitive advice on who must be sent home.
- To support them in doing so, Trust schools will keep a record of pupils and staff in each group, and any close contact that takes places between children and staff in different groups (see [section 5 of system of control](#) for more on grouping pupils). This will be a proportionate recording process. Schools will not ask pupils to record everyone they have spent time with each day or ask staff to keep definitive records in a way that is overly burdensome.
- The Trust and its schools will use all template letters provided on the advice of the health protection team, to send to parents and staff if needed. Schools **MUST** not share the names or details of people with coronavirus (COVID-19) unless essential to protect others.

For schools to note: Household members of those contacts who are sent home do not need to self-isolate themselves unless the child or staff member who is self-isolating subsequently develops symptoms.

If someone in a class or group that has been asked to self-isolate develops symptoms themselves within their 14-day isolation period they should follow '[stay at home: guidance for households with possible or confirmed coronavirus \(COVID-19\) infection](#)'. They should get a test, and:

- If the test delivers a negative result, they must remain in isolation for the remainder of the 14-day isolation period. This is because they could still develop the coronavirus (COVID-19) within the remaining days.
- If the test result is positive, they should inform their setting immediately, and must isolate for at least 7 days from the onset of their symptoms (which could mean the self-isolation ends before or

	<p>after the original 14-day isolation period). Their household should self-isolate for at least 14 days from when the symptomatic person first had symptoms, following <u>'stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection'</u>.</p> <p>For schools to note: 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.</p> <p>For schools to note: Further guidance is available on testing and tracing for coronavirus (COVID-19).</p>
<p>9. Containing any outbreak by following local health protection team advice.</p>	<p>If a Trust school has 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 work with the Trust central team and the local health protection team who will be able to advise if additional action is required.</p> <p>For schools to note: In some cases, health protection teams may recommend that a larger number of other pupils self-isolate at home as a precautionary measure – perhaps the whole school or year group.</p> <p>If the Trust and its schools are implementing controls from this list, addressing the risks, they have identified and therefore reducing transmission risks, whole school closure based on cases within a school will not generally be necessary and should not be considered except on the advice of health protection teams.</p> <p>For schools to note: In consultation with the local Director of Public Health, where an outbreak in a Trust school is confirmed, a mobile testing unit may be dispatched to test others who may have been in contact with the person who has tested positive. Testing will first focus on the person's class, followed by their year group (as appropriate), then the whole school if necessary, in line with routine public health outbreak control practice.</p>

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Work-strand Two: School Operations, Infection Control and Management

Work-strand Owner: Geoff Bagley and Julie Gouldbourn

Action	Measures (please RAG rate each measure)
Addition: Transport to School	<p>Dedicated transport (as appropriate). Schools to ensure:</p> <ul style="list-style-type: none"> when pupils are grouped together on transport, where possible this should reflect the bubbles/groupings that are adopted within school. use of hand sanitiser upon boarding and/or disembarking. additional cleaning of vehicles. organised queuing and boarding where possible. distancing within vehicles wherever possible. <p>The precise approach taken will reflect the range of measures that are reasonable in different school circumstances. The Trust will follow a partnership approach with LAs that have the statutory responsibility for 'home-school transport' and any other associated partners.</p> <p>Schools to note: DfE have issued guidance to local authorities on providing dedicated transport based on the government framework outlined above.</p> <p>Use of public transport</p> <ul style="list-style-type: none"> Parents and children will continue to be encouraged to walk or cycle to school if possible and avoid use of public forms of transport. Schools will work with parents using public transport to implement staggered start times that enable more journeys to take place outside of peak hours, recognising that this option will be more feasible in some circumstances than others.

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	<p>For schools to note: Families using public transport should refer to the safer travel guidance for passengers.</p>
<p>Building Checks It is important that, prior to re-opening for the Autumn Term, all the usual pre-term building checks are undertaken to ensure Trust schools are safe.</p>	<ul style="list-style-type: none"> Schools will review Legionella risks. As buildings have had reduced occupancy during the coronavirus (COVID-19) outbreak, water system stagnation can occur due to lack of use, increasing the risks of Legionnaires' disease. <p>Schools to note: Legionella risks during the coronavirus outbreak.</p> <p>Schools to note: Additional advice on safely reoccupying buildings can be found in the Chartered Institute of Building Services Engineers' guidance on emerging from lockdown.</p>
<p>Catering, food offer and lunchtime arrangements.</p>	<ul style="list-style-type: none"> School kitchens normal legal requirements will apply about provision of food to all pupils who want it, including those eligible for benefits-related free school meals or universal infant free school meals. Schools to plan food offer that enables pupils to access hot food offer from November 2020. <p>Schools to note: guidance for food businesses on coronavirus (COVID-19).</p> <ul style="list-style-type: none"> Lunch areas are cleaned before and after eating with appropriate cleaning materials. All pupils to wash hands before and after lunch.
<p>Review hierarchy of control measures and ensure hazard reporting mechanisms are in place and easily accessible for all staff.</p>	<ul style="list-style-type: none"> Entry and exit systems. Parental access to school site. Physical distancing arrangements indoors and out for each year group. Cleaning arrangements during/between sessions. Outdoor cleaning arrangements. Protocols at end of school day. Isolation room arrangements. Staff deployment arrangements. Staff break time arrangements.

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<p>Assess available indoor space to accommodate larger groupings. Agree maximum number of pupils that can be safely accommodated in a group at any one time.</p>	<ul style="list-style-type: none"> • Desks and seating arrangements. • Unnecessary items in classrooms should be removed and stored elsewhere in the school. • Toys and equipment should not be used by other groups and should be cleaned between groups. • Remove all soft furnishings, toys and soft toys that cannot easily be cleaned every day.
<p>Review all Phase 2 risk assessments and implement Phase 3 changes (November 2020).</p>	<ul style="list-style-type: none"> • Review Trust Risk Assessment against all work-strands at school level. • Visit from Director of Estates – walk around Phase 3 review Risk Assessment with Headteacher. • Director of Estates to sign off Work-strand 2 Review. • All Phase 3 Risk Assessments to be reported to Trustees for final sign off at December 2020 Board Meeting.
<p>Review arrangements for isolation room – staffing, staff training, PPE resource, disposal of waste, availability of separate toilet facility.</p>	<ul style="list-style-type: none"> • Medical grade face masks should continue to be used by staff that are supervising children that are ill/showing symptoms in school while they wait for parents to collect. • PPE should be worn by staff working with children displaying symptoms. • Review training of staff re: isolation provision and protocols. • Review arrangements for disposal of waste. • Review arrangements for child waiting to be collected i.e. they should be kept in isolation room on their own (or supervised depending on their age) with the door closed and a window open. If this child/adult needs to go to the toilet before being collected, they should use a separate toilet and it must be thoroughly cleaned/disinfected afterwards before anyone else can use it. • Protocols for parents to collect child safely.
<p>Risk-Spread/contraction of virus due to lack of adequate cleaning measures Review all schedules for Cleaning.</p>	<ul style="list-style-type: none"> • Additional cleaning regimes for larger groups to include: <ul style="list-style-type: none"> - frequent cleaning of group areas, toilets, corridors, and dining areas. - frequent cleaning of all touched surfaces i.e. door handles, handrails, switches, table tops, play equipment, toys. • Unnecessary furniture and soft furnishings removed to improve the ability to clean effectively.

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	<ul style="list-style-type: none"> • Group areas cleaned at lunchtime. • Common areas cleaned well once a day and sealed until next day. • No sharing of stationary or resources. <p>If an area is suspected to have been contaminated by coronavirus (a positive case is detected for an occupant of a group) the space will be closed for 72 hours and then deep cleaned as per the guidance COVID-19: cleaning of non-healthcare settings guidance.</p>
Review procurement of cleaning resources and capacity for larger groupings.	<ul style="list-style-type: none"> • Discuss additional cleaning requirements through Trust and cleaning contractors and agree additional time/money for this. • Report to Trust Director of Estates, any additional requirements or gaps in provision.
Review school ventilation Protocols.	<ul style="list-style-type: none"> • Review capacity for good ventilation in all areas. • Review security and safety of doors propped-open and windows open. • Check increased ventilation is not making school too cold. If school cooler, consider allowing additional suitable indoor clothing to be worn over winter period. <p>Schools to note: Health and Safety Executive guidance on air conditioning and ventilation during the coronavirus outbreak.</p>
Review planning for physical distancing in corridor areas or where children may pass each other indoors + outdoors.	<ul style="list-style-type: none"> • Consider arrangements for minimising contact between groups. • Establish outdoor routes from one place to another to avoid use of indoor corridors. • Consider arrangements for maintaining physical distancing protocols where possible and especially between children and adults.
Review personal hygiene planning – availability of hand washing, sanitizer, tissues and impact of larger groupings.	<ul style="list-style-type: none"> • Hand sanitiser in all classrooms and key areas. • Hand sanitiser available in staff areas and staff toilets. • Bins emptied throughout the day. Only bins with lid to be used. • Handwashing signage. • Support provision for youngest children.
Arrangements made for the recruitment of additional cleaners	<ul style="list-style-type: none"> • Trust to be advised immediately if concerns about cleaner availability / capacity.

to meet needs of larger groupings.	
Review cleaning of outdoor areas.	<ul style="list-style-type: none"> Outdoor equipment/apparatus/play equipment/climbing frames to be cleaned between each group and each evening too.
<p>Avoid spread / contraction of virus to insufficient first aid measures. This includes:</p> <ul style="list-style-type: none"> PPE available for staff providing intimate care e.g. nursery toileting Dealing with general first aid 	<ul style="list-style-type: none"> Specific first aid needs assessment has to be reviewed – use COVID-10 First Aid Needs Assessment. The assessment takes into account the additional numbers and ages of pupils and training of staff. There are sufficient first aiders for the school to the number of pupils with a particular focus on early years provision. Qualified first aiders are in place at an appropriate ration and provision of paediatric first aiders has been considered. Separate arrangements have been made for the isolation room and for pupils / staff who may display symptoms.
<p>Inappropriate handling / removal of clinical waste.</p> <p>Dealing with suspected cases of virus.</p>	<ul style="list-style-type: none"> First aiders have completed appropriate training for 'donning and doffing' – NHS video/advice: www.hse.gov.uk/news/face-mask-ppe-rpe-coronavirus.htm PPE is disposed of in accordance with NHS COVID-19 waste management guidance. www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/
Pupils with medical conditions requiring medication in school e.g. inhalers, epi-pens.	<ul style="list-style-type: none"> Review arrangements for accessibility and storage of medicines in ringfenced groups.
Waste disposal measures are effective.	<p>All waste control measures have been identified and reviewed:</p> <ul style="list-style-type: none"> Put in a plastic rubbish bag and tied when full. The plastic bag is placed in a second bag and tied. Waste is stored safely and kept away from children.

<p>Avoid spread/contraction of virus due to lack of physical distancing measures for any necessary external visitors to school including:</p> <ul style="list-style-type: none"> • Parents collecting poorly pupils • Urgent maintenance contractors • Delivery personnel • Emergency services 	<ul style="list-style-type: none"> • Parents are not permitted to enter the school unless with a prior appointment • Parents to wear face covering or mask on school premises • Parents have been informed to continue call the school office or email if they have any questions or concerns. • SLT are able to zoom (or other) parents if face to face meetings are required. • For those who have to enter school reception screens or Perspex shields have been installed to reduce the risk to school staff. • Markings remain on the floor asking visitors to stay back at least 2m from the reception desk. • Arrangement protocols for visitors have been reviewed and adapted for Phase 3. • Required meetings with external personnel will continue to be via phone or video conference where this is possible. • Face to face meetings in a small room or within 2m are not encouraged • Deliveries will be accepted at designated quiet times only and not when pupils are arriving or departing from school. • Delivered items will continue to be left outside of the school for staff to collect where possible.
<p>Effective hazardous substance management.</p>	<ul style="list-style-type: none"> • Storage and management of flammable hand sanitizer has been reviewed and is in place. • All additional chemicals used for the cleaning of school buildings and equipment is COSHH assessed and managed appropriately. • All cleaning chemicals are stored safely and securely in accordance with requirements. • COSHH safety training has been completed by all those using chemicals for cleaning. • Appropriate PPE is available for all cleaning staff including suitable PPE for cleaning of potential coronavirus contaminated rooms or equipment.

<p>Review of fire and evacuation procedures has been undertaken once group spaces have been established.</p> <p>Revised procedures have been disseminated to all staff with trained fire wardens agreed.</p>	<p>Evacuation plans including the following have been reviewed for Phase 3:</p> <ul style="list-style-type: none"> • Safe fire assembly points following social distancing Requirements (fire marshall provision). • Safe exit plans established for all groups. • Training provided for staff. • Ensuring there are enough trained fire marshalls on site with the knowledge to sweep all the new areas in use. • All other fire system testing and maintenance to continue as usual. • Lockdown arrangements to be reviewed in light of larger pupil numbers and additional use of external doors and open windows. • Revised Trust Critical Incidents Policy and Procedures to be implemented and SEMT to attend Trust training programme .
<p>Review uniform arrangements.</p>	<ul style="list-style-type: none"> • Schools to review uniform policy to ensure consistency of communications to parents about the wearing of uniform. <p>Schools to note: Uniforms do not need to be cleaned any more often than usual, nor do they need to be cleaned using methods which are different from normal.</p> <ul style="list-style-type: none"> • Schools to consider how pupil non-compliance is managed, taking a mindful and considerate approach in relation to parents who may be experiencing financial pressures.
<p>Extra-curricular provision.</p>	<ul style="list-style-type: none"> • Schools to review provision at any breakfast and after-school provision • Schools should carefully consider how they can make such provision work safely alongside their wider protective measures, including keeping children within their year groups or bubbles where possible. If it is not possible to maintain bubbles being used during the school day then schools should use small, consistent groups. • Schools to use DCMS October 2020 Guidance on Return to Recreational Team Sports to assess activities. <p>Schools to note: Protective measures for out-of-school settings during the coronavirus (COVID-19) outbreak.</p>

Review social distancing measures to minimise contact between groups and adults.	<ul style="list-style-type: none"> • Parents not permitted to enter school site/building unless by appt with HT. • Entrance doors are open to reduce number of pupils touching the door. • Location of hand wash stations and sanitiser facilities. • Good hand washing signage effectively displayed near all hand wash stations. • Help is available for the younger children who may not be able to clean their hands independently. • Hand washing demonstrations are provided to all pupils, with music and songs associated for the younger children.
Review arrangements for school entry and exit.	<ul style="list-style-type: none"> • Review entry screening arrangements and speed with which these can be achieved. • Review staggering of entry and exit times to avoid crowding and contact. • Collection points and timings for each group have been identified and cascaded to parents. • Waiting areas demarcated to enable parents to remain physically distanced. • Parents asked not to congregate in the playground for longer than 5 minutes before designated school entry/collection time for their child. • Collection times designed to enable one group of parents to leave the site before the next group arrive as far as is reasonably possible. • Parents are reminded to leave once their children have entered the site. • Parents are not permitted to enter the school building • Entry/Exit doors held open, reducing the numbers touching the doors. • Pupils wash their hands before leaving school. • Hand washing stations are available before leaving school.
Review arrangements for school entry and exit.	<ul style="list-style-type: none"> • Review entry screening arrangements and speed with which these can be achieved. • Review staggering of entry and exit times to avoid crowding and contact. • Collection points and timings for each group have been identified and cascaded to parents. • Waiting areas demarcated to enable parents to remain physically distanced. • Parents asked not to congregate in the playground for longer than 5 minutes before designated school entry/collection time for their child.

	<ul style="list-style-type: none"> • Collection times designed to enable one group of parents to leave the site before the next group arrive as far as is reasonably possible. • Parents are reminded to leave once their children have entered the site. • Parents are not permitted to enter the school building • Entry/Exit doors held open, reducing the numbers touching the doors. • Pupils wash their hands before leaving school. • Hand washing stations are available before leaving school.
Revise protocols for moving around school.	<ul style="list-style-type: none"> • Movement to different areas within school is reduced as much as possible. • Suitable external doors are used to move groups from one area to another – effectively creating external corridors in the open air. • Where possible all areas are well ventilated using natural ventilation (opening windows) or ventilation units. • Additional furniture, coats, bags are not permitted in school corridors. • Corridors continue to be considered as sterile environments and kept as clear as possible. • Cloakrooms are not used, and pupils are asked not to bring bags to school. • Corridor floors are demarcated to show direction and safe distance signage. • The need for groups to pass one another in open spaces within school is reduced as much as possible.
Review toileting arrangements.	<ul style="list-style-type: none"> • Toilet arrangements planned to avoid gathering at or around the toilets. • One in one out management of toilets where possible • Toilet in use signs are in use. • Toilet cleaning rota throughout day is reviewed. • Pupil protocols for toilet use are established for older pupils. • Early years pupils are supported to use toilet safely and wash hands afterwards.
Review break times/playground use.	<ul style="list-style-type: none"> • Separate times/areas are used for each group. • Playground activities are strictly controlled with structured play – contact play is reduced as far as reasonably possible. • Daily inspection and enhanced cleaning programmes for external areas and equipment. • Outdoor play equipment and toys will be used in rotation – equipment is cleaned before use by each designated group. • Outside play equipment and toys are reduced to avoid cross-contamination.

	<ul style="list-style-type: none"> • Break times are suitable staffed to ensure safety protocols and behaviours are secure for larger groups of children.
Review agreed daily closure time of school to staff to allow effective cleaning at end of day i.e. all staff off site except cleaning staff.	<ul style="list-style-type: none"> • Effective school cleaning at the end of school day. • Rooms are sealed until following day. • Agreed time for all staff to leave premises to maximise time for cleaning.
Review arrangements and risk assessments for pupils with SEN/behavioural concerns.	<ul style="list-style-type: none"> • Pupils identified who may find new arrangements i.e. larger groupings difficult or whose behaviours may put staff and other pupils at additional risk. • Schools to conduct individual risk assessments for those pupils who may pose a risk in the new circumstances i.e. potentially physically aggressive pupils with known risk of biting, spitting, or requiring physical restraint.

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Work-strand Three: Curriculum, Behaviour and Pastoral Support

Work-strand Owner: James Hill and Dominic Davis

Action	Measures (please RAG rate each measure)
See Trust Recovery Curriculum RAP for full details	
<p>Tuition</p> <p>There is extensive evidence supporting the impact of high-quality one to one and small group tuition as a catch-up strategy.</p> <p>To be most effective, creating a three-way relationship between tutor, teacher and pupils is essential, ensuring that tuition is guided by the school, linked to the curriculum and focused on the areas where pupils would most benefit from additional practice or feedback.</p> <p>Tuition delivered by qualified teachers is likely to have the highest impact. However, tuition delivered by tutors, teaching assistants, or trained volunteers can also be effective. Where</p>	<ul style="list-style-type: none"> • All pupils that require catch up provision show clear progress following assessments and are working within their year groups curriculum expectations. • End of year data shows cohorts are on track to at least meet their end of key stage targets based on previous key stage attainment. • All assessments show progress in pupils knowledge. • Exercise books show a tailored provision that is based on assessment information. • Feedback from monitoring activities has been shared rigorously with clear targets set. • Pupil progress meetings evidence progress from individual starting points. • Cohort data shows that gaps in learning have closed between September and January. • End of year data shows the gap in knowledge has decreased. • Pupils can talk about their learning journeys and the actions their teachers have taken to ensure they learn new content and make progress. • PPG has clearly closed the potentially larger gap between disadvantaged pupils and all pupils, non-disadvantaged. <p>Specific data target to be set once initial base line assessments are carried out.</p> <p>Singing, wind and brass instrument playing is undertaken in line with DfE Guidance (October 2020) and DCMS Guidance.</p>

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<p>tuition is delivered by teaching assistants or volunteers, providing training linked to specific content and approaches is beneficial.</p>	<p>(28.10.20) https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/performing-arts</p> <p>Swimming – Schools are aware of Swim England’s <i>Return to Pools Guidance Documents</i>.</p> <p>Schools use DCMS <i>Recreational Team Sport Framework</i> (26.10.20) to decide how physical education, sport and physical activity will be provided in school.</p>
<p>Intervention</p> <p>In order to support pupils who have fallen behind furthest, structured interventions, which may also be delivered one to one or in small groups, are likely to be necessary.</p> <p>A particular focus for interventions is likely to be on literacy and numeracy.</p> <p>Programmes are likely to have the greatest impact where they meet a specific need, such as oral language skills or aspects of reading, include regular sessions maintained over a sustained period and are carefully time-tabled to enable consistent delivery.</p>	<ul style="list-style-type: none"> • All pupils that require catch up provision show clear progress following assessments and are working within their year groups curriculum expectations. • End of year data shows cohorts are on track to at least meet their end of key stage targets based on previous key stage attainment. • All assessments show progress in pupil’s knowledge. • Exercise books show a tailored provision that is based on assessment information. • Feedback from monitoring activities has been shared rigorously with clear targets set. • Pupil progress meetings evidence progress from individual starting points. • Cohort data shows that gaps in learning have closed between September and January. • End of year data shows the gap in knowledge has decreased. • Pupils can talk about their learning journeys and the actions their teachers have taken to ensure they learn new content and make progress. • PPG has clearly closed the potentially larger gap between disadvantaged pupils and all pupils, non-disadvantaged. Specific data target to be set once initial base line assessments are carried out. • Review use of the Standards and Testing Agency ‘Engagement Model’ to assess pupils who are working below the standard of the National Curriculum assessments. • Schools review interventions against Education Endowment Foundation Guidance on <i>Effective Interventions to Support Schools</i> Sept 2020.

<p>Interventions might focus on other aspects of learning, such as behaviour or pupils' social and emotional needs, or focus on particular groups of pupils with identified special educational needs or disabilities.</p> <p>Effective intervention follows assessment, which can be used to ensure that support is well-targeted and to monitor pupil progress.</p>	
<p>Behaviour pastoral</p> <p>Interventions might focus on other aspects of learning, such as behaviour or pupils' social and emotional needs, or focus on particular groups of pupils with identified special educational needs or disabilities.</p>	<ul style="list-style-type: none"> • Behaviour records demonstrate that the frequency of poor behaviour is either in line with or better than prior to the pandemic. • Pastoral meetings have been held where required with clear targets and next steps outlined. • Outcomes of behaviour interventions show progress in the pupils needs (e.g. Boxall assessments). • Staff have had appropriate CPD to ensure that they can effectively manage and support pupils e.g. bereavement. • School behaviour protocols and procedures reflect any new rules and staff, pupils and parents are aware of any changes. • Review procedures against September 2020 DfE guidance • https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools • School leaders are aware of the DfE Checklist for school leaders on behaviour and attendance Sept 20 • https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/899384/Checklist for school leaders on behaviour and attendance.pdf
<p>Parents and Carers</p>	<ul style="list-style-type: none"> • Attendance is in line with government expectations. Where attendance is below national, there is evidence that the necessary actions are outlined to improve attendance.

<p>Parents have played a key role in supporting children to learn at home and it will be essential that schools and families continue to work together as pupils return to school.</p> <p>Schools have provided extensive pastoral support to pupils and families throughout the pandemic. Additional support in the new school year could focus on providing regular and supportive communications with parents, especially to increase attendance and engagement with learning. There is a risk that high levels of absence after the summer pose a particular risk for disadvantaged pupils.</p>	<ul style="list-style-type: none"> • Safeguarding processes continue to ensure the safety of pupils is maintained. • Parents felt well informed about the changes or expectations in school. • Curriculum support resources are available on the website. • Channels of communication are clearly signposted on the website.
<p>Access to Technology</p> <p>Pupils' access to technology has been an important factor affecting the extent to which they can learn effectively at home. In particular, lack of access to technology has been a barrier for many disadvantaged children.</p>	<ul style="list-style-type: none"> • Remote education offer is high quality and safe. It aligns as closely as possible with in-school provision • For individuals and groups of self-isolating pupils, remote education plans are in place and available immediately. These meet the same expectations as those for any pupils who cannot attend school at all due to the virus • Schools review their procedures for keeping children safe online using resources highlighted in Section 5 of the DfE Guidance <p>MyOn and TTRS are in place and being accessed. They should show increased pupil engagement.</p>

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<p>As all pupils return to schools, technology could also be valuable; for example, by facilitating access to online tuition or support. Some schools might find it helpful to invest in additional technology, either by providing pupils with devices or improving the facilities available in school.</p> <p>To support learning, how technology is used matters most.</p> <p>Ensuring the elements of effective teaching are present—for example clear explanations scaffolding, practice and feedback — is more important than which form of technology is used.</p>	<ul style="list-style-type: none"> • All pupils are able to access a minimum standard of technology to be able to support their learning. • Parents are supported in having access to technology needed to support their children.
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Work-strand Four: Assessment and Accountability

Work-strand Owner: James Hill and Dominic Davis

Action	Measures (please RAG rate each measure)
	See Trust Recovery RAP for full details
Quality First Teaching Great teaching is the most important lever schools have to improve outcomes for their pupils. Ensuring every teacher is supported and prepared for the new year is essential to achieving the best outcomes for pupils. Early career teachers, who may have had opportunities to develop their practice curtailed by school closures, are particularly likely to benefit from additional mentoring and support.	<ul style="list-style-type: none"> • Staff feel they have the knowledge and support to ensure effective delivery of the curriculum in uncertain times. • All outlined activities on the Monitoring and Evaluation schedule have been carried out and acted upon. • Feedback from monitoring activities has been shared rigorously with clear targets set. • Pupil progress meetings evidence progress from individual starting points. • Cohort data shows that gaps in learning have closed between • September and January. • End of year data shows the gap in knowledge has decreased.
Curriculum	<ul style="list-style-type: none"> • Key expectations for curriculum as outlined in the DfE Guidance (Section 3) are met with full curriculum offer in place by January 2021. • All outlined activities on the Monitoring and Evaluation schedule have been carried out and acted upon.

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<p>Setting aside time to enable teachers to assess pupils' wellbeing and learning needs is likely to make it easier for teachers and other school staff to provide effective support.</p> <p>Subject-specific assessments might be used to identify particular areas where pupils have forgotten or misunderstood key concepts, to ensure that new material being covered builds on secure foundations. Standardised assessments in literacy or numeracy might be used to identify pupils who would benefit from additional catch-up support.</p>	<ul style="list-style-type: none"> • Feedback from monitoring activities has been shared rigorously with clear targets set. • Pupil progress meetings evidence progress from individual starting points. • Cohort data shows that gaps in learning have closed between September and January. • End of year data shows the gap in knowledge has decreased. • Pupils can talk about their learning journeys and the actions their teachers have taken to ensure they learn new content and make progress. • Pupils talk about feeling well supported with their transition back into formal teaching.
<p>Curriculum</p> <p>Setting aside time to enable teachers to assess pupils' wellbeing and learning needs is likely to make it easier for teachers and other school staff to provide effective support.</p> <p>Subject-specific assessments might be used to identify particular areas where pupils have forgotten or misunderstood key concepts, to ensure that new</p>	<ul style="list-style-type: none"> • Key expectations for curriculum as outlined in the DfE Guidance (Section 3) are met with full curriculum offer in place by January 2021. • All outlined activities on the Monitoring and Evaluation schedule have been carried out and acted upon. • Feedback from monitoring activities has been shared rigorously with clear targets set. • Pupil progress meetings evidence progress from individual starting points. • Cohort data shows that gaps in learning have closed between September and January. • End of year data shows the gap in knowledge has decreased. • Pupils can talk about their learning journeys and the actions their teachers have taken to ensure they learn new content and make progress. • Pupils talk about feeling well supported with their transition back into formal teaching.

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<p>material being covered builds on secure foundations. Standardised assessments in literacy or numeracy might be used to identify pupils who would benefit from additional catch-up support.</p>	
<p>Assessment</p> <p>Assessment can help teachers determine how to most effectively support their pupils. Every pupil will have been affected differently by Covid-19.</p> <p>Providing pupils with high-quality feedback, building on accurate assessment, is likely to be a particularly promising approach.</p> <p>Effective intervention follows assessment, which can be used to ensure that support is well-targeted and to monitor pupil progress.</p>	<ul style="list-style-type: none"> • End of year data shows cohorts are on track to at least meet their end of key stage targets based on previous key stage attainment. • All assessments show progress in pupils knowledge. • Exercise books show a tailored provision that is based on assessment information. • Feedback from monitoring activities has been shared rigorously with clear targets set. • Pupil progress meetings evidence progress from individual starting points. • Cohort data shows that gaps in learning have closed between September and January. • End of year data shows the gap in knowledge has decreased. • Pupils can talk about their learning journeys and the actions their teachers have taken to ensure they learn new content and make progress. • PPG has clearly closed the potentially larger gap between disadvantaged pupils and all pupils, non-disadvantaged. • Specific data target to be set once initial base line assessments are carried out. • Children can discuss how their <i>knowledge organiser</i> is helping them to retain knowledge and key learning.
<p>Transition</p> <p>All pupils will need support to transition back to school.</p>	<ul style="list-style-type: none"> • By the end of Autumn, all year 1 pupils (excluding those with SNED) are working within national curriculum expectations. • Pupils when canvassed feel safe and comfortable in their environment.

<p>Additional transition support might include using assessment to identify areas where pupils are likely to require additional support or creating opportunities for teachers to share information about pupils' strengths and areas for development with colleagues.</p>	
<p>Leadership</p> <p>School leaders will need to make difficult decisions about what to prioritise in the coming months, recognising the tremendous strain the pandemic has already placed on teachers and children.</p> <p>In comm with the Pupil Premium, the way funding is used will determine what different it makes. An evidence-informed approach gives us the best chance of maximising impact.</p> <p>It is highly unlikely that a single approach will be enough. It is also likely to be beneficial to consider how to align chosen approaches with Pupil Premium spending and broader school improvement priorities.</p>	<ul style="list-style-type: none"> • Monitoring and E schedule has been carried out and all feedback from monitoring is shared with staff. • Pupil Premium plan to be in place before the autumn term. • Termly impact reviews to be scheduled (this could be through Trust Improvement Board meetings). • Pupils are progressing through phonics programme. • Challenge advisor notes of visit reference what has worked and what may need to be adapted to ensure continued success. Evidence in subsequent notes of visit clearly outline that targets have been met. • Subject leaders have clear action plans and can evidence impact. • Schools are aware that the EYFS education and development requirements now apply (disapplications have been lifted).

<p>The right way to support pupils will differ between schools and must be informed by the professional judgement of teachers and school leaders</p>	
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Work-strand Five: Staff Safety, Wellbeing and Training

Work-strand Owner: Jo Harris, Gerrard Rothwell, Hilary Wheeldon (Lead) and Jessica Sampson

Action	Measures (please RAG rate each measure)
Employer health and safety and equalities duties.	<ul style="list-style-type: none"> The Trust will continue to be compliant with its legal obligation to protect employees, and others, from harm. Schools will continue to assess health and safety risks and consider how to meet equalities duties in line with Work-strand One. Phase 3 SUSTAIN Planning will be shared with all staff through in-house staff training.
Government policy advises those who can work from home continue to do so.	<ul style="list-style-type: none"> The Trust recognises 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 in line with local restrictions.
Guidance for staff and arrangements for: <ul style="list-style-type: none"> Staff who have underlying medical conditions BAME staff Staff who are subject to shielding or are in a household where someone is shielding Staff who are self-isolating 	<ul style="list-style-type: none"> Most staff will continue to be able to come to work - schools will continue to advise those in at risk categories to take particular care as community transmission rates fluctuate. Those who were subject to a risk assessment in Phase Two Planning will have their situation reviewed by a senior leader using government advice for those who are clinically-vulnerable, including pregnant women. Any further government guidance for those who are clinically vulnerable in anyway. School leaders will be flexible in how members of staff are deployed to enable them to work remotely where possible.

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- Staff on maternity or any other form of absence
- Pregnant staff
- Staff with Asthma

- People who live with those who are clinically extremely vulnerable or clinically vulnerable will be advised that they should continue to attend work.
- As a general principle, pregnant women are in the 'clinically vulnerable' category and are advised to follow all relevant guidance.
- If staff with significant risk factors remain concerned, schools will discuss their concerns and explain the measures the school is putting in place to reduce risks. School leaders will try as far as practically possible to accommodate additional measures where appropriate.
- Schools will note guidance COVID-19: review of disparities in risks and outcomes report.
- Staff who live with those who have comparatively increased risk from coronavirus (COVID-19) will be expected to come to work.

Staff Deployment	<ul style="list-style-type: none"> • Where schools need to alter the way in which they deploy staff, using existing staff more flexibly, headteachers will discuss and agree any changes to staff roles with individuals. • Schools will be sensitive to staff workload in relation to Phase 2 Planning and will have regard to DfE's workload reduction toolkit. • Schools will make use of DfE published a resources, including case studies to support remote education and help address workload, this includes case studies on managing wellbeing.
Senior Leadership roles and responsibilities reviewed for re-opening phase.	<ul style="list-style-type: none"> • Senior leader roles and responsibilities clear under wider re-opening arrangements. • Leadership responsibilities clear to all staff especially staff new to school.
Avoid spread of COVID-19 by continuing physical distancing measures between staff.	<ul style="list-style-type: none"> • Staff are required to conform to physical distancing requirements at all times. • School offices are either reduced in occupation and desks positioned in order to provide adequate separation or staff are moved to other areas to reduce contact. • Staff rooms are not used unless entry is staggered or they are large enough to accommodate greater staff numbers at a safe distance from each other.

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	<ul style="list-style-type: none"> Each staff area has been assessed and a maximum number of staff per room/space has been allocated and signage displaying 'number allowed to enter' placed on the door. Staff are encouraged to bring a packed lunch and to eat in a suitable space maintaining physical distancing. Staff should continue to avoid leaving and re-entering the school site during the day.
Supporting staff – duty of care. The Trust and School leaders will have regard to staff (including the Headteacher) work-life balance and wellbeing.	<ul style="list-style-type: none"> Schools will promote the Education Support Partnership providing a free helpline for school staff and targeted support for mental health and wellbeing. Schools will ensure they have explained to all staff the measures they are proposing putting in place and involve all staff in that process. <p>Schools to note: Additional DfE guidance pending about the extra mental health support for pupils and teachers</p> <ul style="list-style-type: none"> There are communication and support networks in place for staff and if there are particular concerns staff can raise them quickly and effectively.
Supply teachers and peripatetic staff.	<ul style="list-style-type: none"> Although supply staff and other temporary workers can move between schools, school leaders will consider how to minimise the number of visitors to the school where possible. Where it is necessary to use supply staff and to welcome visitors to the school such as peripatetic teachers, those individuals will be expected to comply with the school's arrangements for managing and minimising risk, including taking particular care to maintain distance from other staff and pupils. To minimise the numbers of temporary staff entering the school premises, and secure best value, schools may wish to use longer assignments with supply teachers and agree a minimum number of hours across the academic year. <p>Schools to note: 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, sports coaches and those engaged to deliver before and after school clubs.</p>

Use of volunteers in school.	<ul style="list-style-type: none"> Volunteers may be used to support the work of the school, as would usually be the case. It is important that they are properly supported and given appropriate roles. Where schools are utilising volunteers, they should continue to follow the checking and risk assessment process as set out in the volunteer section in Part 3 of Keeping Children Safe in Education. Under no circumstances should a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity. Mixing of volunteers across groups should be kept to a minimum, and they should remain 2 metres from pupils and staff where possible.
Staff taking leave.	<p>Schools to note: The latest guidance on quarantine can be accessed at coronavirus (COVID-19): how to self-isolate when you travel to the UK.</p> <ul style="list-style-type: none"> Staff will need to be available to work in school from the start of the autumn term. School leaders should follow up the CEO's July letter to staff to discuss leave arrangements with staff before the end of the summer term to inform planning for the autumn term. 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.
Review PPE equipment and use in isolation room.	<ul style="list-style-type: none"> See work-strand one. Plan for use and staffing of isolation room in place. Stagger the use of the staff facilities and the office for staff/children. Training needs to be reassessed in preparation for autumn term and discussed at SLF (see work-strands 3 and 4).
Review use of staff facilities and staff room.	
Review staff CPD /training programme for Autumn Term.	

Work-strand Six: Communication and Information Sharing

Work-strand Owner: Sue Egersdorff and Alvin Walters

Action	Measures (please RAG rate each measure)
Review arrangements for regular communication with parents – shared messages across all Trust schools.	<ul style="list-style-type: none"> Phase 3 Trust level communication to parents by end of November 2020. Parental Guidance and FAQs to be reviewed. Communication from schools re practical arrangements and protocols to be sent by individual schools. Revised information and risk assessment to be displayed and on all school websites by end of November.
Staff briefings re- reopening Strategy and associated school plans.	<ul style="list-style-type: none"> Staff Covid-19 Survey to be circulated with completion date of 2.11.20. Report to be presented to Board 9.12.20. Staff continue to have sufficient training and briefing regarding infection control and school protocols to feel confident and safe. School leaders share Phase 3 SUSTAIN Strategy and Risk Assessments with all staff. Staff are able to discuss where they feel additional training would be helpful.
The Trust will continue to work in partnership with:	<ul style="list-style-type: none"> Revised Union/ Teacher Professional Association Briefing to be sent as requested.

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Birmingham and Dudley LA's Regional Schools Commissioner Public Health Local Teams Social care Teacher and Support Staff Unions drb Trust Board	<ul style="list-style-type: none"> • Trust to follow all guidance and advice issued locally through LA's or Public Health Team. • Continue to share best practice and learnings with Regional Schools Commissioners and at their request, city-wide school leaders. • Trust schools to continue to work closely with social care teams to support the Trust's most vulnerable children and families. • School Risk Registers to be reported to the Trust Board at agreed intervals.
Covid-19 CPD and communications register	<ul style="list-style-type: none"> • Trust continues to keep a CPD and communications register detailing training provided for Trust workforce during Covid-19 pandemic. • Staff training and communications enable all staff to feel confident about their responsibilities during the pandemic.

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Work-strand Seven: Finance and Resourcing
Work-strand Owner: Chris Finnerty and Julie Gouldbourn

Action	Measures (please RAG rate each measure)	Further information	Next Review Date
Hand sanitiser Procure additional hand sanitisation wall mounted units and refills for Autumn Term.	Wall mounted units to be strategically placed around schools for entrances, food halls and break periods.	£37,458 Order to be raised with Chespack Hygiene before end of term to make sure stock delivered for Autumn Term.	Refills to be reviewed by end of Autumn Term.
Ongoing procurement of PPE equipment – review of ongoing requirements by Dec 20	Face masks, gloves, aprons and visors to be provided for isolation rooms and for staff to wear while changing Nursery pupils' clothes etc.	£20,000 Restock to cover the Autumn 2020 and Spring 2021 Terms	Additional stock to be reviewed December 20
Reception desk screens for remaining schools (Hob Green, Bromley, Princethorpe Inf and Jun, Wychall).	Reception desk screens to be ordered for remaining schools.	£680	n/a
Ongoing cleaning materials and cleaning costs to be monitored across individual schools.	Schools to ensure cleaning rota capacity and materials are closely monitored and reported to the Trust.		

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Work-strand Eight: Leadership, Safeguarding, Contingency, Local Outbreak Planning

Work-strand Owner: Trust Board and CEO

Action	Measures (please RAG rate each measure)
<p>Schools to review all safeguarding arrangements to reflect the dynamic local situation and school context.</p> <p>Schools must have regard to the statutory safeguarding guidance, keeping children safe in education 2020 and should refer to the coronavirus (COVID-19): safeguarding in schools, colleges and other providers guidance.</p>	<ul style="list-style-type: none"> Trust safeguarding and child protection policies and procedures are updated in line with KCSIE 2020 and staff and trustees briefed Designated safeguarding leads are provided with more time, to help provide support to staff and children regarding any new safeguarding and welfare concerns and the handling of referrals to children's social care and other agencies where these are appropriate. Trust schools continue to work with external agencies and services to actively look for signs of harm. Schools are in communication with school nurses to support children's safeguarding and wellbeing as they have continued virtual support to pupils who have not been in school. <p>Safer Recruitment. When recruiting, schools will continue to adhere to the legal requirements regarding pre-appointment.</p> <p>From the start of the autumn term checks will revert to being carried out in person.</p>

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Process in the event of local outbreaks.	<ul style="list-style-type: none"> Schools follow PHE Endorsed Systems of Control if a local area sees a spike in infection rates that is resulting in localised community spread. Schools to note: Trust to be advised of any positive tests of staff or pupils immediately through the Executive Director of School Improvement.
Contingency plans for outbreaks and self-isolation.	<ul style="list-style-type: none"> Schools to ensure that remote education plans should be in place for individuals or groups of self- isolating pupils. These should meet the same expectations as those for any pupils who cannot yet attend school at all due to coronavirus (COVID-19). <p>See DfE Guidance section on remote education support.</p> <ul style="list-style-type: none"> In the event of a local outbreak individual schools to have a contingency plan for this eventuality. This may need to involve a return to remaining open only for vulnerable children and the children of critical workers and providing remote education for all other pupils.
Remote Education Support.	<ul style="list-style-type: none"> Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, schools should prepare to offer immediate remote education. Schools to consider how to continue to improve the quality of their existing offer and have reviewed their contingency plan by the end of November. <p>Scenario in which the logistical challenges of remote provision are greatest. For example, where larger numbers of pupils are required to remain at home</p> <p>Schools should:</p> <ul style="list-style-type: none"> use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos, and that is linked to the school's curriculum expectations.

- give access to high quality remote education resources.
- select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback, and make sure staff are trained in their use.
- provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access.

When teaching pupils remotely, schools should aim to

- set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects.
- teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject.
- provide frequent, clear explanations of new content, delivered by a teacher in the school or through high quality curriculum resources and/or videos.
- gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work.
- enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding.
- plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers.
- Schools to consider these expectations in relation to the pupils' age, stage of development and/or special educational needs e.g. where this would place significant demands on parents' help or support.
- Schools to avoid an over-reliance on long-term projects or internet research activities.

<p>Governance - Trust Board meeting planned 9.12.20 to review Phase 3 SUSTAIN strategy and review individual school Risk Assessments.</p> <p>Meeting planned for 9.12.20.</p>	<ul style="list-style-type: none"> • Trustees approve Phase 3 SUSTAIN Strategy, underpinning principles and associated documentation December 2020. • Individual school risk assessments are reviewed by Trust Board 9.12.20. • CEO to communicate with Trust Chair weekly re: Risk Management. • Trust Risk Register to be updated with any risks identified as serious and concerning.
<p>Governance - Audit and Risk Committee to meet to review Risk Register December 2020 and PHE Endorsed. Achievement, Support and Scrutiny sub Committee to meet to consider Recovery Curriculum 1.12.20.</p>	<ul style="list-style-type: none"> • Audit and Risk Committee to have delegated responsibility for reporting to the Board on implementation of PHE Endorsed Systems of Control outlined in Work-strand 1. • Achievement, Support and Scrutiny Sub Committee to have delegated responsibility for reporting to the Board on implementation and impact of Trust wide Recovery Curriculum.
<p>Trustees to keep the Strategy and Risk Assessments under review using Trust's guiding principles as set out at the beginning of this Strategy.</p>	<p>Ongoing Phase 3 SUSTAIN strategy under review using additional criteria:</p> <ul style="list-style-type: none"> • Lessons learnt from Phase 1 and 2 Planning. • Reviewing safeguarding arrangements. • Reviewing levels of pupil attainment and identifying critical and specific learning gaps for all cohorts. • Ensuring recovery curriculum meets learning needs and closes identified gaps as quickly as possible. • Reviewing implementation and impact o recovery curriculum. • Levels of transmission in local areas. • Keeping most vulnerable staff and children safe • Monitoring health and wellbeing of all pupils and staff.

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main risk and control the GEM is important for risk assessments of individual staff and pupils who are under review. If a
any of the following justifies a further working over with a risk assessment which features to be provided by these cases, continuing to

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