

# Contingency Plan for any potential / future lockdown or self-isolation required by Groups or individuals

*drawing on current government guidance and current planning in East Sussex schools*

**School/Academy Name:** St Richard's Catholic College  
**Headteacher:** Doreen Cronin  
**Chair of Governors:** Alison Horan  
**Date:** October 2020

## COVID-19

*If school is notified of a positive COVID19 test result for a member of staff or a pupil, **we must contact the DfE Helpline on 0800 046 8687 and select option 1** for advice on the action to take in response to a positive case. We will be put through to a team of advisers who will inform us what action is needed based on the latest public health advice. If, following triage, further expert advice is required the adviser will escalate our call to the PHE local health protection team.*

### Suspected cases:

- If anyone (staff or pupil) becomes unwell with any of the following: (i) a new continuous cough, (ii) a high temperature, or (iii) a loss or change in their sense of smell or taste (anosmia) they will be sent home.
- The school expects that they will self-isolate for at least 10 days, book a test and engage with the NHS Test and Trace process in line with current guidance.

### Confirmed cases:

- Having been notified of a positive COVID-19 test result for a member of staff or a pupil, the school will contact Public Health England (PHE) on the DfE helpline as soon as practicably possible and take actions following the guidance of the PHE Health Protection Team.
- The school will alert the Local Authority to a confirmed case by e-mailing [COVID19.SchoolsInformation@eastsussex.gov.uk](mailto:COVID19.SchoolsInformation@eastsussex.gov.uk)

## Section A – Ensuring school is prepared for a potential outbreak

### A1: Organisation and staffing

	Action	Comments for consideration	Issues due to the context of our school	Lead	Date Deadline	Guidance
1	<b>Keeping leaders and governors up to date with government guidance and advice</b>	<ul style="list-style-type: none"> <li>DC will keep Governors and staff updated with DFE guidance and PHE advice. She will be supported by LMT who will keep up-to-date with PHE, DfE and documents from unions</li> </ul>	<p><a href="mailto:pa@strichardsgov.uk">pa@strichardsgov.uk</a> and R Butcher will be involved in communication strategy</p> <p>Staff are aware of the need to plan for pupils who need to self-isolate and a potential lockdown</p>	DC	Ongoing	<p>The DfE latest documents and guidance webpage is updated regularly: <a href="https://www.gov.uk/government/latest?departments%5B%5D=department-for-education">www.gov.uk/government/latest?departments%5B%5D=department-for-education</a></p> <p>See expectations of contingency planning in <a href="#">Section 5 of the DfE's 'Guidance for full opening: schools'</a>.</p>
2	<b>Revise and maintain up-to-date lists of vulnerable pupils, those with an EHCP and the children of key workers</b>	<ul style="list-style-type: none"> <li>Speak with parents to ensure lists of priority groups are up to date (CiN, CP plan, CLA, otherwise vulnerable, EHCP and the children of critical workers). <i>Should PHE advise full closure it is likely that the school will remain open for these groups.</i> SENCO to liaise with DB so that one complete list is in place.</li> <li>Additional tier of vulnerable SEN pupils who are a priority for remote support generated and to be monitored as a welfare list by SEN Department.</li> <li>Work with partners (inc parents, LA and social workers) to:</li> </ul>	<p>All staff are aware of pupils who have a Social Worker</p> <p>Priority list is now in place aside from the children of Key Workers – a survey will be sent to parents to discover who are our Key Workers</p>	<p>IS/DB</p> <p>IS in liaison with KB</p>	30/9/2020	

		<ul style="list-style-type: none"> <li>(i) identify whether individual vulnerable pupils should continue to attend the school in the event of any future partial/full closure</li> <li>(ii) ensure EHC plans and risk assessments are up to date and shared with parents/carers.</li> <li>• Liaise with the LA and local schools to outline draft procedures should school be unable to open for children in priority groups to agree the most appropriate solution locally.</li> </ul>				
3	Staffing	<ul style="list-style-type: none"> <li>• Check and update staff home working considerations – ensure decision making is transparent and fair.</li> <li>• Consider different staffing scenarios.</li> <li>• Update staff/governors accordingly.</li> <li>• Ensure that risk assessments, plans and provision for individuals (staff and/or pupils) who are classified as <b>clinically vulnerable</b> or <b>clinically extremely vulnerable</b> are in line with the latest <u>Guidance for full opening of schools</u></li> <li>• Regularly update the school staffing audit as situations may change</li> <li>• Revise school induction programme to ensure NQTs / new staff are informed of expectations and processes should a local outbreak occur</li> </ul>	<p>Offer of individual Risk Assessments to all staff, including BAME group</p> <p>EW/LJH to ensure programme is Covid-friendly</p>	<p>LMT</p> <p>JAC/ DC</p> <p>LJH / EW</p> <p>Subject Leaders</p>	On-going	<p>Check advice from your HR provider.</p> <p>ESCC HR advice and tools for subscribing schools is on the Webshop. <u><a href="#">COVID 19 – HR Advice and Government Guidance</a></u></p> <p>PHE review of the impact of Covid-19 on BAME communities <u><a href="http://www.gov.uk/government/publications/covid-19-understanding-the-impact-on-bame-communities">www.gov.uk/government/publications/covid-19-understanding-the-impact-on-bame-communities</a></u></p> <p>DfE guidance re induction of NQTs during the pandemic – <u><a href="http://www.gov.uk/government/publications/coronavirus-">www.gov.uk/government/publications/coronavirus-</a></u></p>

		<ul style="list-style-type: none"> <li>Staff to be signposted to well-being support</li> <li>Line Managers to ensure that Subject Leaders are meeting with department members and monitoring well-being and workload.</li> </ul>	All of the Appropriate Body training is online this year and our NQTs are familiar with it.			<a href="#">covid-19-induction-for-newly-qualified-teachers</a>  DfE support for pupil and staff wellbeing in the current situation. See information about <a href="#">extra mental health support for pupils and teachers</a>
4	Remind all staff and parents of their responsibility to understand and engage with the NHS Test and Trace process.	<p><b>Ensure website and letter home used to communicate to staff and parents that they should be ready and willing to:</b></p> <ul style="list-style-type: none"> <li><b>(i) book a test</b> if they are displaying symptoms. Staff and pupils must not come into the school if they have symptoms, and must be sent home to self-isolate if they develop them in school.</li> <li><b>(ii) provide details</b> 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>(iii) 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>Added to Risk Assessment</p> <p>Reminder to parents/carers in Week 2</p>	DC	21/9/2020	
5	Communication	Plan how you will communicate to staff, parents and the local community should there be a local outbreak and the Upper Tier Local Authority (UTLA) working with PHE require the school to:	<p>Via Briefing or confidential email</p> <p><a href="mailto:pa@strichardsgov.uk">pa@strichardsgov.uk</a> and Ruth Butcher to be</p>	DC  DC / LMT	  Ongoing	<a href="https://www.gov.uk/government/publications/containing-and-managing-local-coronavirus-covid-19-outbreaks/covid-19-contain-framework-a-guide-for">https://www.gov.uk/government/publications/containing-and-managing-local-coronavirus-covid-19-outbreaks/covid-19-contain-framework-a-guide-for</a>

		<p>(i) send a group/class home to engage in remote learning</p> <p>(ii) apply the tiers of national restriction for education and childcare</p> <p>We will follow all guidance from the DfE / PHE, LMT liaising with admin and teaching staff so that the right pupils/staff are advised to isolate.</p>	involved in supporting communication strategy			<a href="#">local-decision-makers#annex-3-tiers-of-national-restriction</a>
6	<b>Infection prevention and control</b>	<p>Ensure that the school continues to adhere to Government guidelines as evidenced in its Risk Assessment:</p> <p>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.</p> <p>2) Where recommended, use of face coverings in schools.</p> <p>3) Clean hands thoroughly more often than usual.</p> <p>4) Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach.</p> <p>5) Introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach. Cleaner employed to work extra hours.</p>	<p>A Pain to liaise with maintenance / cleaning staff</p> <p>All in Risk Assessment of 28/8 revised on 1/11/2020 and 30/12/20</p> <p>In place for movement to lessons and communal areas</p> <p>Cleaner in place to cover extra duties</p>	DC	<p>1/10/2020</p> <p>6/9/2020</p>	<u>implementing protective measures in education and childcare settings</u>

	<p>6) Minimise contact between individuals and maintain social distancing wherever possible.</p> <p>7) Where necessary, wear appropriate personal protective equipment (PPE) when dealing with a pupil / staff member suspected of Covid-19 symptoms.</p> <p>View the section of the <u>Guidance for full opening: schools</u> entitled 'The system of controls: protective measures' for more information</p> <p>Pupils must clean their hands regularly, including when they arrive at school, when they return from breaks, when they change rooms and before and after eating. Schools should have enough hand washing or hand sanitiser stations available to aid regular hand washing</p> <p>Years 7 and above will wear face coverings in communal spaces and in the corridor. Visitors to wear face coverings in areas outside of the classrooms if social distancing is not possible.</p> <p>In areas where local lockdowns or restrictions are in place, face coverings should be worn by adults and pupils (in years 7 and above) in areas outside classrooms when moving around communal areas where social distancing is difficult to maintain, such as corridors.</p>	<p>Regular reminders to staff in Briefing and to pupils in tutor time</p> <p>In RA</p> <p>Taken into account in Risk Assessment of 28/8 and 30/9 &amp; 6/11/2020 and 30/12/20</p> <p>RA of 28/8 with revisions in Nov, Dec</p>				
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		<p>We have a contingency supply of face masks available in case a pupil is struggling to access a face covering, has forgotten it or if it has become soiled.</p> <p>Schools should have a process for removing face coverings when those wearing them arrive at school. Safe wearing of face coverings requires cleaning of hands before and after touching and the safe storage of them in individual sealable plastic bags between use.</p> <p>Follow the 'catch it, bin it, kill it' approach and ensure there are enough tissues and bins available in school to support staff and pupils to follow this routine.</p>	<p>A parent donated 1,000 facial coverings to the school – each Pastoral Leader has a supply</p> <p>See RA of 28/8 revised 30/3, revised 6/11, revised December 2020</p> <p>Lidded bins provided in all classrooms</p>		1/9/2020	
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## A2: Curriculum planning

	Action	Comments for consideration	Issues due to the context of our school	Lead	Date Deadline	Guidance
7	<b>Devise school plans for immediate provision should PHE advise a group/class to self-isolate</b>	<ul style="list-style-type: none"> <li>We can provide an immediate remote education to any class/group identified by PHE as needing to self-isolate</li> <li>This remote curriculum will be of equivalent length to the core teaching pupils would receive in school and will receive daily contact with teachers</li> </ul>	Staff will deliver the timetable as is currently identified. Tier 2 will deliver lessons in school and then remotely ensuring that pupils are receiving the	PHo / GM / MHo		<p>See expectations of contingency planning in <u>Section 5 of the DfE's 'Guidance for full opening: schools'</u>.</p> <p>Curriculum maps for key subjects for year groups will be published</p>

		<ul style="list-style-type: none"> <li>All staff are currently planning remote education using Google Classroom</li> <li>Staff have had further training in the use of the tools of Google Classroom and they are imparting this knowledge to pupils</li> <li>Pupils are actively encouraged to submit work via Google Classroom to avoid transmission by paper and to be upskilled ready for a local lockdown or self-isolation</li> <li>A survey is currently being conducted to encourage parents/carers to identify lap-top / internet need; Senco is also conducting a survey of SEN pupils so that textbooks and workbooks will be available for pupils who do not have suitable online access</li> <li>we recognise that some younger pupils and some pupils with SEND may not be able to access remote education without adult support and so we will work with families to deliver a broad and ambitious curriculum through strong communication</li> </ul>	<p>required amount of teaching. Tier 3 staff will deliver lessons from school following the teaching timetable. All identified in the Remote Learning Policy.</p> <p>Vulnerable group plan identified.</p>	LMT / SL / PHo / Senco		From the start of the autumn term, Oak National Academy will make available free video lessons covering the entire national curriculum and specialist resources to support SEND
8	<b>Devise school plans for immediate provision should PHE advise temporary school</b>	<ul style="list-style-type: none"> <li>We are planning an immediate remote education to all year groups should we need to lockdown</li> <li>A remote curriculum is of equivalent length to the core teaching pupils</li> </ul>	GM has reviewed the timetable to check it is ready for a local lockdown	PHo / GM / MHo / Senco		See expectations of contingency planning in <u>Section 5 of the DfE's 'Guidance for full opening: schools'</u> .



	<b>closure during an outbreak</b>	<p>would receive in school and will offer daily contact with teachers</p> <ul style="list-style-type: none"> <li>The school will have the capacity to remain open for vulnerable children and the children of critical workers, if required to do so by PHE</li> </ul>	<p>IT can organise the codes for lessons immediately. Lessons would only be recorded for 30 days due to new Google licence requirements.</p> <p>See above for timetable which would cover the full hours of teaching required</p> <p>Key Worker school would be reinstated and pupils would attend their lessons with their teachers for Tier 2/3 closure and support from staff and Cover Supervisors as required.</p> <p>Google form sent to parents to identify IT availability in the home and keyworker status</p>	<p>PHo / RJ</p> <p>MHo</p>	<p>September 2020</p>	<p>Curriculum maps for key subjects for year groups will be published in July - DFE</p> <p>The DFE has recommended:</p> <ul style="list-style-type: none"> <li>a list of <a href="#">remote learning case studies</a></li> <li>a list of <a href="#">quality assured online resources for home education</a></li> <li>resources made available by the <a href="#">Oak National Academy</a></li> <li><a href="#">BBC Bitesize</a></li> </ul>
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			<p>CPD Lead has co-ordinated range of CPD online available with in-house support from leads regarding Google Classroom. All contained with the CPD booklet</p> <p>All staff were offered and some followed up the EdTech programme. Learning was identified in the Teaching and Learning booklet and shared with all staff</p>			
10	<b>Planning to reduce pupil, staff and parental anxiety</b>	<p>A support booklet is available to staff, pupils and parents and is regularly updated. DC will continue to write to parents separately to the newsletter re Covid-19. DC and LMT will review the RA monthly. Senco to work with Learning Support team on preparing pupils for a second lockdown.</p>	<p>Link to support booklet is <a href="#">here</a></p>	<p>DB</p> <p>LMT / Senco</p>		<b>LA model Full Return Recovery Plan</b>

## Section B – Responding once a local outbreak has been confirmed by PHE

### B1: Managing the remote curriculum

	Action	Comments for consideration	Issues due to the context of our school	Lead	Date Deadline	Guidance
11	<b>Implement plans as outlined in Section A above</b>	<p>We will follow all DfE/PHE guidance when aware of a positive Covid-19 result.</p> <p>We will inform parents/carers if tiers of national restrictions are put in place.</p>		DC / PH/ GM/ MHo liaising with SLs	September 2020	<a href="https://www.gov.uk/government/publications/containing-and-managing-local-coronavirus-covid-19-outbreaks/covid-19-containing-framework-a-guide-for-local-decision-makers#annex-3-tiers-of-national-restriction">https://www.gov.uk/government/publications/containing-and-managing-local-coronavirus-covid-19-outbreaks/covid-19-containing-framework-a-guide-for-local-decision-makers#annex-3-tiers-of-national-restriction</a>
12	<b>Managing the curriculum provision during the PHE advised period of remote learning</b>	<p>As a school, we (LMT, GM and SLs) will ensure oversight of the curriculum so that it continues to build on pupils' knowledge and skills incrementally by:</p> <ul style="list-style-type: none"> <li>Coordinating daily provision of ambitious work across a number of subjects</li> <li>Monitoring the consistency of teachers' interactions, assessment and feedback systems</li> <li>Supporting teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments</li> </ul>	<p>In school – learning walks, Subject Leader monitoring</p> <p>Review of assessment/pastoral tracking</p> <p>RAG coding system reintroduced to provide overview of fortnightly learning to all staff and sent home to parents</p> <p>Opportunity for fortnightly</p>	PHo / GM / MHo		<p>Curriculum maps for key subjects for year groups will be published in July by the DFE</p> <p>DfE <u>quality assured list of remote education resources</u> which are available to schools and parents</p>

			Department time and Line Manager present to provide support			
13	<b>SEND and vulnerable pupils</b>	<p>The SENCO will ensure oversight of a broad and ambitious curriculum for pupils with SEND (whether in school or at home during lockdown)</p> <p>Plan to contact parents of pupils with EHCPs to review individual risk assessments in relation to any local outbreak. Involve parents in planning for provision for their child should this happen.</p> <p>The Senco will ensure provision meets the needs of vulnerable pupils</p> <p>Home learning booklets of textbooks provided as per core department orders.</p>	<p>Planned support by SENCO and SEN team for pupils unable to access remote learning; and most vulnerable pupils who continue to attend school.</p> <p>Booklets ordered for key areas.</p> <p>Both in-school and virtual support being provided to pupils by TA and SENCO.</p> <p>Risk assessments completed for each EHCP pupil in collaboration with parents/carers.</p> <p>Agreed home timetable and weekly phone calls home for pupils with</p>	IS/ Learning Support team	October 2020	<p>DfE <u>quality assured list of online SEND remote education resources</u></p> <p>DfE Full return to school guidance <u>Annex B EHCP Plans</u></p> <p><u>Changes to the law on education, health and care needs assessments and plans due to coronavirus (Covid-19)</u></p>

		Very weakest / likely to be in school daily	<p>EHCP/SEN plus by SEN team</p> <p>1-to-1 / pair work with</p> <ul style="list-style-type: none"> <li>- non-form staff (poss IS, RK, HMC, HHA, KM – see GM); and</li> <li>- their own Subject TAs / Year Co-ordinator</li> </ul> <p>Shorter days / tapering as the week goes on</p> <p>Weekly timetable shared at end of previous week (with understanding there may be some unexpected changes) – Friday meeting with SEN dept, Thurs p.5 and Fri p.6</p> <p>TA/cover supervisor / teacher-led group work in school</p>	IS		
		Lower ability / nurture group and TA support in class or remotely		IS		

		<p>Unable to come into school / unable to work remotely independently</p>	<p>TA/teacher-led remote teaching in small groups (c.8 pupils)</p> <p>4 lessons per day, possibly tapering to 3 as the week goes on</p> <p>Set timetable for home learning, which includes structured time for reading, exercise etc (can be negotiated with home by SENCo / Year Co-ordinator)</p> <p>1-to-1 check-in via Google Meet daily by SENCo / Year Co-ordinator / Pastoral Leader</p> <p>Pupil plans their day ahead in the morning check-in</p> <p>At least 1 1-to-1 taught lesson daily, delivered by TA or own class teacher in English,</p>			
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			Maths, Science or RE			
			Booklets, per departments' choices			
14	<b>Practical considerations</b>	<ul style="list-style-type: none"> <li>Provision of hard copy resources for pupils who do not have IT access</li> <li>Survey results indicate who will need hard copy resources and who will need support with IT such as internet via a dongle</li> </ul>	<p>Workbooks to be purchased for those pupils struggling to access online materials for various reasons for core subjects. Once ordered, departments to organise distribution.</p> <p>Department audit of provision for other subjects</p>	<p>PH / MHo</p> <p>SLs of Core – AN / RJ / PT</p>	September / October 2020	Government information on <u><a href="#">increasing internet access for vulnerable and disadvantaged children</a></u>

## B2: Organisation and staffing

	Action	Comments for consideration	Issues due to the context of our school	Lead	Date Deadline	Guidance
15	<b>Maintaining accurate attendance records</b>	<p>Confirm with the DfE the expectations of recording attendance during any local outbreak.</p> <ul style="list-style-type: none"> <li>If rates of the disease rise in local areas, children (or family members)</li> </ul>		HJ/AF support	October 2020	<u><a href="#">Addendum: recording attendance in relation to coronavirus (COVID-19) during the 2020 to 2021 academic year</a></u>



		<p>from that area may be advised to shield during the period where rates remain high and, therefore, they may be temporarily unable to attend</p> <ul style="list-style-type: none"> <li>• children of critical workers – attendance is likely not to be compulsory during a local outbreak – some children of critical workers may need to remain at home for shielding or health reasons. Read the <a href="#">guidance on shielding</a>.</li> <li>• Pupils with a social worker and the otherwise vulnerable – attendance is likely to be expected during the outbreak. This, we will encourage strongly.</li> <li>• EHCP – attendance likely to be expected where risk assessment identifies that their needs can be as safely met in school. Liaise with parents (<i>as outlined in section 13 above</i>)</li> </ul> <p>Where a pupil is unable to attend school because they are complying with clinical or public health advice, we will immediately offer them access to remote education and monitor engagement with this activity</p> <p>Communicate attendance expectations to staff, pupils and parents.</p> <p>Identify pupils who are reluctant or anxious about returning or who are at risk of disengagement and develop plans for re-engaging them. This is being done with the</p>		<p>ed by JAC</p> <p>Senco</p> <p>PLs</p> <p>DC</p> <p>DB</p>		
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		<p>support of G Mayhew. Non-attendance due to anxiety is under five pupils.</p> <p>Use the additional catch-up funding as well as existing pastoral and support services, attendance staff and resources and pupil premium funding to put measures in place for those families who will need additional support to secure pupils' regular attendance.</p> <p>Follow the advice from the DfE in terms of recording attendance and coding absence during an outbreak.</p> <p>A new category of 'not attending in circumstances related to coronavirus (COVID-19)' has been added to school attendance registers.</p> <p>This category must only be used to record sessions that take place in 2020 to 2021 academic year where a pupil does not attend because their travel to, or attendance at, school would be:</p> <ul style="list-style-type: none"> <li>contrary to guidance relating to the incidence or transmission of coronavirus (COVID-19) from Public Health England (PHE) and/or the Department of Health and Social Care (DHSC)<sup>3</sup></li> <li>prohibited by any legislation (or instruments such as statutory directions) relating to the incidence</li> </ul>		HJ / AF		
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		<p>or transmission of coronavirus (COVID-19)</p> <p>In line with the Secretary of State's expectation that no parent will be penalised for following official public health advice for their child not to attend a given session, this new category of non-attendance will not count as an absence (authorised or unauthorised) for statistical purposes.</p>				
16	<b>Staffing</b>	<p>Update risk assessments for the temporary deployment of any staff who are clinically vulnerable, or clinically extremely vulnerable</p> <p>Communicate to staff and volunteers the school's expectations that anyone who displays symptoms of coronavirus (COVID-19) can and should book a test.</p> <p>Tests can be distributed in school for exceptional circumstances and, in particular, to staff</p>		<p>DC</p> <p>DC</p> <p>DC/ DB / KO'B</p>		<p>For clinically vulnerable and extremely vulnerable staff leaders and governors should continue to follow the advice set out in the <a href="#">guidance on implementing protective measures</a>.</p> <p>New online resources designed by health and education experts will be provided to schools and colleges to boost mental health support for staff and pupils, encouraging them to talk more confidently about the anxieties and concerns they feel as a result of the coronavirus pandemic. For more information, visit: <a href="#">Extra mental health support for pupils and staff</a>.</p>
17	<b>External contractors</b>	<ul style="list-style-type: none"> <li>• Contact Chartwells and our School Cook</li> <li>• Contact regular visitors (as appropriate)</li> </ul>				

	Contact the external companies and inform them that the school will be opening and ask about staff availability and provision going forward.	<ul style="list-style-type: none"> <li>Contact transport providers (if appropriate – ensuring adherence to latest DfE guidance re transport)</li> <li>Update Governors accordingly</li> </ul>	Trains and buses	RD		
18	<b>Travel arrangements</b>	Encourage parents, staff and pupils to walk or cycle to school where it is safe and appropriate to do so. Devise plans to support staff and parents to adhere to any travel restrictions that have been put into place by the Government as a result of the local outbreak. Dismissal times to be staggered to reduce numbers on each train. Divide pupils into Lower and Upper School for use of buses.	<p>More cycle stations in place</p> <p>Staggered departures revised for term three</p>		1/9/2020	Further guidance is set out in the <u>transport to school and other places of education: autumn term 2020</u> .
19	<b>Trips and clubs</b>	<p>All trips and clubs are in Year bubbles from 14/9, including Prep Club</p> <p>Trips to be limited to day trips only and all destinations would need to be Covid-secure before permission was granted</p>	<p>PHo to monitor guidance and liaise with County EVC as required and inform staff of any changes.</p> <p>All risk assessments have COVID</p>	<p>RJ has created timetable for extra-curricular activities</p> <p>PHo</p>		Refer to <u>guidance on protective measures for holiday, after school clubs and other out of school settings</u> for more information

			section; no overnight trips/competitions allowed and minimal number of other trips occurring until end of Term 2.			
20	School meals	Respond to any advice from PHE in regard to how the school should proceed with the provision of school meals in liaison with Chartwells.	School to look for extra funding to cover FSM at holiday times.	KK in liaison with PHo		Should no changes be recommended then ensure that the school continues to follow the guidance on <u>supporting children eligible for free schools meals</u>

### B3: Health and Safety

	Action	Comments for consideration	Issues due to the context of our school	Lead	Date Deadline	Guidance
21	Revise risk assessment(s) as necessary	<ul style="list-style-type: none"> <li>Ensure the school's COVID19 Risk Assessment is reviewed and updated to reflect any advice / guidance given from PHE – this occurs monthly.</li> <li>Review and update First Aid risk assessment to ensure appropriate provision e.g. number of available First Aiders, etc.</li> <li>The Health and Safety Executive published guidance on <u>first aid</u> during coronavirus which will support local risk assessments and provides guidance for first aiders</li> </ul>	All in place. RA reviewed monthly	DC/ LMT  KO'B	Monthly	

		<ul style="list-style-type: none"> <li>Ensure that measures being put in place are explained to staff and involve staff in the process to support wellbeing – this is done via Briefing / Covid Helpdesk and general chats</li> </ul>				
22	<b>Cleaning</b> Ensure thorough cleaning of the school in line with the latest guidance	<ul style="list-style-type: none"> <li>Comply with Government Health and Safety Guidance – Staff should be aware and are aware of the <u>COVID-19: cleaning of non-healthcare settings guidance</u> which should be followed in the event of a suspected or confirmed case</li> <li>Classrooms and other areas deep cleaned.</li> <li>Discuss with Caretaker and Business Manager or staff the additional cleaning requirements and agree additional hours to allow for this.</li> <li>Keep a copy of the cleaning COVID19 specific risk assessment on site.</li> </ul>		AP/ PM AF		<p>The updated <u>cleaning of non-healthcare settings guidance</u> describes the cleaning required, the appropriate disposal of materials, the cleaning of equipment and hard surfaces, and the circumstances in which personal protective equipment (PPE) should be worn.</p> <p>More information on PPE use can be found in the <u>safe working in education, childcare and children's social care settings, including the use of personal protective equipment (PPE)</u> guidance.</p>
23	<b>Health and Safety premises inspections</b> Ensure that premises inspections of all areas of the school site, including outdoor spaces	<ul style="list-style-type: none"> <li>As per local health and safety policy which has been reviewed or updated as appropriate.</li> <li>Review and update risk assessments and ensure that any changes are communicated to staff.</li> <li>Check access to hand washing facilities and other hygiene measures.</li> </ul>		A Pain / DC / PT		<p>DfE Return to school Guidance Annex A Health &amp; Safety Risk Assessment <a href="http://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#A">www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#A</a></p>

	continue to be carried out at regular intervals.	<ul style="list-style-type: none"> <li>Remove any equipment that may be necessary (as advised by PHE)</li> <li>ESCC H&amp;S audit to take place 8<sup>th</sup> and 9<sup>th</sup> October – this will test all our processes and procedures, including Covid-19 arrangements</li> </ul>	Positive result achieved – 96%. No concerns with Covid arrangements	A Pain / AF / DC / PM		
24	<b>Site</b> Prepare the site for partial or full closure at the direction of PHE	<ul style="list-style-type: none"> <li>Re-establish suitably accessible information and posters for parents/carers/visitors in welcome areas. E.g. Government guidelines for hand washing and social distancing etc.</li> <li>We have access to drinking water including in the dining area and facilities for hand washing and/or access to hand sanitiser</li> <li>Alternative providers have the appropriate safety arrangements in place in relation to Covid-19 for any pupils attending. DB has done this.</li> <li>Agree arrangements for ensuring that statutory checks continue e.g. legionella, fire, etc. These are all in place as confirmed in Health and Safety audit.</li> </ul>		A Pain / AF / PM  DB  AF / PM		<p>DfE guidance for reviewing systems: Water, gas, fire, safety, kitchen, ventilation &amp; security: <a href="http://www.gov.uk/government/publications/managing-school-premises-during-the-coronavirus-outbreak">www.gov.uk/government/publications/managing-school-premises-during-the-coronavirus-outbreak</a></p> <p>DfE full opening guidance Section 1 gives updated advice to minimize Covid-19 risks: <a href="#"><u>Section 1 Public health advice to minimise risks</u></a></p>

## B4: Safeguarding

	Action	Comments for consideration	Issues due to the context of our school	Lead	Date Deadline	Guidance
25	<b>Safeguarding (including online safety) during the outbreak</b>	<p>The following were completed in preparation for a September start</p> <ul style="list-style-type: none"> <li>• Ensure adherence to statutory duties as outlined in KCSIE 2020 via training and testing</li> <li>• Update Code of Conduct for staff to include COVID-19 issues</li> <li>• Ensure suitably trained people in safeguarding are onsite daily and in the event of a lockdown</li> <li>• Review online safety considerations in and out of school – see policies</li> <li>• Consider safer recruitment / issues relating to movement of staff</li> <li>• Ensure that record keeping is up to date particularly where children have not been in school, or where they have attended other settings.</li> <li>• On-line Safety addendum added January 2021.</li> </ul>	<p>All policies approved and adopted by the FGB in September</p> <p>All staff and Governors have read KCSIE; completed an understanding quiz and have a poster of main themes displayed.</p> <p>Code of conduct has been updated accordingly, 7 members of the team have been trained to DSL level - DSL and deputies will be on site wherever possible - if isolating capacity means that a trained member of staff will be on site and the DSL will be available remotely.</p> <p>Updated online safety policy to</p>	DB		<p>Schools <b>must</b> have regard to the statutory KCSIE 2020 safeguarding guidance, <u><a href="#">keeping children safe in education</a></u></p> <p>Schools should also refer to the <u><a href="#">coronavirus (COVID-19): safeguarding in schools, colleges and other providers guidance</a></u>.</p> <p>East Sussex SLES Safeguarding team (Coronavirus additional Guidance for Schools): <u><a href="https://czone.eastsussex.gov.uk/safeguarding/support-for-safeguarding-in-colleges-schools-and-early-years-settings/corona-virus-additional-guidance-for-schools/">https://czone.eastsussex.gov.uk/safeguarding/support-for-safeguarding-in-colleges-schools-and-early-years-settings/corona-virus-additional-guidance-for-schools/</a></u></p>



			include Covid 19 addedum. Safer recruitment in place. Strong triangulation and accountability in place to ensure detailed, up to date, reviewed record keeping - safeguarding team meets fortnightly in school or remotely			
26	<b>Support for vulnerable families and members of the community at higher risk</b> Plan support packages for these families in order to help alleviate heightened anxiety during an outbreak	The following were in place during the first lockdown and will be in place during a second lockdown <ul style="list-style-type: none"> <li>Regular telephone calls to families</li> <li>Individual support plans around the family of vulnerable pupils, working alongside other agencies as appropriate.</li> <li>'Voucher support' provided by the Diocese to needy families</li> </ul>	Vulnerables list in place - assigned to appropriate safeguarding / pastoral lead / teacher. Care plans were updated prior to Sept return Additional Need plans and support plans all updated in term 1 Risk Assessments reviewed and updated term 1 Weekly phone calls for all pupils. Staff contact shared with parents/carers - all	DB / PLs / Senco		TES article on how to support disadvantaged families: <a href="https://www.tes.com/news/coronavirus-6-ways-support-disadvantaged-families">https://www.tes.com/news/coronavirus-6-ways-support-disadvantaged-families</a>  ISEND guidance: (Supporting Pupils with SEND to return to School) <a href="https://czone-backoffice.azurewebsites.net/media/6329/supporting-pupils-with-send-to-return-to-school.pdf">https://czone-backoffice.azurewebsites.net/media/6329/supporting-pupils-with-send-to-return-to-school.pdf</a>  PHE's review of the impact of Covid-19 on BAME groups identified "There is an association between belonging to some ethnic groups and the likelihood of

		<ul style="list-style-type: none"> <li>Continue to work in partnership with local BAME and/or faith communities to reinforce individual and household risk reduction strategies relevant to the school community</li> <li>DC will continue to be the single point of contact for parents, and PLs/TAs/SENco will be the single point of contact for year groups with Form Tutors looking after own form.</li> <li>Update the website as applicable – Coronavirus updates given on first page of website.</li> <li>Brief staff to be alert to signs of poor welfare, poor mental health or neglect that may escalate during any additional</li> </ul>	<p>subject teacher email on website. Form tutor first contact. Pastoral Leader contact for vulnerables or pupils with greater pastoral needs. Support services booklet refreshed and shared with all staff in September. Clear referral process for pastoral support or MHEW. Weekly meeting of the Pastoral Care team.</p> <p>Members of BAME groups recognised in School Risk Assessment and individual Risk Assessments in place, where requested</p>	DB	<p>DC/RB/ MHO</p> <p>LMT</p>	<p><i>testing positive and dying with COVID-19”...</i> <i>“Longstanding inequalities have been exacerbated by COVID-19”</i></p> <p>BAMEed’s resources <a href="https://www.bameednetwork.com/resources">https://www.bameednetwork.com/resources</a></p>
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		school closures and agree referral route to DSL team and, in particular, DSL.				
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