

Alderman White School: Re-opening Plan September 2020

Our plan is based on the DfE guidance for schools published on 2nd July 2020 which was prepared with input from school leaders, unions and sector bodies and in consultation with PHE and the Health and Safety Executive (HSE).

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

<https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe>

Introduction

It is our plan that all students, in all year groups, will return to school full-time from the beginning of the autumn term. We will keep this document under review and update as necessary.

The government has decided to re-open schools fully from September because:

- The prevalence of coronavirus (COVID-19) has decreased, the NHS Test and Trace system is up and running, and we are clear about the measures that need to be in place to create safer environments within schools.
- Returning to school is vital for children's education and for their wellbeing.
- The risk to children themselves of becoming severely ill from coronavirus (COVID-19) is very low and there are negative health impacts of being out of school.
- Lower academic achievement also translates into long-term economic costs due to having a less well-qualified workforce. This affects the standard of living that today's students will have over the course of their entire life.
- For many households, school closures have also affected their ability to work. As the economy begins to recover, we need to remove this barrier so parents and carers can return to work.
- In relation to working in schools, whilst it is not possible to ensure a totally risk-free environment, the Office of National Statistics' analysis on coronavirus (COVID-19) related deaths linked to occupations suggests that staff in educational settings tend not to be at any greater risk from the disease than many other occupations. There is no evidence that children transmit the disease any more than adults.

Given the improved position, the balance of risk is now overwhelmingly in favour of children returning to school. For the vast majority of children, the benefits of being back in school far outweigh the very low risk from coronavirus (COVID-19). As a result, we can plan for all children to return and start to address the impact of missed education. This will be an important move back towards normal life for many children and families.

While coronavirus (COVID-19) remains in the community, this means making judgments at a school level about how to balance and minimise any risks from coronavirus (COVID-19) with providing a full educational experience for children and young people. Schools are expected to use their existing resources to make arrangements to welcome all children back, and there are no plans at present for schools to be reimbursed for any additional costs incurred as part of that process.

In line with government guidance, the school will put in place proportionate protective measures for children and staff, which also ensure that all students receive a high quality education that enables them to thrive and progress.

While our aim is to have all students back at school in the autumn, we will also plan for the possibility of a local lockdown and how we will ensure continuity of education.

Section 1: Protective Measures Plan: Following Public health advice to minimise coronavirus (COVID-19) risks

The school will follow the PHE-endorsed 'system of controls', building on the hierarchy of protective measures that have been in use throughout the coronavirus (COVID-19) outbreak. Our aim will be to implement sensible and proportionate control measures which follow the health and safety hierarchy of controls to reduce the risk to the lowest reasonably practicable level.

Essential measures include:

- a requirement that people who are ill stay at home
- robust hand and respiratory hygiene
- enhanced cleaning arrangements
- active engagement with NHS Test and Trace
- formal consideration of how to reduce contacts and maximise distancing between those in school wherever possible and minimise potential for contamination so far as is reasonably practicable

Risk assessments

We are required to comply with health and safety law, by assessing risks and putting in place proportionate control measures. As employers we must take reasonable steps to protect staff from coronavirus (COVID-19) and other health and safety risks within the education setting.

We will thoroughly review our COVID-19 risk assessments and draw up plans for the autumn term that address the risks identified using the system of controls set out above. Our COVID-19 Risk Assessment will be shared with staff in draft form, approved by governors and published on our website. Our COVID-19 risk assessment will be reviewed half termly and in line with any changes in guidance for schools. This will create an inherently safer environment for children and staff where the risk of transmission of infection is substantially reduced.

We will also review and update our wider risk assessments and consider the need for relevant revised controls considering the implications of coronavirus (COVID-19).

We will work closely with parents, staff and unions when agreeing the best approaches. Where the personal circumstances of students, staff or their families create added concerns, we will listen and do our best to address these concerns by offering reassurance or providing additional protective measures where appropriate. This may take the form of an individual risk assessment.

We will develop active arrangements to monitor that the controls are:

- effective
- working as planned
- updated appropriately considering any issues identified and changes in public health advice

The system of controls: protective measures

Having assessed the risk, we will work through the following system of controls, adopting measures in a way that addresses the risk identified in their assessment, works for the school, and allows us to

deliver a broad and balanced curriculum for our students, including full educational and care support for those students who have SEND.

System of controls

This is the set of actions schools must take. They are grouped into 'prevention' and 'response to any infection' and are outlined in more detail in the sections below.

Prevention:

To be in place all the time:

- 1) minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school
- 2) clean hands thoroughly more often than usual
- 3) ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach
- 4) introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach

Measures to be carefully considered and put in place that suit the circumstances of the school:

- 5) minimise contact between individuals and maintain social distancing wherever possible

In specific circumstances:

- 6) where necessary, wear appropriate personal protective equipment (PPE)

Response to any infection – must be followed:

- 7) engage with the NHS Test and Trace process
- 8) manage confirmed cases of coronavirus (COVID-19) amongst the school community
- 9) contain any outbreak by following local health protection team advice

Prevention

1. Minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school

Students, staff and other adults must not come into the school if:

- they have tested positive for COVID-19 and symptoms started within the last 7 days / are ongoing
- they have any of the suspected or more than one of the possible COVID-19 symptoms / are awaiting test results.
- a member of their household has tested positive for COVID—19 and they are self-isolating for 14 days from when the household member first had symptoms
- a member of their household has a suspected symptoms (or, for staff members, more than one of the possible symptoms of COVID-19) and they are awaiting their test results

<https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance>

<https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested>

Suspected symptoms identified in PHE guidance are:

- a new, continuous cough
- a high temperature
- a loss of, or change in, their normal sense of taste or smell (anosmia),

Anyone with any of the **suspected symptoms** must stay at home or be sent home and advised to follow 'stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection', which sets out that they must self-isolate for at least 7 days and should arrange to have a test to see if they have coronavirus (COVID-19).

Other members of the household (including any siblings) should self-isolate for 14 days from when the symptomatic person first had symptoms. If the person with symptoms has a negative test result everyone in the household can stop self-isolating.

<https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance>

<https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested>

Possible symptoms identified by the World Health Organisation include:

- fatigue
- aches and pains.
- sore throat.
- diarrhoea.
- conjunctivitis.
- headache.
- loss of taste or smell.
- a rash on skin, or discolouration of fingers or toes.

School policy is that anyone with **more than one possible symptom** (without an obvious alternative cause) should not attend school or should go home. Staff should arrange a COVID-19 test as soon as possible in order to confirm that they are able to return to work once they feel well enough to do so.

Students should not return to school until they are better. They are not required by government guidance to have a COVID-19 test by government guidance but may do so if they are able to access one.

They are not required to follow the government guidance to self-isolate and do not need to remain at home for 7 days.

Parents **MUST NOT** send their child to school if they have any of the suspected symptoms or more than one of the possible symptoms until they feel well.

We will ensure that all staff, parents and students are aware of these rules through training, induction, notices and displays.

Process for sending a child home if they are unwell with suspected or possible COVID-19 symptoms

If a child is awaiting collection / to be sent home, they will be moved, if possible, to the Quarantine Room, where they will be isolated behind a closed door, depending on the age and needs of the child, with appropriate adult supervision if required. A window will be opened for ventilation. If it is not possible to isolate them, they will be moved to an area which is at least 2 metres away from other people.

If they need to go to the toilet while waiting to be collected, they will use a separate toilet if possible. This will be cleaned and disinfected using standard cleaning products before being used by anyone else.

PPE will be worn by staff caring for the student while they await collection if a distance of 2 metres cannot be maintained.

As is usual practice, in an emergency, we will call 999 if someone is seriously ill or injured or their life is at risk.

We will provide written advice to any parent, student or member of staff going home with suspected or possible symptoms. Anyone with coronavirus (COVID-19) symptoms should not visit the GP, pharmacy, urgent care centre or a hospital.

Any members of staff who has helped someone with symptoms and any students who have been in close contact with them do not need to go home to self-isolate unless they develop symptoms themselves (in which case, they should arrange a test) or if the symptomatic person subsequently tests positive (see below) or they have been requested to do so by NHS Test and Trace.

Everyone must wash their hands thoroughly for 20 seconds with soap and running water or use hand sanitiser after any contact with someone who is unwell. The area around the person with symptoms must be cleaned after they have left to reduce the risk of passing the infection on to other people.

Public Health England is clear that routinely taking the temperature of students is not recommended as this is an unreliable method for identifying coronavirus (COVID-19) and this will not take place.

2. Clean hands thoroughly more often than usual

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. Regular and thorough hand cleaning is going to be needed for the foreseeable future.

We will ensure that students clean their hands regularly, including:

- when they arrive at school,
- when they return from breaks,
- when they change rooms
- before and after eating.

We will provide hand washing or hand sanitising facilities in every classroom or teaching area. Students and staff will be required to wash their hands (where sinks are available in classrooms) or sanitise their hands with alcohol hand sanitiser when they arrive in and leave each classroom. We will put in place additional measures for any child unable to use alcohol hand sanitiser.

Access to and use of the alcohol hand sanitiser provided by school will be under the supervision of a member of staff. We will ensure that staff and students are regularly reminded how to wash or sanitise their hands effectively.

The hand sanitiser provided in school has been manufactured in line with WHO guidance and is purchased in partnership with a local healthcare trust. Students will be permitted to bring their own alcohol hand sanitiser to school by agreement.

3. Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach

The 'catch it, bin it, kill it' approach continues to be very important. We will provide tissues and lidded bins for tissues in every classroom and area of school. Students are permitted to bring and use their own tissues. Tissues must be disposed of in the lidded bins provided.

We will remind students and staff of the importance of 'catch it, bin it, kill it' through training, assemblies, tutor sessions, displays and signage.

We will identify and support any student who needs support with respiratory hygiene, ensuring an individual risk assessment and PPE for staff as required.

Public Health England does not (based on current evidence) recommend the use of face coverings in schools. This evidence will be kept under review. They are not required in schools as students and staff are mixing in consistent groups, and because misuse may inadvertently increase the risk of transmission. There may also be negative effects on communication and thus education. Face coverings are required at all times on public transport (for children over the age of 11) or when attending a hospital as a visitor or outpatient.

We will review our policy on face coverings in line with the most recent government guidance before the start of the Autumn term and publish this to staff and parents. Our current policy is that students and staff are allowed to wear face coverings in school if they choose to do so. Face coverings may be a single colour or have a simple pattern but may not have large logos, markings or slogans that may be inappropriate in school or cause a distraction. If face coverings disrupt teaching and learning there will be a conversation with the member of staff or student about alternatives to them being worn. Anyone wearing a face covering at school must ensure they wash or sanitise their hands before putting on or removing their face covering, touch it by the straps only, and store it in a closed plastic bag when they are not wearing it or dispose of it in a lidded bin.

4. Introduce enhanced cleaning, including cleaning frequently touched surfaces often using standard products, such as detergents and bleach

Cleaning and disinfecting of frequent touch surfaces will take place as follows:

- Thorough cleaning of all surfaces in all areas of school at the start or end of every day, following our usual cleaning rota
- Through additional cleaning of all non-classroom areas by a cleaner who is on site throughout the school day
- Cleaning of the Dining Hall by our lunchtime supervisors
- Cleaning of frequent touch surfaces and shared resources in classrooms and teaching areas by students and staff. Students will be required to wipe surfaces they have touched at the start and end of every lesson and any shared resources before and after use under the direction of the teacher using a disinfectant wipe or tork paper to wipe an area sprayed with disinfectant by an adult.

Cleaners will clean student and staff toilet and sink areas hourly.

Students will be reminded to wash their hands thoroughly after going to the toilet through assemblies and tutor times, displays and signage.

Following the government guidance, different groups will not be allocated their own toilet blocks, and we will not have Key Stage 3 only toilets at break and lunchtime while we operate a split break model. This will increase student access to toilets which will be cleaned regularly, with students reminded to wash their hands carefully after using the toilet facilities.

We will follow the revised guidance for cleaning non-healthcare settings due to be published by PHE before the end of the summer term.

5. Minimise contact between individuals and maintain social distancing wherever possible

Minimising contacts and mixing between people reduces transmission of coronavirus (COVID-19). Maintaining distinct groups or 'bubbles' that do not mix makes it quicker and easier in the event of a positive case to identify those who may need to self-isolate, and keep that number as small as possible.

However, the use of small groups restricts the normal operation of schools and presents both educational and logistical challenges, including the cleaning and use of shared spaces, and the provision of specialist teaching. This is particularly difficult in secondary schools.

Maintaining consistent groups remains important, but given the decrease in the prevalence of coronavirus (COVID-19) and the resumption of the full range of curriculum subjects, it is recognised that schools may need to change the emphasis on bubbles within their system of controls and increase the size of these groups.

The approaches of separating groups and maintaining distance are not 'all-or-nothing' options, and will still bring benefits even if implemented partially. Some schools may keep children in their class groups for the majority of the classroom time, but also allow mixing into wider groups for specialist teaching. Siblings may also be in different groups. Endeavouring to keep these groups at least partially separate and minimising contacts between children will still offer public health benefits as it reduces the network of possible direct transmission.

Teachers and other staff may operate across different classes and year groups in order to facilitate the delivery of the school timetable.

In line with the government guidance and principles above:

- at key stage 4 (Year 10-11), we will operate year group "bubbles" so we can deliver the full range of curriculum subjects and students can receive specialist teaching.
- at key stage 3 (Year 7-9) we will operate tutor group "bubbles" for as much of the curriculum as possible, half year group bubbles in areas where it is not possible or desirable to deliver the curriculum this way, and year group bubbles at break / lunchtime where we will encourage students to spend as much time outside as is possible.

This is in line with the government guidance which states that schools should assess their circumstances and if class-sized groups are not compatible with offering a full range of subjects or managing the practical logistics within and around school, they can look to implement year group sized 'bubbles'.

We will limit interaction, sharing of rooms and social spaces between groups as much as possible. This will include:

- Having a separate break time for Year 7-8 and Year 9-11 students and separate areas for each year group
- Movement around the school site will be kept to a minimum, by teaching most subjects in double lessons and keeping groups in the same rooms where it makes sense to do so to reduce the number of different rooms students are in and staff that they work with per day. Year 7 and 8 will have a break in the middle of most double lessons.

Maintaining Distance

Maintaining a distance between people and reducing the amount of time they are in face to face to contact lowers the risk of transmission, especially while inside. The government guidance recognises that it will not be possible for schools to maintain social distancing where space does not allow, and states that schools doing this where they can, and even doing this some of the time, will help.

Staff and students will be expected to maintain a 2 metre distance from others wherever this is possible.

Where this is not possible, they will be expected to maintain as much distance as possible, avoid close face to face contact and minimise time spent within 1 metre of anyone.

The school has a longstanding “no physical contact” policy for students and this will be strictly enforced. Failure to abide by it will be regarded as a significant behaviour and health and safety issue and parents will always be contacted.

Classrooms will be adapted to support social distancing and minimising the number of contacts. This will include:

- Arranging tables so that all students are seated side by side and facing forwards, rather than face to face or side on
- Seating students at separate tables where possible
- Moving unnecessary furniture out of classrooms to make more space (although this is likely to be very limited to accommodate all students)
- Having consistent shared seating plans to minimise the number of students that sit near each other

Government guidance is that staff should stay at the front of the class. To support staff in being able to teach safely from the front of the classroom, rooms will be set out to ensure that there is a 2-metre distance between the teacher desk / pc and the whiteboard, and the nearest student desk. Clear screens will be fitted to staff desks. Staff may be willing to use the screens to speak to individual students in closer proximity for short periods. Students may not touch the screens.

We are keen to enable staff to move around the classroom safely where possible to support teaching and learning. “Staff only” areas of the classroom may be marked out and students shown where these are and reminded not to go into them. This will enable staff to stand in areas where they are able to see student work and support more students. Staff may choose to stand closer than 2 metres behind a student to check their work. This may not be possible in all classrooms.

The government guidance recognises that it will not be possible when working with many students who have complex needs or who need close contact care. These students’ educational and care support should be provided as normal. Where it is not possible for staff to maintain a 2 metre distance, additional protective measures will be available:

- Standing behind the student to support them with work

- Using a screen
- Wearing PPE
- Using video conferencing

Measures elsewhere

Assemblies will be conducted remotely in line with government guidance to avoid large gatherings such as assemblies or collective worship with more than one group.

While passing briefly in the corridor or playground is low risk, schools should avoid creating busy corridors, entrances and exits. The layout of our school means that most classrooms can be accessed via an external door.

All internal corridors and outdoor pathways that are less than 3 metres wide will be one way only for all students and staff and will be marked out with signs indicating the direction of movement. Wider corridors will be marked out to keep to the left.

Break time and lunch time will be staggered (and time allowed for cleaning surfaces in the dining hall between groups).

The staffroom, staff workroom, offices, staff toilets and other staff facilities will be reviewed and adapted to ensure that staff can maintain 2 metre distancing but still access the facilities that they need.

Measures for arriving at and leaving school

The majority of our students walk or cycle to school. A smaller number travel by car, and a few use public transport. We intend to stagger our start and finish times on a temporary basis for Year 7-9 and Year 10-11 students, to help keep groups apart as they arrive and leave school. This will not reduce the amount of overall teaching time. We are also mindful that parent work commitments may be built around the “usual” school day and that we cannot expect staff to work a longer school day, so only intend to vary the start / end of the school day by up to 15 minutes.

Parents must avoid gathering at the school gates or coming onto the site without an appointment.

Supporting SEND learners

We will consider how to support students with SEND to understand and adapt to the changes in school using our learning from the summer term in supervision.

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, we will work through the system of controls collaboratively, address any risks identified and jointly deliver a broad and balanced curriculum for the child.

Visitor policy:

We will minimise the number of visitors on site to essential visitors only and keep a record of all visitors. We will have a clear visitor policy and ensure site guidance on physical distancing and hygiene is explained to visitors on or before arrival. Any visiting staff or professionals will be asked to minimise contact and maintain as much distance as possible from other staff. Visits will be arranged outside of school hours where possible.

We will minimise the number of external visitors and staff working across more than one school but will allow this where there is a clear educational benefit. Specialists, therapists, clinicians and other support staff for students with SEND will be allowed to provide interventions as usual.

Equipment and Resources:

Equipment and resources are integral to education in schools.

For individual and very frequently used equipment, such as pencils and pens, we will ensure that staff and students have their own items that are not shared. Students will be asked to bring their own well stocked pencil case each day and not to share anything with others. A clear list of required equipment will be provided to students and parents. Support will be provided to families who need it, and emergency pencil cases provided if necessary. Failure to bring a pencil case will be recorded as a behaviour incident and consequences put in place.

Students will be provided with their own white board, pen and cloth, and they will be expected to take this to every lesson. Students will not be allowed to bring scissors; these will be provided by the teacher when required and quarantined or disinfected after use.

Students will be asked to limit the amount of equipment they bring into school each day to essentials including lunch boxes, books, pencil cases, school bags. Students may not bring food to share or creative homework projects; these may be photographed or videoed and the evidence uploaded to google classroom instead.

Policies will be developed in relation to PE kit (probably that students may attend school in full PE kit on the days that they have PE), bringing ingredients for Food Technology, and borrowing books from the library.

All unnecessary sharing of resources will be avoided, especially where this does not contribute to pupil education and development.

Classroom based resources, such as books and games, can be used and shared within a class; these will be cleaned regularly, along with all frequently touched surfaces.

Resources that are shared between classes, such as sports, art and science equipment will be cleaned frequently and meticulously between classes, or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different classes.

Outdoor playground equipment will be more frequently cleaned.

Rules on hand cleaning, cleaning of the resources and rotation will be developed for all shared resources.

6. Where necessary, wear appropriate personal protective equipment (PPE)

The majority of staff in education settings will not require PPE. PPE is only needed in a very small number of cases, including:

- where an individual child or young person becomes ill with coronavirus (COVID-19) symptoms while at schools, and only then if a distance of 2 metres cannot be maintained
- where a child or young person already has routine intimate care needs that involves the use of PPE, in which case the same PPE should continue to be used

We will follow the guidance on safe working in education, childcare and children's social care for information about preventing and controlling infection, including when, how PPE should be used, what type of PPE to use, and how to source it.

All staff will have access to disposable gloves for cleaning frequent touch surfaces during the day in their classroom or work area. They will also have access to surgical face masks, aprons, visors and gloves for first aid and any other circumstances where they need to touch or go within 2 metres of another person. Staff will not be required to wear this unless there is reason to believe the other person has suspected or possible COVID-19 symptoms, or the member of staff is clinically vulnerable.

Cleaners will wear disposable gloves and aprons while cleaning and will have access to surgical masks and visors.

All staff will receive training on how to use PPE safely.

Response to any infection:

7. Engage with the NHS Test and Trace process

Mr D Farnie (DSL) will be the member of SLT responsible for overseeing our engagement with the NHS Test and Trace process.

We will ensure that we understand the NHS Test and Trace process and how to contact our local Public Health England health protection team. We will ensure that staff members and parents/carers understand that they will need to be ready and willing to:

- book a test if they are displaying symptoms. Staff and students must not come into the school if they have symptoms, and must be sent home to self-isolate if they develop them in school.
- provide details of anyone they have been in close contact with if they were to test positive for coronavirus (COVID-19) or if asked by NHS Test and Trace
- self-isolate if they have been in close contact with someone who develops coronavirus (COVID-19) symptoms or someone who tests positive for coronavirus (COVID-19)

We will encourage anyone who displays symptoms of coronavirus (COVID-19) to have a test. We will ensure that staff, parents and students know how to book a test.

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. They will work with schools so we understand what the quickest and easiest way is to get a test. By the autumn term, schools will be provided with a small number of home testing kits that we can give directly to parents/carers collecting a child who has developed symptoms at school, or staff who have developed symptoms at school, where they think providing one will significantly increase the likelihood of them getting tested. Advice will be provided alongside these kits.

We will ask parents and staff to inform us immediately of the results of a test:

- if someone tests negative, if they feel well and no longer have symptoms similar to coronavirus (COVID-19), they can stop self-isolating. They could still have another virus, such as a cold or flu – in which case it is still best to avoid contact with other people until they are better. Other members of their household can stop self-isolating.
- if someone tests positive, they should follow the 'stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection' and must continue to self-isolate for at least 7 days from the onset of their symptoms and then return to school only if they do not

have symptoms other than cough or loss of sense of smell/taste. This is because a cough or anosmia can last for several weeks once the infection has gone. The 7-day period starts from the day when they first became ill. If they still have a high temperature, they should keep self-isolating until their temperature returns to normal. Other members of their household should continue self-isolating for the full 14 days.

<https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance>

8. Manage confirmed cases of coronavirus (COVID-19) amongst the school community

We will take swift action if we become aware that someone who has attended has tested positive for coronavirus (COVID-19). We will contact the local health protection team as soon as possible. This team will also contact schools directly if they become aware that someone who has tested positive for coronavirus (COVID-19) attended the school – as identified by NHS Test and Trace.

The health protection team will carry out a rapid risk assessment to confirm who has been in close contact with the person during the period that they were infectious, and ensure they are asked to self-isolate.

We will follow the guidance of the health protection team. Based on the advice from the health protection team, we will 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.

Close contact means:

- direct close contacts - face to face contact with an infected individual for any length of time, within 1 metre, including being coughed on, a face to face conversation, or unprotected physical contact (skin-to-skin)
- proximity contacts - extended close contact (within 1 to 2 metres for more than 15 minutes) with an infected individual
- travelling in a small vehicle, like a car, with an infected person

The health protection team will provide definitive advice on who must be sent home. To support them in doing so, we will maintain a proportionate recording process to keep a record of students and staff in each group, and any close contact that takes place between children and staff in different groups. This will be done by maintaining an accurate attendance register for each lesson, and an accurate seating plan which will be stored centrally for at least 14 days.

A template letter will be provided to school, on the advice of the health protection team, to send to parents and staff if needed. We will not share the names or details of people with coronavirus (COVID-19) unless essential to protect others.

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

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

- if the test delivers a negative result, they must remain in isolation for the remainder of the 14-day isolation period. This is because they could still develop the coronavirus (COVID-19) within the remaining days.
- if the test result is positive, they should inform their setting immediately, and must isolate for at least 7 days from the onset of their symptoms (which could mean the self-isolation ends before or after the original 14-day isolation period). Their household should self-isolate for at least 14 days from when the symptomatic person first had symptoms, following 'stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection'

We will not request evidence of negative test results or other medical evidence before admitting children or welcoming them back after a period of self-isolation. However, we will expect every member of the school community to follow the government guidance and seek support or clarification if they are not sure what to do.

9. Contain any outbreak by following local health protection team advice

If schools have two or more confirmed cases within 14 days, or an overall rise in sickness absence where coronavirus (COVID-19) is suspected, they may have an outbreak, and must continue to work with their local health protection team who will be able to advise if additional action is required.

In some cases, health protection teams may recommend that a larger number of other students self-isolate at home as a precautionary measure – perhaps the whole site or year group. The government guidance states that whole school closure based on cases within the school will not generally be necessary, and should not be considered except on the advice of health protection teams.

If an outbreak in school were to be 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, then the whole school if necessary, in line with routine public health outbreak control practice.

Section 2: School operations

2.1: Transport

Dedicated school transport, including statutory provision

Students on dedicated school services do not mix with the general public on those journeys and tend to be consistent. This means that the advice for passengers on public transport to adopt a social distance of two metres from people outside their household or support bubble, or a 'one metre plus' approach where this is not possible, will not apply from the autumn term on dedicated school transport.

Our approach to dedicated transport will align as far as possible with the principles underpinning the system of controls for schools and with our wider approach.

We will minimise the use of dedicated school transport during the Autumn term. If dedicated school transport is being used, we will consider:

- how students are grouped together on transport (where possible this should reflect the bubbles that are adopted within school)
- use of hand sanitiser upon boarding and/or disembarking
- additional cleaning of vehicles
- organised queuing and boarding where possible
- distancing within vehicles wherever possible
- the use of face coverings for children over the age of 11, where appropriate, for example, if they are likely to come into very close contact with people outside of their group or who they do not normally meet

Wider public transport

The majority of our students are able to walk or cycle to school. A smaller number are given lifts, and a few use public transport. Most staff travel by car, some walk or cycle and a few use public transport.

We will encourage everyone to walk or cycle to school if possible in line with government guidance. Sharing cars should be avoided with anyone from outside your household. Public transport should be used only if necessary and in accordance with government guidance.

Given the small numbers of students and staff who need to use public transport it is not necessary to change the start / end time for the whole school. We will consider varying the start / finish time for individuals where it is necessary in order to support the use of public transport within government guidance.

We will survey staff and parents so that we know who is reliant on public transport to travel to school.

2.2: Attendance

Attendance expectations

The government has stated that school attendance will be mandatory again from the beginning of the autumn term. This means from that point, the usual rules on school attendance will apply, including:

- parents' duty to secure that their child attends regularly at school where the child is a registered pupil at school and they are of compulsory school age;

- schools' responsibilities to record attendance and follow up absence
- the availability to issue sanctions, including fixed penalty notices in line with local authorities' codes of conduct

Students who are shielding or self-isolating

Shielding advice for all adults and children will pause on 1 August, subject to a continued decline in the rates of community transmission of coronavirus (COVID-19). This means that even the small number of students who will remain on the shielded patient list can also return to school, as can those who have family members who are shielding.

Government guidance states that now that more is known about coronavirus (COVID-19), far fewer children and young people will be advised to shield when community transmission rates are high. Therefore, the majority of students will be able to return to school.

However:

- a small number of students will still be unable to attend in line with public health advice because they are self-isolating and have had symptoms or a positive test result themselves; or because they are a close contact of someone who has coronavirus (COVID-19)
- if rates of the disease rise in local areas, children (or family members) from that area, and that area only, will be advised to shield during the period where rates remain high and therefore they may be temporarily absent
- some students no longer required to shield but who generally remain under the care of a specialist health professional may need to discuss their care with their health professional before returning to school (usually at their next planned clinical appointment).

Where a pupil is unable to attend school because they are complying with clinical and/or public health advice, we will enable them to access to remote education and monitor their engagement with this, and their absence will be authorised.

Students and families who are anxious about return to school

Government guidance states that all other students must attend school. We will work with families to secure regular school attendance from the start of term as this will be essential to help students catch up on missed education, make progress and promote their wellbeing and wider development.

We will reassure parents and students of the measures we are putting in place to reduce the risk in school. We will support students, parents and households who are reluctant or anxious about returning to school, and put support in place.

We will be particularly mindful to support families where students have been shielding previously but have been advised that this is no longer necessary, those living in households where someone is clinically vulnerable, or those concerned about the comparatively increased risk from coronavirus (COVID-19), including those from Black, Asian and Minority Ethnic (BAME) backgrounds, or who have certain conditions such as obesity and diabetes.

Actions that the school will take to support good school attendance:

- communicate clear and consistent expectations around school attendance to families (and any other professionals who work with the family where appropriate) throughout the summer ahead of the new school year
- identify students who are reluctant or anxious about returning or who are at risk of disengagement and develop plans for re-engaging them. We will in particular support disadvantaged and vulnerable children and young people, especially those who were persistently absent prior to the pandemic or who have not engaged with school regularly during the pandemic.
- use the additional catch-up funding schools will receive, as well as existing pastoral and support services, attendance staff and resources and schools' pupil premium funding to put measures in place for those families who will need additional support to secure students' regular attendance
- work closely with other professionals as appropriate to support the return to school, including continuing to notify the child's social worker, if they have one, of non-attendance

We will follow the technical guidance for schools to record attendance and absence, including data returns as requested.

<https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19>

<https://www.gov.uk/government/publications/staying-alert-and-safe-social-distancing/staying-alert-and-safe-social-distancing-after-4-july>

2.3: School workforce

Following the reduction in the prevalence of coronavirus (COVID-19) and relaxation of shielding measures from 1 August, it is expected that most staff will attend school.

It remains the case that wider government policy advises those who can work from home to do so. It is recognised that this will not be applicable to most school staff. We will consider what is feasible and appropriate in line with Trust policy, but it is preferable in terms of communication and equity for all staff to attend the workplace once the school reopens to all students.

Staff who are clinically vulnerable or extremely clinically vulnerable

Government guidance states that the risks to all staff will be mitigated significantly by the measures indicated in Section 1, including those who are extremely clinically vulnerable and clinically vulnerable. The government expects that this will allow most staff to return to the workplace, although they advise those in the most at risk categories to take particular care while community transmission rates continue to fall.

We will follow the advice for those who are clinically vulnerable, including pregnant women.

Individuals who were considered to be clinically extremely vulnerable and received a letter advising them to shield are now advised that they can return to work from 1 August as long as they maintain social distancing.

If possible, we will be flexible in how staff who are clinically extremely vulnerable are deployed to enable them to work remotely, or in roles in school where it is possible to maintain social distancing.

Staff who live with those who are clinically extremely vulnerable or clinically vulnerable can attend the workplace.

Staff who may otherwise be at increased risk from coronavirus (COVID-19)

Some people with particular characteristics may be at comparatively increased risk from coronavirus (COVID-19), as set out in the COVID-19: review of disparities in risks and outcomes report. We will always listen and respond to any individual concerns, explain the measures the school is putting in place to reduce risks, carry out an individual risk assessment on request, and try as far as practically possible to accommodate additional measures where appropriate.

We will follow the government guidance that staff who live with those who have comparatively increased risks from coronavirus (COVID-19) can attend the workplace.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/892085/disparities_review.pdf

Employer health and safety and equalities duties

We will follow our legal obligation to protect our employees, and others, from harm and will continue to assess health and safety risks and consider how to meet equalities duties in the usual way.

Staff wellbeing

We will implement our duty of care to our employees, including in relation to their mental health. We will use the mechanisms in place to support staff wellbeing and consider how best to support staff who are anxious about returning to school.

The Governing body and school leaders will have regard for staff work-life balance and wellbeing. We will explain to all staff the measures we are proposing putting in place and involve all staff in that process.

Planning will build in the need to avoid increases in unnecessary and unmanageable workload burdens. We may review existing practices in this respect and draw on DfE's workload reduction toolkit.

<https://www.gov.uk/guidance/school-workload-reduction-toolkit>

We will consider the DfE resources, including case studies to support remote education and help address staff workload, include case studies on managing wellbeing.

<https://www.gov.uk/government/collections/case-studies-remote-education-practice-for-schools-during-coronavirus-covid-19>

We will use as appropriate:

- the additional support materials for both pupil and staff wellbeing due to be provided by the Department for Education
- The Education Support Partnership free helpline for school staff and targeted support for mental health and wellbeing. <https://www.educationsupport.org.uk/>

Staff deployment

We may need to alter the way in which we deploy our staff, and use existing staff more flexibly, to welcome back all students at the start of the autumn term. SLT will discuss and agree any changes to

staff roles with individuals. In relation to any redeployment of support staff, we will be satisfied that the person has the appropriate skills, expertise and experience to carry out the work, and discuss and agree any proposed changes in role or responsibility with the member of staff. This will include ensuring that safe ratios are met, and/or specific training undertaken, for any interventions or care for students with complex needs where specific training or specific ratios are required.

If additional staff capacity is available, we will consider using this to support catch-up provision or targeted interventions.

We will ensure that appropriate support is made available for students with SEND. This will mean that we are unlikely to be deploy Teaching Assistants to lead groups or cover lessons under the direction and supervision of a qualified teacher, as any redeployment would be at the expense of supporting students with SEND.

We will consider the Education Endowment Foundation (EEF) guidance on making the best use of teaching assistants.

<https://educationendowmentfoundation.org.uk/tools/guidance-reports/making-best-use-of-teaching-assistants/>

Recruitment

Recruitment will continue as usual, and we will consider use of the government's Teaching Vacancies service.

If we have any further vacancies, we will continue to recruit remotely over the summer period. We will consider the advice that can be sent to candidates on how to prepare for remote interviews.

When recruiting, we will continue to adhere to the legal requirements regarding pre-appointment checks. During the summer, safeguarding checks can be carried out remotely as set out in coronavirus (COVID-19): safeguarding in schools, colleges and other providers. From the start of the autumn term checks will revert to being carried out in person.

Initial teacher training (ITT) providers have worked flexibly to ensure this year's NQTs are ready and prepared to enter the classroom. They will also be supported by materials the Department for Education is making available to all schools based on the early career framework reforms, to support them as they start their teaching career.

Supply teachers and other temporary or peripatetic teachers

If necessary, we will continue to engage supply teachers and other supply staff during this period. We will consider using DfE's and Crown Commercial Service's agency supply deal when hiring agency workers, as this offers a list of preferred suppliers that must be transparent about the rates they charge.

We will consider how to minimise the number of visitors to the school where possible. Where it is necessary to use supply staff and to welcome visitors to the school such as peripatetic teachers, those individuals will be expected to comply with the school's arrangements for managing and minimising risk, including taking particular care to maintain distance from other staff and students.

Expectation and deployment of ITT trainees

We will continue to host ITT trainees. We will discuss with relevant ITT providers how this can be done flexibly and innovatively to help meet both school and trainee needs. Deployment decisions will take into account the skills and capacity of the trainees in question.

Staff taking leave

We will keep up to date with the latest guidance on quarantine, and ensure that we are aware of any members of staff with pre-existing holiday plans who will now be required to quarantine during term time.

There is a risk that where staff travel abroad, their return travel arrangements could be disrupted due to factors arising beyond their control in relation to coronavirus (COVID-19), such as the potential for reinstatement of lockdown measures in the place they are visiting.

Where it is not possible to avoid a member of staff having to quarantine during term time, we will consider if it is possible to temporarily amend working arrangements to enable them to work from home.

<https://www.gov.uk/government/publications/coronavirus-covid-19-how-to-self-isolate-when-you-travel-to-the-uk/coronavirus-covid-19-how-to-self-isolate-when-you-travel-to-the-uk>

Other support

Volunteers may be used to support the work of the school. They will be properly supported and given appropriate roles. We will continue to follow the checking and risk assessment process as set out in the volunteer section in Part 3 of keeping children safe in education. Mixing of volunteers across groups will be kept to a minimum, and they will be expected to remain 2 metres from students and staff where possible.

2.4: Safeguarding

We will review our Safeguarding policy for September 2020 to take account of all students returning and in light of updated guidance. We will have regard to the statutory safeguarding guidance, keeping children safe in education and coronavirus (COVID-19): safeguarding in schools, colleges and other providers guidance.

We will ensure the Designated Safeguarding Leads (and deputy) have plenty of time, especially in the first few weeks of term, to provide support to staff and students regarding any new safeguarding and welfare concerns and the handling of referrals to children's social care and other agencies where these are appropriate. We will work proactively with other agencies and services to look for signs of harm.

We will communicate effectively with our school nurse and other agencies to support safeguarding and supporting wellbeing.

2.5: Catering

We will work with Notts CC Catering Service to enable the kitchens to be fully open from the start of the autumn term so that food is provided to all students who want it, including for those eligible for free school meals. We will ensure compliance with the guidance for food businesses on coronavirus (COVID-19) which may limit the range of food available.

<https://www.gov.uk/government/publications/covid-19-guidance-for-food-businesses/guidance-for-food-businesses-on-coronavirus-covid-19>

2.6: Estates

In line with government guidance, we are not expected or required to make significant adaptations to our site or to deliver provision on other sites (such as community centres / village halls) because class sizes can return to normal and spaces used by more than one class or group can be cleaned between use.

We will identify any small adaptations to the site that are required and are affordable within our existing school budget, such as additional wash basins.

Prior to reopening for the autumn term, all the usual pre-term building checks will be undertaken to make the school safe. We will follow the advice in the guidance on Legionella risks during the coronavirus outbreak and the advice on safely reoccupying buildings can be found in the Chartered Institute of Building Services Engineers' guidance on emerging from lockdown.

We will continue to take steps to maximise ventilation by providing door stops in each classroom and training to staff. We will share and follow the advice in Health and Safety Executive guidance on air conditioning and ventilation during the coronavirus outbreak.

<https://www.hse.gov.uk/coronavirus/legionella-risks-during-coronavirus-outbreak.htm>

<https://www.cibse.org/coronavirus-covid-19/emerging-from-lockdown>

<https://www.hse.gov.uk/coronavirus/equipment-and-machinery/air-conditioning-and-ventilation.htm>

2.7: Educational visits

Due to government guidance we will not be able to plan or run any domestic (UK) overnight and overseas educational visits at this stage (see coronavirus: travel guidance for educational settings).

We can resume non-overnight domestic educational visits, including any trips for students with SEND connected with their preparation for adulthood (for example, workplace visits, travel training etc.). This will be done in line with protective measures, such as keeping children within their consistent group, and the COVID-secure measures in place at the destination. We will make use of outdoor spaces in the local area to support delivery of the curriculum where appropriate.

Any trips will be subject to our usual trip risk assessment. As part of this process, we will consider what control measures need to be used and ensure the trip leader is aware of wider advice on visiting indoor and outdoor venues. We will consult the health and safety guidance on educational visits when considering visits.

<https://www.gov.uk/government/publications/coronavirus-covid-19-travel-advice-for-educational-settings/coronavirus-travel-guidance-for-educational-settings>

2.8: School uniform

The government is encouraging all schools to return to their usual uniform policies in the autumn term as uniform can play a valuable role in contributing to the ethos of a school and setting an appropriate tone. However, they note that it is for the governing body to make decisions regarding school uniform.

The government guidance states that uniforms do not need to be cleaned any more often than usual, nor do they need to be cleaned using methods which are different from normal, and that schools

should consider how pupil non-compliance is managed, taking a mindful and considerate approach in relation to parents who may be experiencing financial pressures.

At Alderman White it was decided in advance of the release of the guidance not to require students to wear blazer or ties during the first part of the Autumn term, for both infection control reasons and to reduce the cost of school uniform. Plain black V neck jumpers or cardigans may be worn as an alternative to one with an Alderman White logo during this time. This is a temporary variation to uniform requirements which will be kept under review.

Staff and parents may wish to consider washing clothes worn to school more frequently, at a 60 degree temperature or even for people returning home from school to shower, change and wash clothes as an additional protective measure, although this is no longer included in government guidance as infection levels have reduced.

2.9: Extra-curricular provision

We will consider resuming extra-curricular provision, where possible, as soon as possible after the start of the autumn term as this provision will help ensure students have opportunities to re-engage with their peers and with the school, support vulnerable children, provide enrichment activities, and also support working parents. It is recognised that schools may need to respond flexibly and build this up over time.

It is recognised that this will be logistically challenging for schools, particularly for clubs that would normally offer support across year groups. We will carefully consider how we can make such provision work alongside our wider protective measures, including keeping children within their year groups or bubbles where possible. If it is not possible to maintain the bubbles being used during the school day then schools may use small, consistent groups.

We will consult the guidance produced for summer holiday childcare in planning extra-curricular provision. We will ask parents to encourage parents to seek assurance that any out of school providers are carefully considering their own protective measures, and only use those providers that can demonstrate this, and ask any lettings to evidence that they are following this guidance. As with physical activity during the school day, the current government guidance is that contact sports will not be able to take place.

<https://www.gov.uk/government/publications/protective-measures-for-holiday-or-after-school-clubs-and-other-out-of-school-settings-for-children-during-the-coronavirus-covid-19-outbreak/protective-measures-for-out-of-school-settings-during-the-coronavirus-covid-19-outbreak>

Section 3: Curriculum, behaviour and pastoral support

3.1: Curriculum expectations

The curriculum should be planned so that all students – particularly disadvantaged, SEND and vulnerable students – are given the catch-up support needed to make substantial progress by the end of the academic year.

The key principles that underpin the government guidance on curriculum planning are:

- all students receive a high-quality education that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life.
- the curriculum remains broad and ambitious: all students continue to be taught a wide range of subjects, maintaining their choices for further study and employment.
- remote education, where needed, is high quality and aligns as closely as possible with in-school provision: schools and other settings continue to build their capability to educate students remotely, where this is needed.

Curriculum Model:

- We will plan and deliver an ambitious and broad curriculum in all subjects from the start of the autumn term and aim to return to our “normal” curriculum (although this is something that is kept under regular review and evolves continually) in all subjects by summer term 2021
- For students in key stage 3, the curriculum will remain broad from year 7 to year 9 so that the majority of students are taught a full range of subjects over the year. For students in year 7, if necessary, we will address gaps in English and maths by teaching essential knowledge and skills from the key stage 2 curriculum.
- Students starting Year 10 will continue to study for 9 qualifications.
- We will review the curriculum provision for each Year 11 student and enable them either to continue studying 9 subjects, or to drop one specialism subject to focus on their other subjects and to attend additional intervention for Maths and English. Students will be expected to continue with at least 3 Ebacc subjects and the full Ebacc if they are following this route. These decisions will be made in discussion with students and parents and informed by ongoing assessment of a pupil’s progress.
- We will provide an additional intervention programme for Year 11 students to help them to catch up on any content they have missed. We will review our curriculum planning for Year 11 based on the outcomes of the Ofqual consultation on changes to assessment.
- Sex and health education (RSHE) for secondary aged students becomes compulsory from September 2020, and we will start teaching it by at least the start of the summer term 2021 in line with revised government guidance.

Subject Curriculum Planning

This will be based on the following principles:

- We will make use of existing flexibilities to create time to cover the most important missed content: prioritisation within subjects of the most important components for progression. In particular, we will consider how all subjects can contribute to the filling of gaps in core knowledge, for example through an emphasis on reading.
- Substantial modification to the curriculum may be needed at the start of the year, so teaching time will be prioritised to address significant gaps in students’ knowledge with the aim of

returning to the school's "normal" curriculum content (although this is something that is kept under regular review and evolves continually) by no later than summer term 2021.

- Curriculum planning will be informed by an assessment of students' starting points and addressing the gaps in their knowledge and skills, in particular making effective use of regular formative assessment (for example, quizzes, observing students in class, talking to students to assess understanding, scrutiny of students' work) while avoiding the introduction of unnecessary tracking systems.
- Developing remote education so that it is integrated into school curriculum planning: Remote education may need to be an essential component in the delivery of the school curriculum for some students, alongside classroom teaching, or in the case of a local lockdown. We will ensure that any students educated at home for some of the time are given the support they need to master the curriculum and so make good progress.

3.2: Music

Government guidance states that there may be an additional risk of infection from singing, chanting, playing wind or brass instruments or shouting, even if individuals are at a distance. We will consider how to reduce the risk, particularly when students are playing instruments or singing in small groups such as in music lessons by, for example, physical distancing and playing outside wherever possible, limiting group sizes to no more than 15, positioning students back-to-back or side-to-side, avoiding sharing of instruments, and ensuring good ventilation. Singing, wind and brass playing may not take place in larger groups such as school choirs and ensembles, or school assemblies. We will follow the more detailed DfE guidance once it is published.

While we are unable to run our full range of on-site music activities and ensembles we will continue to provide alternatives including remote opportunities.

3.3: Physical activity in schools

Schools have the flexibility to decide how physical education, sport and physical activity will be provided whilst following the measures in their system of controls. Students should be kept in consistent groups, sports equipment thoroughly cleaned between each use by different individual groups, and contact sports avoided.

Outdoor sports will be prioritised where possible, and large indoor spaces used where it is not, maximising distancing between students and paying scrupulous attention to cleaning and hygiene. This is particularly important in a sports setting because of the way in which people breathe during exercise.

External facilities can be used in line with government guidance for the use of, and travel to and from, those facilities.

We will refer to the following advice:

<https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-phased-return-of-sport-and-recreation>

<https://www.afpe.org.uk/physical-education/wp-content/uploads/COVID-19-Interpreting-the-Government-Guidance-in-a-PESSPA-Context-FINAL.pdf>

<https://www.youthsporttrust.org/coronavirus-support-schools>

Schools are able to work with external coaches, clubs and organisations for curricular and extra-curricular activities where they are satisfied that this is safe to do so. We will consider carefully how such arrangements can operate within our wider protective measures.

We will consider the use of activities such as active miles, making break times and lessons active and encouraging active travel to help enable students to be physically active while encouraging physical distancing.

3.4: Catch-up support

We will receive one-off grant funding in the 2020 to 2021 academic year to help all students to catch up. In deciding how the money is spent, we will refer to the Education Endowment Foundation guidance on effective interventions to support schools, once information is received about how the funding will be distributed between individual schools.

We will explore what support we will be able to access from the National Tutoring Programme, to support disadvantaged and vulnerable young people.

<https://educationendowmentfoundation.org.uk/covid-19-resources/covid-19-support-guide-for-schools/>

<https://educationendowmentfoundation.org.uk/covid-19-resources/national-tutoring-programme/>

3.5: Pupil wellbeing and support

We recognise the variety of emotions that students may experience in response to the coronavirus (COVID-19) outbreak, such as anxiety, stress or low mood. This may particularly be the case for vulnerable children, including those with a social worker and young carers. It is important to contextualise these feelings as normal responses to an abnormal situation. Some may need support to re-adjust to school; others may have enjoyed being at home and be reluctant to return; a few may be showing signs of more severe anxiety or depression. Others will not be keen and ready to return to school.

We will access the following support as appropriate:

- the recording of the free webinar that the Department for Education, Public Health England and NHS England are hosting a for school and college staff on 9 July to set out how to support returning students and students (see DfE - Supporting pupil and student mental wellbeing for further details.)
- The Whole School SEND consortium will be delivering training and how-tos for mainstream school teachers (including free insets and webinars) on supporting students with SEND to return to their mainstream school after the long absence, and on transition to other settings. Details of future training sessions are held on the events page of the SEND Gateway.
- the first of the relationships, sex and health education training modules for teachers to support them in preparation to deliver content on mental health and wellbeing. The training module on teaching about mental wellbeing, which has been developed with clinical experts and schools, will improve teacher confidence in talking and teaching about mental health and wellbeing in the classroom. It was published early given the importance of supporting students' mental health and wellbeing at this time. <https://www.gov.uk/guidance/teaching-about-mental-wellbeing>

We will consider the provision of pastoral and extra-curricular activities to all students designed to:

- support the rebuilding of friendships and social engagement
- address and equip students to respond to issues linked to coronavirus (COVID-19)
- support students with approaches to improving their physical and mental wellbeing

We will provide more focused pastoral support where issues are identified that individual students may need help with, drawing on external support where necessary and possible. We will consider the support needs of particular groups we are already aware need additional help (for example, children in need), and any groups we identify as newly vulnerable on their return to school.

We will consider using the free MindEd learning platform for professionals, which includes a coronavirus (COVID-19) staff resilience hub with materials on peer support, stress, fear and trauma and bereavement. <https://covid.minded.org.uk/>

We will consider how we are working with school nursing services to support the health and wellbeing of our students especially in relation to:

- support for resilience, mental health and wellbeing including anxiety, bereavement and sleep issues
- support for students with additional and complex health needs
- supporting vulnerable children and keeping children safe

We will work with school nurses to ensure delivery of the healthy child programme (which includes immunisation), identifying health and wellbeing needs which will underpin priorities for service delivery.

Behaviour expectations

We will update our behaviour policy with new rules/expectations, and make sure that we communicate these changes clearly and consistently to staff, students and parents, setting clear, reasonable and proportionate expectations of student behaviour.

We will consider the guidance at:

<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>

We will work with staff, students and parents to ensure that our expectations are clearly understood, and consistently supported, taking account of individual needs. We will also consider how to build new expectations into our rewards system.

It is possible that adverse experiences and/or lack of routines of regular attendance and classroom discipline may contribute to disengagement with education upon return to school, resulting in increased incidence of poor behaviour. We will continue to work with those students who may struggle to re-engage in school and are at risk of being absent and/or persistently disruptive, including providing support for overcoming barriers to attendance and behaviour and to help them reintegrate back into school life.

We acknowledge that some students may return to school having been exposed to a range of adversity and trauma including bereavement, anxiety and in some cases increased welfare and safeguarding risks. This may lead to an increase in social, emotional and mental health concerns and some children, particularly vulnerable groups such as children with a social worker and young carers, will need additional support and access to services such as educational psychologists, social workers, and counsellors. Additionally, provision for children who have SEND may have been disrupted during partial school closure and there may be an impact on their behaviour. We will work with local services

(such as health and the local authority) to ensure the services and support are in place for a smooth return to schools for students.

We will set out clearly the consequences for poor behaviour and deliberately breaking the rules and how we will enforce our expectations including any sanctions, including rules in relation to restrictions on movement within school and new hygiene rules.

Our disciplinary powers, including exclusion, remain in place. Any disciplinary exclusion of a student, will be consistent with the relevant legislation. Where a child with a social worker is at risk of exclusion, their social worker will be informed and involved in relevant conversations. Permanent exclusion will only be used as a last resort.

Section 4: Assessment and accountability

Inspection

For state-funded schools, routine Ofsted inspections will remain suspended for the autumn term. However, during the autumn term, inspectors will visit a sample of schools to discuss how they are managing the return to education of all their students. These will be collaborative discussions, taking into account the curriculum and remote education expectations set out in this document, and will not result in a judgement. A brief letter will be published following the visit. The insights that inspectors gather will also be aggregated nationally to share learning with the sector, the government and the wider public. In addition, Ofsted has the power to inspect a school in response to any significant concerns, such as safeguarding. It is intended that routine Ofsted inspections will restart from January 2021, with the exact timing being kept under review.

Exams

For the summer 2021 exams, students in years 11 and 13 will have missed a critical period of their education due to lockdown in the 2019 to 2020 academic year. We will do everything possible to support these students to catch up and access exams that lead to the qualifications they need to progress. We will plan on the basis that GCSEs and A levels will take place in summer 2021 but with adaptations, including those which will free up teaching time. Ofqual is currently consulting on proposed adaptations to exams.

There will also be an exam series taking place in autumn 2020. Where a student who was in Year 11 in 2019–20 wishes to sit an exam, we will enter them in the autumn series and take overall responsibility for ensuring that they have somewhere appropriate to sit their exams in line with further guidance to be provided by the DfE.

Accountability expectations

Performance tables are suspended for the 2019 to 2020 academic year, and no school or college will be judged on data based on exams and assessments from 2020. Until the new data release is available, all those working with schools, including Ofsted and DfE regional teams, will refer to the 2019 data.

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

Section 5: Contingency planning for outbreaks

Process in the event of local outbreaks

If a local area sees a spike in infection rates that is resulting in localised community spread, appropriate authorities will decide which measures to implement to help contain the spread. The Department for Education will be involved in decisions at a local and national level affecting a geographical area, and will support appropriate authorities and individual settings to follow the health advice.

Contingency plans for outbreaks

Remote education plans will be in place for individuals or groups of self-isolating students. These will meet the same expectations as those for any students who cannot yet attend school at all due to coronavirus (COVID-19).

In the event of a local outbreak, the PHE health protection team or local authority may advise school or number of schools to close temporarily to help control transmission. We will develop a contingency plan for this eventuality. This may involve a return to remaining open only for vulnerable children and the children of critical workers, and providing remote education for all other students.

Remote education support

Where a class, group or small number of students need to self-isolate, or there is a local lockdown requiring students to remain at home, we will offer immediate remote education. We will consider how to continue to improve the quality of our existing offer and have a strong contingency plan in place for remote education provision by the end of September. This planning will be particularly important to support a scenario in which the logistical challenges of remote provision are greatest, for example where large numbers of students are required to remain at home.

In developing these contingency plans, we will:

- use a curriculum sequence that allows access to high-quality resources and teaching videos, and that is linked to the school's curriculum expectations
- give access to high quality remote education resources
- select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback, and make sure staff are trained in their use
- support online access at home for all students (but also provide printed resources, such as textbooks and workbooks, for students who do not have suitable online access)
- recognise that some students with SEND may not be able to access remote education without adult support, and so work with families to deliver a broad and ambitious curriculum.

When teaching students remotely, we will:

- set assignments so that students have meaningful and ambitious work each day in a number of different subjects
- teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject
- provide frequent, clear explanations of new content, delivered by a teacher in the school or through high quality curriculum resources and/or videos
- gauge how well students are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work

- enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure students' understanding
- plan a programme that is of equivalent length to the core teaching students would receive in school, ideally including daily contact with teachers

We will explore centrally provided resources including:

- curriculum maps for key subjects for Year 7- 9 to be published in July. These maps are designed as a support for schools and are entirely non-mandatory, for use at the discretion of the school.
- The DfE quality assured list of remote education resources available to schools and parents for free over the summer term. Where pricing models have changed, we will consider using some of our catch-up funding on remote resources in line with the access to technology section of the EEF's COVID-19 support guide for schools
<https://www.gov.uk/government/publications/coronavirus-covid-19-online-education-resources>
- Oak National Academy video lessons covering the entire national curriculum, available to any school for free from the start of the Autumn term. These are being developed in partnership with a wide group of teachers and school leaders to develop lessons in the popular topics. The resources will be as flexible as possible, allowing schools to reorder topics and lessons, to match their own plans and curriculum.
- Oak National Academy specialist content for students with SEND. This covers communication and language, numeracy, creative arts, independent living, occupational therapy, physical therapy and speech and language therapy. Their provision for next academic year will include an expanded range of content for the specialist sector.
- government-funded access to one of two free-to-use digital education platforms: Google for Education or Microsoft Office 365 Education. Schools can apply through The Key for School Leaders. The Key also provides feature comparison and case studies on how schools are making the most of these platforms.
- a network of schools and colleges for help and support on effective use of tech for remote education that can be accessed through the EdTech Demonstrator Programme.
<https://edtech-demonstrator.lgfl.net/>

We have received a total of 12 Chromebooks from the DfE to support vulnerable and disadvantaged children (specifically, care leavers, children and young people with a social worker, and disadvantaged year 10 students). We will continue to own and use these devices (including for catch up purposes) following students returning to school in the autumn term. We will be responsible for loaning them in the event that the school is required to close temporarily due to coronavirus (COVID-19). If required, the DfE will look to provide further device and connectivity support for disadvantaged students who would otherwise lack access during a school closure. These devices will be owned by the school.

The Department for Education is working in partnership with BT to offer free access to BT WiFi hotspots for disadvantaged students. They are also working with the major telecommunications companies to expand this offer and provide access to free additional data to families who rely on a mobile internet connection while the response to coronavirus (COVID-19) requires students to learn from home and access social care services online.

<https://get-help-with-tech.education.gov.uk/about-bt-wifi>

Further support is available from:

- The National Cyber Security Centre, on which video conference service is right for you and using video conferencing services securely
- annex C of the guidance on Safeguarding and remote education during coronavirus (COVID-19), as well as statutory guidance on online safety in Annex C of keeping children safe in education.

<https://get-help-with-tech.education.gov.uk/about-bt-wifi>

<https://www.ncsc.gov.uk/guidance/video-conferencing-services-using-them-securely>

Annex A: Health and safety risk assessment

Coronavirus (COVID-19) specific

The school is 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).

The Headteacher will undertake a risk assessment to identify the measures needed to reduce the risks from coronavirus (COVID-19) so far as is reasonably practicable and make the school COVID-secure.

We will follow the guidance on how to make a workplace COVID-secure, including how to approach a coronavirus (COVID-19) risk assessment, in the HSE guidance on working safely.

<https://www.hse.gov.uk/coronavirus/working-safely/index.htm>

We will undertake a coronavirus (COVID-19) risk assessment by considering the measures in the government guidance to inform our decisions and control measures. A risk assessment is not about creating huge amounts of paperwork, but rather about identifying sensible measures to control the risks in the workplace, and the role of others in supporting that. The risk assessment will help school leaders and employers decide whether they have done everything they need to. Employers have a legal duty to consult their employees on health and safety in good time, given the time scale between guidance being released and school reopening. Students and parents will be involved in discussions around health and safety decisions to help them understand the reasons for the measures being put in place. We will do this by listening and talking to them about how the school will manage risks from coronavirus (COVID-19) and make the school COVID-secure. The people who do the work are often the best people to understand the risks in the workplace and will have a view on how to work safely. Involving them in making decisions shows that the school takes their health and safety seriously.

Sharing your risk assessment

We will share the results of our risk assessment with our workforce. We will publish it on our website to provide transparency of approach to parents, carers and students.

Monitoring and review of risk controls

It is important that employers know how effective their risk controls are. We will monitor and review the preventive and protective measures regularly, to ensure the measures are working, and taking 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 employers 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

The day-to-day running of the school is delegated to the headteacher and the school leadership team. In most cases, they are responsible for ensuring that risks are managed effectively. This includes health and safety matters. Schools must appoint a competent person to ensure they meet their health and safety duties.

We will update our current Risk Assessment based on the guidance for full re-opening from September.

<https://www.gov.uk/government/publications/health-and-safety-advice-for-schools/responsibilities-and-duties-for-schools>

<https://www.hse.gov.uk/services/education/sensible-leadership/school-leaders.htm>

Wider guidance on the risk assessment process

Health and safety risk assessments identify measures to control risks during education and childcare setting activities. Health and safety law requires the school employer to assess risks and put in place measures to reduce the risks so far as is reasonably practicable. The law also requires employers 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 you need to protect the health and safety of all:

- staff
- pupils
- visitors
- contractors

Schools will need to think about the risks that may arise in the course of the 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.

Consulting employees (general)

It is a legal requirement that employers must consult with the health and safety representative selected by a recognised trade union or, if there isn't one, a representative chosen by staff. An employer cannot decide who the representative will be.

At its most effective, 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 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. They will still make the final decision but talking to employees is an important part of successfully managing health and safety.

We will ensure that consultation on any changes to risk assessments that will be in place for the start of the autumn term commences before the summer break, to ensure that those that are on term-time only contracts have an opportunity to contribute.

Resolving issues and raising concerns

Employers and staff should always come together to resolve issues. As providers widen their opening, any concerns in respect of the controls should be raised initially with line management and trade union representatives, and we will recognise those concerns and give them proper consideration. If that does not resolve the issues, the concern can be raised with HSE. Where the HSE identify employers who are 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 employers through to issuing enforcement notices to help secure improvements.