

## Phase Four

# National Lockdown Risk Assessment

## Revised January 2021

### 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 lockdown, 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 the 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. Following the announcement of the Prime Minister on 4 January 2021 to move to a second National Lockdown, we have conducted a thorough review of all risks and mitigation measures. Our Phase 4 NATIONAL LOCKDOWN planning is in line with *Government Guidance for National Lockdown - Schools* update January 2021:

<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 to vulnerable children and those of critical workers through the winter months. We will also implement a rich remote curriculum offer for the majority of children who are learning from home.

As a start, we have reviewed the core rationale we used in our Phase Three SUSTAIN 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 remaining in school? This 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 all controls are effective?
- How are we monitoring the effectiveness of our Remote Learning Offer?
- 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 4 NATIONAL LOCKDOWN 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 to vulnerable children and the children of critical workers as well as implementing a full remote learning offer to other children. The Trust 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 4 NATIONAL LOCKDOWN we will continue to 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 4 NATIONAL LOCKDOWN 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 as high-quality education as possible in the current circumstances. In following the measures carefully, we can all be confident we are managing risk effectively.

Going forwards into the next few months 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 make further adjustments.

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 with their learning in difficult circumstances and their parents can feel confident that the Trust has shown exemplary effort in ensuring school environments are as Covid-19 secure as possible and every commitment has been made to developing a strong remote learning offer.



Rob Bowater  
**Trust CEO**

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# National Lockdown Strategy and Risk Assessment

## Phase 4 Planning

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.

In September 2020, a new strain of the COVID 19 virus was detected in the UK. By the end of 2020 the new strain of the virus had begun to have a considerable impact on the infection levels detected within the Trust's schools. The infection rates have exponentially increased within the school's local communities and the Trust has now reviewed all risk assessments in preparation for the national lockdown announced by the Prime Minister on 4 January 2021.

The Trust has undertaken a review of the Phase 3 Sustain Risk Assessment issued in November 2020, to highlight further changes to protect staff and children and implement safety measures to suppress the spread of the new variant virus.

This updated risk assessment represents **PHASE FOUR NATIONAL LOCKDOWN** planning and should be read in conjunction with the earlier PHASE THREE SUSTAIN Risk Assessment issued in November 2020.

From 4 January 2021, the UK is facing a second National Lockdown. Everyone in the Trust needs to remain highly vigilant and continue to assess and manage the risks from coronavirus and the covid-19 variant strain. 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 Phase 4 National Lockdown Variant Risk Assessment and associated risk register are updated by all schools to identify the measures and actions needed to further reduce the risks from coronavirus (COVID-19) so far as is reasonably practicable and make the school COVID-secure.

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 whilst also offering a Remote Learning offer. 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.

## 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 4 National Lockdown 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.**

## **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 4 National Lockdown** and associated risk assessments to all teacher professional associations and local trade unions as requested.

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. 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.



# Following Government Guidance

In producing this **Phase 4 National Lockdown 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
<b>1. Guidance for Full Opening – Schools</b> <a href="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-school</a> <a href="https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools">https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools</a>	DfE	Jan 21	All
<b>2. Guidance on Face Coverings</b> <a href="https://www.gov.uk/government/publications/face-coverings-in-education/face-coverings-in-education">https://www.gov.uk/government/publications/face-coverings-in-education/face-coverings-in-education</a>	DHSC	Sept 20	
<b>3. PPE Use</b> can be found in the <a href="#">safe working in education, childcare and children’s social care settings</a> , including the use of personal protective equipment (PPE) guidance.	DfE	Oct 20	All
<b>4. coronavirus (COVID-19) symptoms</b>	DHSC	Dec 20	All
<b>5. Stay at home:</b> guidance for households with possible or confirmed coronavirus (COVID-19) infection.	PHE	Jan 21	All
<b>6. Return to Recreational Team Sport:</b> <a href="https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-phased-return-of-sport-and-recreation/return-to-recreational-team-sport-framework">https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-phased-return-of-sport-and-recreation/return-to-recreational-team-sport-framework</a>	DCMS	Oct 20	All
<b>7.</b> <a href="https://www.gov.uk/government/publications/covid-19-guidance-on-supporting-children-and-young-peoples-mental-health-and-wellbeing">https://www.gov.uk/government/publications/covid-19-guidance-on-supporting-children-and-young-peoples-mental-health-and-wellbeing</a> .	PHE	Oct 20	All
<b>8. COVID-19: cleaning of non-healthcare settings guidance</b>	PHE	Oct 20	All
<b>9. safe working in education, childcare and children’s social care</b>	DfE	Dec 20	All
<b>10. Test and Trace:</b> Public Health England health protection team	PHE	Dec 20	All
<b>11.</b> The NHS testing and tracing for coronavirus website	NHS		All
<b>12.</b> Making your workplace secure during the pandemic	HSE	Dec 20	All



# Phase 4 National Lockdown Strategy Plan

The Phase 4 National Lockdown Strategy represents a thorough review and update of the Phase 3 Sustain Strategy. It continues to have **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. This will allow for the provision of educational services on site whether all pupils are in attendance or full lockdown requirements mean that only vulnerable children and the children of critical workers are in school.

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 and Safeguarding through National Lockdown		
Work-strand Nine:	COVID-19 ONGOING RISK REGISTER AND ASSESSMENT CHECKLIST		



## 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)
<b>Prevention:</b> <b>1.</b> 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	<ul style="list-style-type: none"> <li>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.</li> <li>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 10 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 10 days from when the symptomatic person first had symptoms.</li> <li>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.</li> </ul>

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	<ul style="list-style-type: none"> <li>• 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 be cleaned and disinfected using standard cleaning products before being used by anyone else.</li> <li>• 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).</li> </ul> <p><b>For schools to note:</b> More information on PPE use can be found in the <a href="#">safe working in education, childcare and children's social care settings, including the use of personal protective equipment (PPE)</a> guidance:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> </ul> <p><b>For schools to note:</b> See the <a href="#">COVID-19: cleaning of non-healthcare settings guidance</a></p>
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	<p><b>For schools to note:</b> 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 and for individual staff to choose to use if they wish to check their own temperature.</p>
<p><b>2.</b> Cleaning hands thoroughly more often than usual.</p>	<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"> <li>• each school will have enough hand washing or hand sanitiser 'stations' available so that all pupils and staff can clean their hands regularly.</li> <li>• 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.</li> <li>• 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.</li> </ul>
<p><b>3.</b> Ensuring good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach.</p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul>

	<ul style="list-style-type: none"> <li>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 be considered in risk assessments in order to support these pupils. The pupil's individual risk assessment will be discussed with the pupil's parent/guardian or carer. Where it is deemed that the pupil's behaviour would pose an unacceptable health and safety risk to other pupils and staff, consideration should be given to enabling the pupil to stay at home and follow the Trust's remote learning offer.</li> </ul>
<p><b>4.</b> Introducing enhanced cleaning, including cleaning frequently touched surfaces often, using detergents and approved cleaning products.</p>	<p><b>Points for review by the Trust and the school's senior leadership team:</b></p> <p>Whether all pupils are in attendance or lockdown arrangements are in place, the Trust and its schools will continue to implement a robust cleaning schedule that ensures cleaning is thorough and includes:</p> <ul style="list-style-type: none"> <li>More frequent cleaning of rooms / shared areas that are used by different groups.</li> <li>Frequently touched surfaces being cleaned more often than normal.</li> <li>Different groups may be allocated their own toilet facilities. All toilets will be cleaned regularly, and pupils will be encouraged to wash their hands thoroughly after using the toilet.</li> </ul> <p><b>For schools to note:</b> the Trust will consider the Public Health England updated guidance for cleaning non-healthcare settings updated in October 2020 to advise on general cleaning required in addition to the current advice on <b>COVID-19: cleaning of non-healthcare settings guidance.</b></p>
<p><b>5.</b> 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 continue to implement this whether all pupils are in attendance or full lockdown arrangements apply. 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 2m distance between individuals. These are not alternative options and both measures will be used. However, the balance between them will change depending on:</p> <ul style="list-style-type: none"> <li>• children's age and consequent ability to distance</li> <li>• the layout of individual Trust schools</li> <li>• the feasibility of keeping distinct groups separate while offering a broad curriculum</li> </ul> <p>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.</p> <p><b>Points the Trust and its schools will continue to consider and implement:</b></p> <p><b>The grouping of children</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>
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	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Maintaining consistent groups will remain the key focus of all schools. Given the increased potential of the new COVID-19 variant to transmit easily, the Trust will assess with headteachers the range of curriculum subjects that can be delivered within schools. This will be kept under constant review until such time that current government restrictions are lifted to enable schools to review their controls and potentially increase the size of groups.</li> <li>• 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).</li> <li>• 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.</li> </ul>
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	<ul style="list-style-type: none"> <li>• 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.</li> </ul> <p><b>For schools to note:</b> All teachers and other staff <b>must not</b> operate across different classes/groups in order to prevent the spread of the virus. The Trust acknowledges that this may impact on facilitating the delivery of the school timetable. The Trust will work with the school's senior leadership team to develop a strategy to deliver key focussed areas of the curriculum.</p> <p>Staff are to ensure that 2m social distancing is maintained between staff and pupils and other members of staff</p> <p><b>Measures within the classroom</b></p> <ul style="list-style-type: none"> <li>• 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 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> </ul>
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	<p>Trust schools doing this where they can, and even doing this some of the time, will help.</p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul> <p><b>Measures elsewhere</b></p> <ul style="list-style-type: none"> <li>Designated groups will be kept apart. No large gatherings such as assemblies or collective worship are permitted within school.</li> <li>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.</li> <li>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 and arrangements will be made for staff to have a break of a reasonable length during the day.</li> </ul> <p><b>Measures for arriving at and leaving school</b></p> <ul style="list-style-type: none"> <li>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</li> </ul>
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	<p>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.</p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p><b>For schools to note: Guidance on Face Coverings:</b>  <a href="https://www.gov.uk/government/publications/face-coverings-in-education/face-coverings-in-education">https://www.gov.uk/government/publications/face-coverings-in-education/face-coverings-in-education</a></p> <ul style="list-style-type: none"> <li>During this initial phase of the national lockdown, staff are required to wear face masks while entering school and transitioning around common areas. This will ensure that the potential for virus transmission is minimised at all times.</li> <li>Schools will also have a process for removing face coverings when pupils and staff who use them arrive in their classrooms/group spaces and this will be communicated 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 <a href="#">safe working in education, childcare and children's social care</a> provides more advice.</li> </ul> <p><b>Other considerations</b></p> <ul style="list-style-type: none"> <li>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</li> </ul>
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	<p>special educational needs coordinators should plan to meet these needs, for example using social stories.</p> <ul style="list-style-type: none"> <li>• <b>For schools to note:</b> Supply teachers, peripatetic teachers and/or other temporary staff must be kept to a minimum. When they are required they should be made aware and follow the DfE System of Controls set out in this plan. Specialists, therapists, clinicians and other support staff for pupils with SEND will not be allowed in school during the full lockdown period. Schools will consider how to keep to an absolute minimum other visitors to the site, such as contractors, and ensure site guidance on physical distancing and hygiene is explained to any visitor on or before arrival. Agreement of the Headteacher/senior appointed leader should be obtained before a visitor is admitted to school. Where visits can happen outside of school hours, they should. A record should be kept of all visitors with contact details</li> <li>• A separate risk assessment will be utilised to ensure that any external visitors will only access specific designated areas of the school. It will be the responsibility of the meeting host to ensure touch points and welfare facilities, if used, are sanitised on completion of the visit.</li> <li>• 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 to address any risks identified and allowing them to jointly deliver a broad and balanced curriculum for the child.</li> <li>• Equipment and resources are integral to education in schools. Going forwards from January 2021, 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.</li> </ul>
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	<ul style="list-style-type: none"> <li>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.</li> <li>Resources must not be shared between classes or bubbles, such as sports, art and science equipment.</li> <li>Outdoor playground equipment will be more frequently cleaned. This will also apply to resources used inside and outside by wraparound care providers.</li> <li>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 in school. 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.</li> </ul>
6. Where necessary, wearing appropriate personal protective equipment (PPE).	<p>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:</p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul> <p><b>For schools to note:</b> 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><b>Response to any infection:</b></p> <p><b>7.</b> 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 <b>Public Health England health protection team</b>. 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"> <li>• <b>Book a test</b> 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.</li> <li>• Provide details of anyone they have been in close contact with if they were to test positive for coronavirus (COVID-19) or if asked by NHS Test and Trace.</li> <li>• <b>Self-isolate</b> if they have been in close contact with someone who develops coronavirus (COVID-19) symptoms or someone who tests positive for coronavirus (COVID-19).</li> </ul> <p>Anyone who displays symptoms of coronavirus (COVID-19) can and should get a test. Tests can be booked online through the NHS <b>testing and tracing for coronavirus website</b> 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> <p><b>For schools to note:</b></p> <p>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.</p> <p>Over the Spring term 2021 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</p>
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	<p>developed symptoms at school, where they think providing one will significantly increase the likelihood of them getting tested.</p> <p>Schools will ask parents and staff to inform them immediately of the results of a test:</p> <ul style="list-style-type: none"> <li>• If someone tests negative, if they feel well and no longer have symptoms similar to coronavirus (COVID-19), they can stop self-isolating. 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.</li> <li>• If someone tests positive, the Trust will advise them to follow the '<a href="#">stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection</a>' and they must continue to self-isolate for the full isolation period from the onset of their symptoms and then return to school only if they do not have symptoms other than cough or loss of sense of smell / taste.</li> </ul> <p><b>For schools to note:</b> This is because a cough or anosmia can last for several weeks once the infection has gone. The 10-day period starts from the day when they first became ill. If they still have a high temperature, they should keep self-isolating until their temperature returns to normal. Other members of their household should continue self-isolating for the full 10 days.</p>
8. Managing confirmed cases of coronavirus (COVID-19) amongst the school community.	<ul style="list-style-type: none"> <li>• Trust schools will take swift action when they become aware that someone who has attended has tested positive for coronavirus (COVID-19).</li> <li>• 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.</li> </ul>



	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul> <p><b>For schools to note:</b> Close contact means:</p> <ul style="list-style-type: none"> <li>• 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).</li> <li>• Proximity contacts - extended close contact (within 1 to 2 metres for more than 15 minutes) with an infected individual whether a face mask is worn or not.</li> <li>• Travelling in a small vehicle, like a car, with an infected person.</li> <li>• The health protection team will provide definitive advice on who must be sent home.</li> <li>• 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 <a href="#">section 5 of system of control</a> 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.</li> </ul>
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	<ul style="list-style-type: none"> <li>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 <b>MUST</b> not share the names or details of people with coronavirus (COVID-19) unless essential to protect others.</li> </ul> <p><b>For schools to note:</b> 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.</p> <p>If someone in a class or group that has been asked to self-isolate develops symptoms themselves within their self-isolation period they should follow '<a href="#">stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection</a>'. They should get a test, and:</p> <ul style="list-style-type: none"> <li>If the test delivers a negative result, they must remain in isolation for the remainder of the 10-day isolation period. This is because they could still develop the coronavirus (COVID-19) within the remaining days.</li> <li>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 after the original 10-day isolation period). Their household should self-isolate for at least 10 days from when the symptomatic person first had symptoms, following '<a href="#">stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection</a>'.</li> </ul> <p><b>For schools to note:</b> 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><b>For schools to note:</b> Further guidance is available on testing and tracing for coronavirus (COVID-19).</p>
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<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><b>For schools to note:</b> In some cases, health protection teams may recommend that a larger number of other pupil's 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><b>For schools to note:</b> 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)
<b>Addition: Transport to School</b>	<p><b>Dedicated transport (as appropriate). Schools to ensure:</b></p> <ul style="list-style-type: none"> <li>when pupils are grouped together on transport, where possible this should reflect the bubbles/groupings that are adopted within school.</li> <li>use of hand sanitiser upon boarding and/or disembarking.</li> <li>additional cleaning of vehicles.</li> <li>organised queuing and boarding where possible.</li> <li>distancing within vehicles wherever possible.</li> </ul> <p>The precise approach taken will reflect the range of measures that are reasonable are 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><b>Schools to note:</b> DfE have issued guidance to local authorities on providing dedicated transport based on the government framework outlined above.</p> <p><b>Use of public transport</b></p> <ul style="list-style-type: none"> <li>Parents and children will continue to be encouraged to walk or cycle to school if possible and avoid use of public forms of transport.</li> <li>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.</li> </ul>

	<p><b>For schools to note:</b> Families using public transport should refer to the <a href="#">safer travel guidance for passengers</a>.</p>
<p><b>Building Checks</b> It is important that, prior to re-opening for the Spring Term, all the usual pre-term building checks are undertaken to ensure Trust schools are safe.</p>	<ul style="list-style-type: none"> <li>Schools will review Legionella risks. As buildings will have reduced occupancy during the coronavirus (COVID-19) full lockdown period, water system stagnation can occur due to lack of use, increasing the risks of Legionnaires' disease.</li> </ul> <p><b>Schools to note:</b> Guidance - <a href="#">Legionella risks during the coronavirus outbreak</a>.</p> <p><b>Schools to note:</b> Where staffing permits, all schools are to ensure that all statutory compliance and building checks are completed. Additional support / advice should be sought from the Trust Director of Estates as necessary.</p>
<p><b>Catering, food offer and lunchtime arrangements.</b></p>	<ul style="list-style-type: none"> <li>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.</li> <li>Schools to plan food offer that enables pupils to access hot food offer from January 2021.</li> <li>All pupils to have lunch delivered to their retrospective classrooms. Dining rooms are not to be utilised for the provision of lunch.</li> <li>All pupils to wash hands before and after lunch.</li> </ul> <p><b>Schools to note:</b> <a href="#">guidance for food businesses on coronavirus (COVID-19)</a>.</p>
<p><b>Review hierarchy of control measures and ensure hazard reporting mechanisms are in place and easily accessible for all staff.</b></p>	<ul style="list-style-type: none"> <li>Entry and exit systems.</li> <li>Parental access to school site.</li> <li>Physical distancing arrangements indoors and out for each year group.</li> <li>Cleaning arrangements during/between sessions.</li> <li>Outdoor cleaning arrangements.</li> <li>Protocols at end of school day.</li> <li>Isolation room arrangements.</li> <li>Staff deployment arrangements.</li> <li>Staff break time arrangements.</li> </ul>

<p><b>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.</b></p>	<ul style="list-style-type: none"> <li>• Desks and seating arrangements.</li> <li>• Unnecessary items in classrooms should be removed and stored elsewhere in the school.</li> <li>• Toys and equipment should not be used by other groups and should be cleaned between groups.</li> <li>• Remove all soft furnishings, toys and soft toys that cannot easily be cleaned every day.</li> </ul>
<p><b>Review all Phase 3 risk assessments and implement changes highlighted within this Phase 4(January 2021).</b></p>	<ul style="list-style-type: none"> <li>• Complete Phase 4 National Lockdown Risk Assessment against all work-strands at school level.</li> <li>• Visit from Director of Estates – walk around Phase 4 review Risk Assessment with Headteacher.</li> <li>• Director of Estates to sign off Work-strand 3 Review.</li> <li>• All Phase 4 Risk Assessments variations to be reported to Trustees to enable the ongoing review of there effectiveness.</li> </ul>
<p><b>Review arrangements for isolation room – staffing, staff training, PPE resource, disposal of waste, availability of separate toilet facility.</b></p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• PPE should be worn by staff working with children displaying symptoms.</li> <li>• Review training of staff re: isolation provision and protocols.</li> <li>• Review arrangements for disposal of waste.</li> <li>• 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.</li> <li>• Protocols for parents to collect child safely.</li> </ul>

<p><b>Risk-Spread/contraction of virus due to lack of adequate cleaning measures</b> <b>Review all schedules for Cleaning.</b></p>	<ul style="list-style-type: none"> <li>• Additional cleaning regimes for larger groups to include: <ul style="list-style-type: none"> <li>- frequent cleaning of group areas, toilets, corridors, and dining areas.</li> <li>- frequent cleaning of all touched surfaces i.e. door handles, handrails, switches, table tops, play equipment, toys.</li> </ul> </li> <li>• Unnecessary furniture and soft furnishings removed to improve the ability to clean effectively.</li> <li>• Group areas cleaned at lunchtime.</li> <li>• Common areas cleaned well once a day and sealed until next day.</li> <li>• No sharing of stationary or resources.</li> </ul> <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 <b>COVID-19: cleaning of non-healthcare settings guidance.</b></p>
<p><b>Review procurement of cleaning resources and capacity for larger groupings.</b></p>	<ul style="list-style-type: none"> <li>• Discuss additional cleaning requirements through Trust and cleaning contractors and agree additional time/money for this.</li> <li>• Report to Trust Director of Estates, any additional requirements or gaps in provision.</li> </ul>
<p><b>Review school ventilation protocols.</b></p>	<ul style="list-style-type: none"> <li>• Review capacity for good ventilation in all areas.</li> <li>• Review security and safety of doors propped-open and windows open.</li> <li>• Check increased ventilation is not making school too cold. If school cooler, consider allowing additional suitable indoor clothing to be worn when necessary.</li> </ul> <p><b>Schools to note:</b> Health and Safety Executive guidance on <b>air conditioning and ventilation during the coronavirus outbreak.</b></p>
<p><b>Review planning for physical distancing in corridor areas or where children may pass each other indoors + outdoors.</b></p>	<ul style="list-style-type: none"> <li>• Consider arrangements for minimising contact between groups.</li> <li>• Establish outdoor routes from one place to another to avoid use of indoor corridors.</li> <li>• Consider arrangements for maintaining physical distancing protocols where possible and especially between children and adults.</li> </ul>



<b>Review personal hygiene planning – availability of hand washing, sanitizer, tissues and impact of larger groupings.</b>	<ul style="list-style-type: none"> <li>• Hand sanitiser in all classrooms and key areas.</li> <li>• Hand sanitiser available in staff areas and staff toilets.</li> <li>• Bins emptied throughout the day. Only bins with lid to be used.</li> <li>• Handwashing signage.</li> <li>• Support provision for youngest children.</li> </ul>
<b>Arrangements made for the recruitment of additional cleaners to meet needs of larger groupings.</b>	<ul style="list-style-type: none"> <li>• Trust to be advised immediately if concerns about cleaner availability / capacity.</li> </ul>
<b>Review cleaning of outdoor areas.</b>	<ul style="list-style-type: none"> <li>• Outdoor equipment/apparatus/play equipment/climbing frames to be cleaned between each group and each evening too.</li> </ul>
<b>Avoid spread / contraction of virus to insufficient first aid measures. This includes:</b> <ul style="list-style-type: none"> <li>• PPE available for staff providing intimate care e.g. nursery toileting</li> <li>• Dealing with general first aid</li> </ul>	<ul style="list-style-type: none"> <li>• Specific first aid needs assessment has to be reviewed – use COVID-10 First Aid Needs Assessment.</li> <li>• The assessment takes into account the additional numbers and ages of pupils and training of staff.</li> <li>• There are sufficient first aiders for the school to the number of pupils with a particular focus on early years provision.</li> <li>• Qualified first aiders are in place at an appropriate ration and provision of paediatric first aiders has been considered.</li> <li>• Separate arrangements have been made for the isolation room and for pupils / staff who may display symptoms.</li> </ul>
<b>Inappropriate handling / removal of clinical waste.</b>  <b>Dealing with suspected cases of virus.</b>	<ul style="list-style-type: none"> <li>• First aiders have completed appropriate training for 'donning and doffing' – NHS video/advice: <a href="https://www.hse.gov.uk/news/face-mask-ppe-rpe-coronavirus.htm">www.hse.gov.uk/news/face-mask-ppe-rpe-coronavirus.htm</a></li> <li>• PPE is disposed of in accordance with NHS COVID-19 waste management guidance.</li> <li>• <a href="https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/">www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/</a></li> </ul>
<b>Pupils with medical conditions requiring medication in school e.g. inhalers, epi-pens.</b>	<ul style="list-style-type: none"> <li>• Review arrangements for accessibility and storage of medicines in ringfenced groups.</li> </ul>

<b>Waste disposal measures are effective.</b>	All waste control measures have been identified and reviewed: <ul style="list-style-type: none"> <li>• Put in a plastic rubbish bag and tied when full.</li> <li>• The plastic bag is placed in a second bag and tied.</li> <li>• Waste is stored safely and kept away from children.</li> </ul>
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<p><b>Avoid spread/contraction of virus due to lack of physical distancing measures for any necessary external visitors to school including:</b></p> <ul style="list-style-type: none"> <li>• <b>Parents collecting poorly pupils</b></li> <li>• <b>Urgent maintenance contractors</b></li> <li>• <b>Delivery personnel</b></li> <li>• <b>Emergency services</b></li> </ul>	<ul style="list-style-type: none"> <li>• Parents are not permitted to enter the school unless with a prior appointment</li> <li>• Parents to wear face covering or mask on school premises</li> <li>• Parents have been informed to continue call the school office or email if they have any questions or concerns.</li> <li>• SLT are able to zoom (or other) parents if face to face meetings are required.</li> <li>• For those who have to enter school reception screens or Perspex shields have been installed to reduce the risk to school staff.</li> <li>• Markings remain on the floor asking visitors to stay back at least 2m from the reception desk.</li> <li>• Arrangement protocols for visitors have been reviewed and adapted for Phase 4.</li> <li>• Required meetings with external personnel will continue to be via phone or video conference where this is possible.</li> <li>• Face to face meetings in a small room or within 2m are not permitted</li> <li>• Deliveries will be accepted at designated quiet times only and not when pupils are arriving or departing from school.</li> <li>• Delivered items will continue to be left outside of the school for staff to collect where possible.</li> </ul>
<p><b>Effective hazardous substance management.</b></p>	<ul style="list-style-type: none"> <li>• Storage and management of flammable hand sanitizer has been reviewed and is in place.</li> <li>• All additional chemicals used for the cleaning of school buildings and equipment is COSHH assessed and managed appropriately.</li> <li>• All cleaning chemicals are stored safely and securely in accordance with requirements.</li> <li>• COSHH safety training has been completed by all those using chemicals for cleaning.</li> <li>• Appropriate PPE is available for all cleaning staff including suitable PPE for cleaning of potential coronavirus contaminated rooms or equipment.</li> </ul>

<p><b>Review of fire and evacuation procedures has been undertaken once group spaces have been established.</b></p> <p><b>Revised procedures have been disseminated to all staff with trained fire wardens agreed.</b></p>	<p>Evacuation plans including the following have been reviewed for Phase 4 National Lockdown when schools are only open for vulnerable and critical worker children:</p> <ul style="list-style-type: none"> <li>• Safe fire assembly points following social distancing Requirements (fire marshall provision).</li> <li>• Safe exit plans established for all groups.</li> <li>• Training provided for staff.</li> <li>• Ensuring there are enough trained fire marshalls on site with the knowledge to sweep all the new areas in use.</li> <li>• All other fire system testing and maintenance to continue as usual.</li> <li>• Lockdown arrangements to be reviewed in light of larger pupil numbers and additional use of external doors and open windows.</li> <li>• Revised Trust Critical Incidents Policy and Procedures to be implemented and SEMT to attend Trust training programme .</li> </ul>
<p><b>Review uniform arrangements.</b></p>	<ul style="list-style-type: none"> <li>• Schools to review uniform policy to ensure consistency of communications to parents about the wearing of uniform.</li> <li>• During full lockdown when schools are open to limited numbers of pupils, uniform does not need to be worn. Warm clothes are encouraged to allow for improved ventilation over winter months.</li> </ul> <p><b>Schools to note:</b> Clothes do not need to be cleaned using methods which are different from normal.</p>
<p><b>Extra-curricular provision.</b></p>	<ul style="list-style-type: none"> <li>• Schools to review risk management arrangements at breakfast and after-school provision</li> <li>• 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.</li> <li>• Schools to cease delivering extra-curricular sports provision until further notice.</li> </ul> <p><b>Schools to note:</b> Protective measures for out-of-school settings during the coronavirus (COVID-19) outbreak.</p>

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

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

	<ul style="list-style-type: none"> <li>• Break times are suitable staffed to ensure safety protocols and behaviours are secure for larger groups of children.</li> </ul>
<b>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.</b>	<ul style="list-style-type: none"> <li>• Effective school cleaning at the end of school day.</li> <li>• Rooms are sealed until following day.</li> <li>• Agreed time for all staff to leave premises to maximise time for cleaning.</li> </ul>
<b>Review arrangements and risk assessments for pupils with SEN/behavioural concerns.</b>	<ul style="list-style-type: none"> <li>• Pupils identified who may find new arrangements i.e. larger groupings difficult or whose behaviours may put staff and other pupils at additional risk.</li> <li>• Schools to conduct individual risk assessments for those pupils who may pose a risk in the new circumstances Where it is deemed that the pupil's behaviour would pose an unacceptable health and safety risk to other pupils and staff, consideration should be given to enabling the pupil to stay at home and follow the Trust's remote learning offer.</li> </ul>



## 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	
<b>Remote Learning</b>  There is extensive evidence supporting the impact of high-quality remote learning  The Trust has a cohesive and high quality remote learning offer  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.	<ul style="list-style-type: none"> <li>• All pupils accessing remote learning show clear progress following assessments and are working within their year groups curriculum expectations.</li> <li>• Formative assessments shows cohorts are on track to at least meet their end of key stage targets based on previous key stage attainment.</li> <li>• All assessments show progress in pupils knowledge.</li> <li>• Exercise books show a tailored provision that is based on assessment information.</li> <li>• Feedback from monitoring activities is shared rigorously with clear targets set.</li> <li>• Pupil progress meetings evidence progress from individual starting points.</li> <li>• Cohort data keeps gaps in learning under review.</li> <li>• By Easter 2021 data shows the gap in knowledge has decreased.</li> <li>• Pupils can talk about their learning journeys and the actions their teachers have taken to ensure they learn new content and make progress even though accessing learning from home</li> <li>• PPG has clearly closed the potentially larger gap between disadvantaged pupils and all pupils, non-disadvantaged.</li> </ul> <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>

	<p>(28.10.20) <a href="https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/performing-arts">https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/performing-arts</a></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><b>Intervention</b></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"> <li>• All pupils that require catch up provision show clear progress following assessments and are working within their year groups curriculum expectations.</li> <li>• 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.</li> <li>• All assessments show progress in pupil’s knowledge.</li> <li>• Exercise books show a tailored provision that is based on assessment information.</li> <li>• Feedback from monitoring activities has been shared rigorously with clear targets set.</li> <li>• Pupil progress meetings evidence progress from individual starting points.</li> <li>• Cohort data shows that gaps in learning are closing.</li> <li>• By Easter 2021 data shows the gap in knowledge has decreased.</li> <li>• Pupils can talk about their learning journeys and the actions their teachers have taken to ensure they learn new content and make progress.</li> <li>• 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.</li> <li>• Review use of the Standards and Testing Agency ‘Engagement Model’ to assess pupils who are working below the standard of the National Curriculum assessments.</li> <li>• Schools review interventions against Education Endowment Foundation Guidance on <i>Effective Interventions to Support Schools</i> Sept 2020.</li> </ul>

<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><b>Behaviour pastoral</b></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"> <li>• Behaviour records demonstrate that the frequency of poor behaviour is either in line with or better than prior to the pandemic.</li> <li>• Pastoral meetings have been held where required with clear targets and next steps outlined.</li> <li>• Outcomes of behaviour interventions show progress in the pupils needs (e.g. Boxall assessments).</li> <li>• Staff have had appropriate CPD to ensure that they can effectively manage and support pupils e.g. bereavement.</li> <li>• School behaviour protocols and procedures reflect any new rules and staff, pupils and parents are aware of any changes.</li> <li>• Review procedures against September 2020 DfE guidance</li> <li>• <a href="https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools">https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools</a></li> <li>• School leaders are aware of the DfE Checklist for school leaders on behaviour and attendance Sept 20</li> <li>• <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/899384/Checklist_for_school_leaders_on_behaviour_and_attendance.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/899384/Checklist_for_school_leaders_on_behaviour_and_attendance.pdf</a></li> </ul>

<p><b>Parents and Carers</b></p> <p>Parents will play a key role in supporting children to learn at home and it will be essential that schools and families continue to engage with the Remote Learning offer</p> <p>Schools have provided extensive pastoral support to pupils and families throughout the pandemic. Additional support in the new year could focus on providing regular and supportive communications with parents, especially to increase engagement with remote learning.</p>	<ul style="list-style-type: none"> <li>• Attendance is in line with government expectations. Where attendance is below national, there is evidence that the necessary actions are outlined to improve attendance.</li> <li>• Safeguarding processes continue to ensure the safety of pupils is maintained.</li> <li>• Parents felt well informed about the changes or expectations in school.</li> <li>• Curriculum support resources are available on the website.</li> <li>• Channels of communication are clearly signposted on the website.</li> </ul>
<p><b>Access to Technology</b></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"> <li>• Remote education offer is high quality and safe. It aligns as closely as possible with in-school provision and is published on school website</li> <li>• 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</li> <li>• Schools review their procedures for keeping children safe online using resources highlighted in Section 5 of the DfE Guidance as well as the Trust's Child Protection and Safeguarding Procedures</li> <li>• All pupils are able to access a minimum standard of technology to be able to support their learning.</li> <li>• Parents are supported in having access to technology needed to support their children.</li> </ul>

<p><b>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.</b></p> <p><b>To support learning, how technology is used matters most.</b></p> <p><b>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.</b></p>	<ul style="list-style-type: none"> <li>• <b>Schools do everything possible to ensure pupils have access to devices to access the remote learning offer.</b></li> </ul>
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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
<p><b>Quality First Teaching</b></p> <p>Great teaching is the most important lever schools have to improve outcomes for their pupils.</p> <p>Ensuring every teacher is supported and prepared for the provision of on-line learning is essential to achieving the best outcomes for pupils.</p> <p>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.</p>	<ul style="list-style-type: none"> <li>• Staff feel they have the knowledge and support to ensure effective delivery of remote education.</li> <li>• All outlined activities on the Monitoring and Evaluation schedule have been carried out and acted upon as far as possible.</li> <li>• Feedback from monitoring activities has been shared rigorously with clear targets set.</li> <li>• Pupil progress meetings evidence progress from individual starting points.</li> <li>• Cohort data continues to assess gaps in learning and whether these are being closed from January 2021 onwards.</li> <li>• Data by Easter 2021 shows that gaps in knowledge have decreased.</li> </ul> <p>Schools should:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• give access to high quality remote education resources.</li> <li>• 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.</li> <li>• provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access.</li> </ul>

	<p>When teaching pupils remotely, schools should aim to</p> <ul style="list-style-type: none"> <li>• set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects.</li> <li>• 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.</li> <li>• provide frequent, clear explanations of new content, delivered by a teacher in the school or through high quality curriculum resources and/or videos.</li> <li>• 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.</li> <li>• 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.</li> <li>• plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers.</li> <li>• 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.</li> <li>• Schools to avoid an over-reliance on long-term projects or internet research activities.</li> </ul>
<p><b>Curriculum</b></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>	<ul style="list-style-type: none"> <li>• Key expectations for curriculum as outlined in the DfE Guidance (Section 3) are met by remote education offer and are in place by January 2021.</li> <li>• All outlined activities on the Monitoring and Evaluation schedule have been carried out and acted upon.</li> <li>• Feedback from monitoring activities has been shared rigorously with clear targets set.</li> <li>• Pupil progress meetings evidence progress from individual starting points.</li> </ul>

<p><b>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.</b></p>	<ul style="list-style-type: none"> <li>• Cohort data shows that gaps in learning have closed from January 2021.</li> <li>• Data shows that gaps in knowledge are decreasing in response to remote education offer.</li> <li>• Pupils can talk about their learning journeys and the actions their teachers have taken to ensure they learn new content and make progress.</li> <li>• Pupils talk about feeling well supported with their transition to remote education.</li> <li>• Vulnerable and critical worker children still attending school talk about feeling well supported in remaining at school.</li> </ul>
<p><b>Assessment</b></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"> <li>• Data shows cohorts are on track to at least meet their end of key stage targets based on previous key stage attainment.</li> <li>• All assessments show progress in pupil knowledge.</li> <li>• Exercise books show a tailored provision that is based on assessment information.</li> <li>• Feedback from monitoring activities has been shared rigorously with clear targets set.</li> <li>• Pupil progress meetings evidence progress from individual starting points.</li> <li>• Cohort data shows that gaps in learning are being closed</li> <li>• Pupils can talk about their learning journeys and the actions their teachers have taken to ensure they learn new content and make progress.</li> <li>• PPG has clearly closed the potentially larger gap between disadvantaged pupils and all pupils, non-disadvantaged.</li> <li>• Specific data target to be set once initial base line assessments are carried out.</li> <li>• Children can discuss how their <i>knowledge organiser</i> is helping them to retain knowledge and key learning.</li> </ul>



<p><b>Transition</b></p> <p>All pupils will need support to transition to new arrangements.</p> <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>	<ul style="list-style-type: none"> <li>Pupils, when canvassed, feel safe and comfortable in their new learning environment whether at home or school.</li> </ul>
<p><b>Leadership</b></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 common with the Pupil Premium, the way funding is used will determine what difference it makes. An evidence-informed approach gives the best chance of maximising impact.</p>	<ul style="list-style-type: none"> <li>Monitoring and evaluation schedule has been carried out and all feedback from monitoring is shared with staff.</li> <li>Review Pupil Premium plan for Spring Term 2021.</li> <li>Termly impact reviews to be scheduled (this could be through Trust Improvement Board meetings).</li> <li>Pupils are progressing through phonics programme despite lockdown.</li> <li>External challenge adviser arrangements reviewed in light of lockdown.</li> <li>Subject leaders have clear action plans and can evidence impact.</li> <li>Schools are aware that the EYFS education and development requirements now apply (disapplications have been lifted).</li> </ul>

**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.**

**The right way to support pupils will differ between schools and must be informed by the professional judgement of teachers and school leaders.**

## Work-strand Five: Staff Safety, Wellbeing and Training

### Work-strand Owner: Jo Harris and Sue Egersdorff

Action	Measures (please RAG rate each measure)
<b>Employer health and safety legislation and equalities duties.</b> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Phase 4 Covid-19 Variant Planning will be shared with all staff through in-house staff training.</li> <li>• Staff reminded of importance of the PHE Endorsed System of Controls January 2021.</li> </ul>
<b>New arrangements for national lockdown to mid-February 2021 discussed with staff.</b>	<ul style="list-style-type: none"> <li>• 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 review what is feasible and appropriate in line with national lockdown requirements.</li> </ul>
<b>Guidance for staff, risk assessments + arrangements for:</b> <ul style="list-style-type: none"> <li>• Staff who have underlying medical conditions (CEV+ CV)</li> <li>• Pregnant staff</li> <li>• Staff who are subject to shielding or are in a household where someone is shielding</li> <li>• Staff who are self- isolating</li> <li>• Staff on maternity or any other form of absence</li> </ul>	<ul style="list-style-type: none"> <li>• Most staff will continue to be able to attend work - schools will continue to advise those in at risk categories in line with government + PHE guidance.</li> <li>• Those subject to a risk assessment in Phase Three Planning will have their situation reviewed by a senior leader using government guidance e.g. CEV, CV, Pregnant.</li> <li>• Any further government guidance for those who are clinically vulnerable to be implemented with immediate effect.</li> <li>• School leaders will be flexible in how members of staff are deployed to enable them to work at home when possible.</li> </ul>

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	<ul style="list-style-type: none"> <li>• People who live with those who are clinically extremely vulnerable or clinically vulnerable will be advised that they should continue to attend work in line with government expectations.</li> <li>• As a general principle, pregnant women are in the 'clinically vulnerable' category and are advised to follow all relevant guidance. Individual risk assessments will be kept under constant review.</li> <li>• 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.</li> <li>• Schools will note guidance COVID-19: review of disparities in risks and outcomes report.</li> <li>• Staff who live with those who have comparatively increased risk from coronavirus (COVID-19) will be expected to come to work.</li> </ul>
<b>Changes to staff deployment in response to National Lockdown.</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Schools will be sensitive to staff workload in relation to Phase 4 planning requirements for remote learning provision and will continue to have regard to DfE's workload reduction toolkit where at all possible.</li> <li>• Schools will collaborate and share to develop remote learning offer making use of collective expertise and DfE published resources, including case studies to support remote education and help address workload, this includes case studies on managing wellbeing.</li> </ul>
<b>Senior Leadership roles and responsibilities reviewed for Phase 4.</b>	<ul style="list-style-type: none"> <li>• Senior leader roles and responsibilities clear under National Lockdown Phase 4 requirements.</li> <li>• Leadership responsibilities clear to all staff especially staff new to school.</li> </ul>



<b>Supply teachers and peripatetic staff.</b>	<ul style="list-style-type: none"> <li>• School leaders will consider how to minimise the number of visitors to the school where possible including supply and peripatetic staff.</li> <li>• Where it is necessary to use supply staff and to welcome visitors to the school those individuals will be expected to comply with the school's arrangements for managing and minimising risk using the Endorsed System of Controls.</li> </ul> <p><b>Schools to note:</b> 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 breakfast and afterschool provision.</p>
<b>Use of volunteers in school.</b>	<ul style="list-style-type: none"> <li>• Volunteers should not be used in school for the immediate period of the National Lockdown.</li> </ul>
<b>Review PPE equipment and use in isolation room.</b>	<ul style="list-style-type: none"> <li>• See work-strand one. Plan for use and staffing of isolation room in place.</li> </ul>

## 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"> <li>Phase 4 Trust level communication to parents reviewed</li> <li>Parental Guidance and FAQs updated.</li> <li>Communication from schools re practical arrangements and protocols for Phase 4 to be sent by individual schools.</li> <li>Revised information and risk assessment to be displayed and on all school websites by mid January.</li> </ul>
Staff briefings re: Phase 4 National Lockdown risk assessments and associated school planning.	<ul style="list-style-type: none"> <li>Staff continue to have sufficient training and briefing regarding infection control and school protocols to feel confident and safe. School leaders share Phase 4 National Lockdown Strategy and Risk Assessments with all staff.</li> <li>Staff are able to discuss where they feel additional training would be helpful.</li> </ul>
The Trust will continue to work in partnership with:	<ul style="list-style-type: none"> <li>Revised Union/ Teacher Professional Association Briefings to be sent as requested.</li> </ul>

<p><b>Birmingham and Dudley LA's Regional Schools Commissioner Public Health Local Teams Social care Teacher and Support Staff Unions Trust Board</b></p>	<ul style="list-style-type: none"> <li>• Trust to follow all government guidance and advice issued locally through LA's or Public Health Team.</li> <li>• Continue to share best practice and learnings with Regional Schools Commissioners and at their request, city-wide school leaders.</li> <li>• 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.</li> </ul>
<p><b>Covid-19 CPD and communications register</b></p>	<ul style="list-style-type: none"> <li>• Trust continues to keep a CPD and communications register detailing training provided for Trust workforce during Covid-19 pandemic.</li> <li>• Staff training and communications enable all staff to feel confident about their responsibilities during the pandemic.</li> </ul>



**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
<b>Hand sanitiser</b> <b>Procure additional hand sanitisation wall mounted units and refill requirements assessed for Spring Term.</b>	Wall mounted units to be checked for wear and tear. Review of positioning etc. in light of new arrangements.	Further orders to be raised with Chespack Hygiene and assessed for best value.	Refills to be reviewed by end of February 2021.
<b>Ongoing procurement of PPE equipment – review of ongoing requirements by end of January 2021.</b>	Face masks, gloves, aprons and visors to be provided for isolation rooms and for staff to wear while changing pupils' clothes etc.	Restock to cover the Spring 2021 Term.	Additional stock to be reviewed January 2021.
<b>Ongoing cleaning materials and cleaning costs to be monitored across individual schools.</b>	Schools to ensure cleaning rota capacity and materials are closely monitored and reported to the Trust.		

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

Work-strand Owner: Trust Board and CEO

Action	Measures (please RAG rate each measure)
<p><b>Schools to review all safeguarding arrangements to reflect the changing arrangements as a result of the National Lockdown.</b></p> <p><b>Schools must have ongoing regard to the statutory safeguarding guidance:</b></p> <p><b>keeping children safe in education 2020 and should refer to the coronavirus (COVID-19): safeguarding in schools, colleges and other providers guidance.</b></p>	<ul style="list-style-type: none"> <li>Trust safeguarding and child protection policies and procedures are updated in line with KCSIE 2020 and staff and trustees briefed.</li> <li>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.</li> <li>Trust schools continue to work with external agencies and services to actively look for signs of harm.</li> <li>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.</li> <li>With reduced pupils in schools all Safeguarding procedures are reviewed and a DSL is always on site.</li> </ul> <p><b>Safer Recruitment:</b> When recruiting, schools will continue to adhere to the legal requirements regarding pre-appointment.</p>

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<p><b>Process in the event of school virus outbreaks.</b></p>	<ul style="list-style-type: none"> <li>• Schools continue to follow PHE Endorsed System of Controls at all times.</li> <li>• <b>Schools to note:</b> Trust to be advised of any positive tests of staff or pupils immediately through the Executive Director of School Improvement</li> </ul>
<p><b>Governance - Trust Board meeting planned 4.1.21 to review Phase 4 National Lockdown strategy</b></p> <p><b>CEO to review and sign off individual school Risk Assessments.</b></p> <p><b>Sign off meeting planned for 8.1.21</b></p>	<ul style="list-style-type: none"> <li>• Trustees approve Phase 4 NATIONAL LOCKDOWN Strategy, underpinning principles and associated documentation January 2021.</li> <li>• Individual school risk assessments are reviewed by CEO 8.1.21.</li> <li>• CEO to communicate with Trust Chair weekly re: Risk Management.</li> <li>• Trust Risk Register to be kept updated with any risks identified as serious and concerning.</li> </ul>
<p><b>Governance - Audit and Risk Committee to meet to review Risk Register February 2021 and PHE Endorsed System of Controls</b></p> <p><b>Achievement, Support and Scrutiny Sub-Committee to meet to consider Recovery Curriculum February 2021.</b></p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Achievement, Support and Scrutiny Sub Committee to have delegated responsibility for reporting to the Board on implementation and impact of Trust Remote Learning Arrangements.</li> </ul>

<p><b>Trustees to keep the Strategy and Risk Assessments under review using Trust's guiding principles as set out at the beginning of this Strategy.</b></p>	<p>Ongoing Phase 4 NATIONAL LOCKDOWN strategy under review using additional criteria:</p> <ul style="list-style-type: none"> <li>• Lessons learnt from Phase 3 SUSTAIN Planning.</li> <li>• Reviewing safeguarding arrangements.</li> <li>• Reviewing levels of pupil attainment and identifying critical and specific learning gaps for all cohorts.</li> <li>• Ensuring Remote Learning arrangements meets learning needs and closes identified gaps as quickly as possible.</li> <li>• Reviewing implementation and impact of remote learning curriculum.</li> <li>• Keeping most vulnerable and critical worker children safe in school</li> <li>• Keeping staff safe in school</li> <li>• Monitoring health and wellbeing of all pupils and staff.</li> </ul>
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Outstanding  
pupil experience

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Excellence  
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Impactful  
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