

## Leading Edge Academies Partnership Covid-19 MAT Risk Strategy 2020-21

**Covid-19 MAT Risk Strategy to support the return of all year groups in September 2020 in all Leading Edge Academies**

Date completed:	
Reviewed by Trustees:	
Reviewed by:	<p><b>Premises Research Circle Group:</b>  Sara Davey (CEO)  Kelley Butcher (Interim CEO)  Andy Harvey (COO)  Jo Yeates (Headteacher Five Islands Academy)  Jon Rolls (Community Enterprise Director, Fowey River Academy)  Terry Peters (Premises Manager, Mounts Bay Academy)  Viv Laity (Premises and Health and Safety Manager, St Hilary School)  Sarah Lyne (Business Manager, Ludgvan Academy)  Annette Ferguson (Sites Manager, Five Islands Academy)</p> <p><b>Executive Headteachers:</b>  Les Hall, Principal, Mounts Bay Academy  Jo Yeates, Headteacher, Five Islands Academy  Ben Eddy, Interim Headteacher, Fowey River Academy  Kelley Butcher, Headteacher, St Hilary School  Adam Anderson, Principal, Ludgvan Academy</p>
Reviewed by Governing Body:	xx/xx/xx

#### Government guidance source:

- Guidance for full opening – schools, published 2 July 2020 <https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>

#### Government statements from guidance:

- ‘It is our plan that all pupils, in all year groups, will return to school full-time from the beginning of the autumn term.’
- ‘Schools should undertake a coronavirus (COVID-19) risk assessment by considering the measures in this guidance to inform their decisions and control measures.’
- ‘If schools follow the guidance set out here, they can be confident they are managing risk effectively.’

This risk assessment has been designed based on the 5 areas identified in the guidance:

1. Public health advice
2. School operations
3. Curriculum, behaviour and pastoral support
4. Assessment and accountability
5. Contingency planning to provide continuity of education in the case of a local outbreak

	Risk not mitigated - unable to follow guidance or implement adequate controls
	Risk partially mitigated – some actions outstanding
	Risk mitigated – adequate controls in place and guidance followed

Guidance Requirements	What are the hazards?	MAT wide controls/ procedures in place	School Actions	Action to be completed by	Action Status Ragged
<b>1. Public health advice</b>					
Schools should thoroughly review their health and safety risk assessments and draw up plans for the autumn term that address the risks identified using the system of controls set out below.	Risk assessments are not reviewed on a regular basis keeping up to date with updated and relevant guidance.	<p>All risk assessments related to Covid-19 will be reviewed as factors change. The reviews will take into account school context, local context, national context and all related guidance from the government, Trust and LA.</p> <p>Risk assessments related to Covid-19 will be displayed on the school and Leading Edge website.</p> <p>Health and Safety research circles will meet regularly to review where appropriate.</p> <p>Risk review will be an agenda item at Executive Headteacher meetings in the Autumn 2020 term.</p> <p>The Trustees will review the MAT risk strategy when significant changes are made.</p> <p>Academy specific risk assessments will be reviewed by the LACs.</p>	<p>Weekly RA meeting HT / H and S Premises Lead (consider necessary updates for staff, parents, governors, pupils, local community, LEAP)</p> <p>Weekly staff briefing to ensure all staff are aware of RA, how to report concerns, any updates to organisation and expectation.</p> <p>Staff meeting agenda item every week RA consultation - all to be minuted.</p>	Rob Hamshar/ Viv Laity/ Ashley Larter	Ongoing
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>Student, staff, visitors and contractors attending school whilst displaying symptoms.</p> <p>Lack of staff awareness of symptoms, the most common routes of infection and the measures needed to reduce infection.</p>	<p>Information to be sent to parents prior to school opening to give key information regarding symptoms: a high temperature, a new continuous cough, a loss or change to smell or taste.</p> <p>Anyone displaying these symptoms should not attend school.</p> <p>This will be published:</p> <ul style="list-style-type: none"> <li>Regularly in newsletters</li> <li>On the school website</li> </ul>	<p>Clear and regular guidelines explained to parents – weekly newsletter (repeating and updating).</p> <p>Guidance very clear on the website – updated.</p> <p>Informing children sensitively and clearly – posters, explicitly teaching good practice / understanding their symptoms.</p>	Rob Hamshar	Ongoing

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	Staff unaware of the hierarchy of control measures.	<ul style="list-style-type: none"> <li>On posters on entrances to school</li> </ul> <p>Staff will be made aware via:</p> <ul style="list-style-type: none"> <li>Posters in each classroom</li> <li>Staff briefings</li> </ul> <p>Staff will be made aware of the hierarchy of control measures:</p> <ol style="list-style-type: none"> <li>Avoiding contact with anyone with symptoms.</li> <li>Frequent hand washing and good respiratory hygiene practices.</li> <li>Regular cleaning of settings</li> <li>Minimising contact and mixing.</li> </ol> <p>Visitors will be made aware via the school website and posters on display in the entrances.</p> <p>Contractors will sign a declaration on entry to academies which will include a statement to say that they have no Covid-19 symptoms.</p>	<p>Weekly staff briefing – reiterate the hierarchy of control and protocols for managing infection in the school – PHE advice – Action List.</p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/918924/Symptomatic_children_action_list_SC_HOOLS_FINAL_17-09.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/918924/Symptomatic_children_action_list_SC_HOOLS_FINAL_17-09.pdf</a></p>		
Clean hands thoroughly and more often than usual.	<p>Hands not washed to the correct standard.</p> <p>Inadequate handwashing facilities</p> <p>Lack of awareness for need for regular handwashing</p>	<p>Good handwashing routines will be established on entry to school buildings, after using the toilet, before and after food and after breaktimes for 20 seconds.</p> <p>Hand sanitisers will be situated in each classroom and in school entrances, exits and the reception area.</p> <p>Posters will be on display at all wash and sanitising points.</p>	<p>Sanitising station on every entrance – teacher / TA for the start and end of day.</p> <p>Regular hand washing / sanitising routines maintained throughout the day</p> <ul style="list-style-type: none"> <li>- Arrival at school</li> <li>- Return from breaks</li> <li>- Change rooms</li> <li>- Before and after eating food</li> </ul>	<p>Viv Laity</p> <p>Teaching staff</p>	

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			<p>- Leaving school</p> <p>Informing children sensitively and clearly – posters, explicitly teaching good practice / understanding their responsibilities.</p> <p>Posters / briefing reminders / parental information.</p> <p>Communicate with parents to establish any serious allergies regarding hand washing / sanitising – provide ‘skin friendly skin cleansing wipes’.</p> <p>Air driers to return to use / paper towels to be used in classrooms.</p> <p>Review behaviour policy to include these expectations – circulate behaviour expectations for Coronavirus to all teachers (regularly revisit these rules in class).</p>	<p>Viv Laity</p> <p>Viv Laity</p> <p>Rob Hamshar</p> <p>Rob Hamshar</p>	Behaviour policy to be reviewed.
Ensure good respiratory hygiene by promoting the ‘catch it, bin it, kill it’ approach.	<p>Cross contamination from used tissues.</p> <p>Lack of awareness.</p>	<p>Staff are made aware of the symptoms and most common route of infection via staff meetings/ briefings and routes of communication.</p> <p>Each room will have a pedal bin with liner situated, which will be emptied at least daily.</p> <p>‘Catch it, bin it, kill it’ posters will be on display, promoted by teachers/tutors.</p>	<p>Posters / briefing reminders / parental information</p> <p>Informing children sensitively and clearly – posters, explicitly teaching good practice / understanding their responsibilities</p> <p>Review behaviour policy to include these expectations</p>	<p>Viv Laity</p> <p>Viv Laity/ Rob Hamshar / Class teachers</p> <p>Rob Hamshar</p>	

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			<p>Good ventilation to be maintained at all times (weather dependent – but we might have to accept it is a bit colder!)</p> <p>Parents informed of the school expectation that children and adults will not be wearing masks in school. <b>If</b> masks are worn into school, they will be disposed of in the catch-it, bin-it, kill-it bins if disposable or double bagged to return home. Pupils and staff to be instructed on correct removal procedure and hygiene protocols – hand washing after removal.</p>	Teaching staff	
Introduce enhanced cleaning, including cleaning frequently touched surfaces often using standard products, such as detergents and bleach.	Lack of appropriate cleaning materials and personal protective equipment for cleaning and catering staff.	<p>In house cleaning teams to be provided with disposable gloves, mask and aprons. Cleaning risk assessment completed and read by all cleaning staff.</p> <p>Briefing meeting to reiterate procedures.</p> <p>External cleaning team: Company to provide the appropriate 'Home Agreement'.</p>	<p>Maintain current practice</p> <p>Provide a cleaning station in every class – to be stored safely (locked when no adult in the room).</p> <p>Teachers / TAs cleaning expectations will be provided and re-iterated in weekly briefings, staff meetings.</p>	Viv Laity	

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			<p>Lunch in class – desks wiped before and after eating</p> <p>Shared equipment – IT, PE etc cleaned after use unless guaranteed 72 hours will elapse before re-use.</p> <p>Toilets are to be cleaned after handwashing for lunch – by Teachers or TAs</p> <p>Investigate chemical free cleaning system.</p>		Ongoing
<p>Minimise contact between individuals and maintain social distancing wherever possible. Consider the following:</p> <ul style="list-style-type: none"> <li>- how to group children</li> <li>- measures in the classroom</li> <li>- measures elsewhere</li> <li>- measures for arriving and leaving school</li> <li>- other considerations</li> </ul>	<p>Social distancing not maintained:</p> <ul style="list-style-type: none"> <li>• In the classroom</li> <li>• In corridors</li> <li>• Break times</li> <li>• Lunch times</li> <li>• Arrival and leaving times</li> <li>• In staff areas</li> <li>• During physical activities</li> </ul>	<p>Social distancing will be maintained wherever possible. However, it is accepted that this will not be able to be achieved at all times- particularly with young children.</p> <p>Children will remain in the same group as far as is reasonably practicable.</p> <p>Consideration will be given by each school as to how each group will remain distanced from others:</p> <ul style="list-style-type: none"> <li>• In the classroom</li> <li>• In corridors</li> <li>• At break times</li> <li>• At lunch times</li> <li>• At arrival and leaving times</li> </ul>	<p><b>Groupings:</b> 5 Bubbles with own entrances and toilets (limit movement between groups and zones in the school).</p> <p><b>Corridors:</b> everyone walks on the left, single file, using agreed timings, where possible maintaining a metre.</p> <p><b>Classrooms:</b> rows of desks facing the front, no gap needed between children, educate and remind children regularly about face to face conversations, limit independent movement around the class, school provided pencil cases – no stationary sharing, limit resource sharing – cleaning of shared equipment, unless 72 guaranteed time gap before re-use.</p>	<p>Rob Hamshar to lead.</p> <p>Teachers to set up classrooms on 21<sup>st</sup> and 22<sup>nd</sup> July</p>	Ongoing

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		<ul style="list-style-type: none"> <li>During physical activities and in staff areas</li> </ul>	<p><b>Breaks:</b> use agreed timetable, routes to play areas, adult supervision (some bubble mixing required – R/1,3/4, 5/6)</p> <p><b>Lunch times:</b> eat in class with school dinner take-away box provision, with the exception of R/1, who will eat in the hall. Class teachers, TAs and dinner staff to be responsible for cleaning desks before and after eating, timetable to allow playground use to be staggered. Reduced time to 45 mins to enable staggered playtimes.</p> <p><b>Arrival times:</b> Infant and juniors with two stage arrival to split the arrivals on the top and lower playgrounds in half. No parents inside the gates before their child's time slot, no children waiting on the playground – straight into school. <u>Timings to be clearly and regularly publicised to parents.</u></p> <p><b>Leaving times:</b> Infant and juniors with two stage arrival to split the arrivals on the top and lower playgrounds in half. Parents wait physically distanced – only during their children's time slot, no use of school facilities at the end of the day including the field and play equipment. Timings to be clearly and regularly publicised to parents.</p>		



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			<p><b>Library:</b> Timetabled use, TA to clean after class use, children hand wash / hand sanitise before and after use.</p> <p><b>Hall use:</b> No indoor PE. Reception / Y1 only eating in school hall for lunch.</p> <p><b>Staffroom:</b> sanitise hands on entry - before using the staffroom equipment, collect drinks in covered heat resistant cups, make sure all equipment touched is cleaned and maintain 2 metre distancing. Limit numbers to 6.</p>		
Where necessary, wear appropriate personal protective equipment (PPE).	<p>Whilst the majority of staff in educational settings will not normally need PPE for their work, it may be needed for intimate care needs and for supervising students who are unwell.</p> <p>Inadequate PPE provisions.</p>	<p>If a child feels unwell whilst at school, a fluid-resistant surgical face mask will be worn by the supervising adult if a distance of 2m cannot be maintained.</p> <p>If first aid is required and contact is needed, then disposable gloves, a disposable apron and a fluid-resistant face mask will be worn by the supervising adult.</p> <p>If there is risk of splashing to the eyes e.g. from coughing, spitting or vomiting, then eye protection will also be worn.</p>	<p>Only wear PPE:</p> <ul style="list-style-type: none"> <li>- When a child or adult becomes ill with Coronavirus symptoms at school and a social distance of 2 metres cannot be maintained.</li> <li>- Where a child has routine intimate care needs that use PPE (maintain planned use) All individual healthcare plans to be reviewed with all relevant adults</li> <li>- When carrying out first aid / all adults will wear gloves; if bodily fluids, of any variety, are involved an apron and mask will</li> </ul>	Viv Laity	Ongoing

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			<p>be worn (review this as guidance progresses).</p> <p>Disposal of PPE:</p> <ul style="list-style-type: none"> <li>- double bag</li> </ul> <p>keep for 72 hours before binning</p>		
	A pupil becomes unwell at school with Covid-19 symptoms.	<p>If pupils become unwell whilst at school with Covid-19 symptoms:</p> <ul style="list-style-type: none"> <li>- they will be safely isolated in a designated room with window/s open;</li> <li>- a fluid-resistant surgical face mask, disposable gloves and apron must be worn by the supervising adult. If there is danger from coughing, spitting or vomiting, then eye protection should also be worn;</li> <li>- parents/carers will be contacted immediately to collect the child;</li> <li>- parents will be asked to order a test and keep the child at home until/ unless a negative test result is achieved; and</li> <li>- Parents will be asked to inform the school of test results. Academies will be proactive in following up test results if not contacted by parents.</li> </ul> <p>Groupings/ 'bubbles' will continue to operate until a positive result is received.</p> <p>If a child in a boarding house shows symptoms, they should initially self-isolate in their residential setting household and the above procedures should be followed.</p>	<p>Isolation room/ space: Fair weather outside on the top playground. Inclement weather in the corner room Both to be appropriately staffed and then cleaned after the child has been collected.</p> <p>Ensure all children are aware of this procedure in advance, reiterate the processes in weekly staff briefings and staff meetings.</p> <p>Make sure all staff involved are sensitive and manage the children's anxieties:</p> <ul style="list-style-type: none"> <li>- talk through PPE</li> <li>- talk through the process – going home, siblings going with them.</li> </ul> <p>Regularly publicise the <u>'stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection'</u> regulations and other PHE guidance to parents and have them readily available for parents of the school website.</p>	Rob Hamshar	Ongoing

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		<p>Reference will be made to 'Boarding Schools Association'.</p> <p>If someone tests positive, they should follow the <a href="#">'stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection'</a> and must continue to self-isolate for at least self-isolate for at least 10 days, starting from the day the test was taken and then return to school only if they do not have symptoms other than cough or loss of sense of smell/taste.</p> <p>Other members of their household should continue self-isolating for the full 14 days.</p>	Reinforce the need for all siblings to leave the premises if any family members become ill, displaying Covid symptoms.		
<a href="#">Engage with the NHS Test and Trace process.</a>	Lack of engagement with NHS Test and Trace process.	<p>Schools must ensure that staff members and parents/carers understand that they will need to be ready and willing to:</p> <ul style="list-style-type: none"> <li>- <a href="#">book a test</a> if they are displaying symptoms. Staff and pupils must not come into school if they have symptoms</li> </ul>	<p>Staff and parents to be made aware of procedure for test and trace process and how to contact their local Public Health Protection teams:</p> <p>If the school has a positive case reported, we will follow the guidance</p>		Ongoing

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		<p>and must be sent home to self-isolate if they develop them in school.</p> <ul style="list-style-type: none"> <li>- provide details of anyone they have been in close contact with if they were to test positive for coronavirus (COVID-19) or if asked by NHS Test and Trace</li> <li>- <u>self-isolate</u> 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>on the PHE Symptomatic Children Action List</p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/918924/Symptomatic_children_action_list_SC_HOOLS_FINAL_17-09.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/918924/Symptomatic_children_action_list_SC_HOOLS_FINAL_17-09.pdf</a></p> <p>Contact PHE South West Centre HPT (Devon):</p> <p>Link for Public Health England: Public Health England Follaton House Plymouth Road Totnes Devon TQ9 5NE</p> <p>Telephone: 0300 303 8162 (option 1, then option 1)</p> <p>Out of hours advice: 0300 303 8162 (option 1)</p> <p>Details for booking tests to be available in the school office.</p>		

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<p>Manage confirmed cases of Coronavirus (COVID-19) amongst the school community.</p> <p>Contain any outbreak by following local health protection team advice</p>	<p>Confirmed case(s) of Coronavirus in the school community.</p> <p>Outbreak not contained adequately</p>	<p>Academies will take swift action when they become aware of a positive test result for a member of staff or pupil and will contact the local Health Protection team for advice.</p> <p>South West Centre (HPT) 0300 308 8162 (opt 1, then opt 1).</p> <p>Out of hours advice: 0300 303 8162 (opt 1).</p> <p>In this situation academies will follow the health protection advice.</p> <p>Academies will inform the CEO/ COO of the positive test result who will contact the Trustee Chair.</p>	<p>If the school has a reported positive case -we will contact PHE South West Centre HPT (Devon):</p> <p>Link for Public Health England: Public Health England Follaton House Plymouth Road Totnes Devon TQ9 5NE</p> <p>Telephone: 0300 303 8162 (option 1, then option 1) Out of hours advice: 0300 303 8162 (option 1)</p> <p>Use template letter from PHE in case of an outbreak to inform staff and parents.</p>	Viv Laity	

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<b>2. School Operations</b>					
<b>Transport:</b> <ul style="list-style-type: none"> <li>- Dedicated school transport considerations</li> <li>- Wider school transport considerations</li> </ul>	Increased risk of spread due to transport arrangements.	<p>Schools providing dedicated school transport will consider:</p> <ul style="list-style-type: none"> <li>- how pupils are grouped together on transport. Where possible this will reflect the bubbles that are adopted within school;</li> <li>- use of hand sanitiser upon boarding and/or disembarking;</li> <li>- additional cleaning of vehicles;</li> <li>- organised queuing and boarding where possible;</li> <li>- distancing within vehicles wherever possible</li> <li>- the use of face coverings for children over the age of 11 where appropriate.</li> </ul> <p>Schools will work closely with local authorities that have statutory responsibility for 'home to school transport' to ensure sufficient bus service provision.</p>	<p>Stagger the start and end of the day and encourage walking to and from school to try (limiting group size in line with current government guidance – 6 people) and limit congestion on the lower car park and the roads surrounding the school.</p> <p>Dedicated Mini-bus use:</p> <ul style="list-style-type: none"> <li>- Children to remain in their own bubbles</li> <li>- Additional cleaning – after use</li> <li>- Children to follow handwashing rules for changing room</li> </ul>	Rob Hamshar via newsletter	
<b>Attendance:</b> <ul style="list-style-type: none"> <li>- communicate clear and consistent expectations around school attendance to families (and any other professionals who work with the family where appropriate)</li> </ul>	Lack of consistent expectations around school attendance.	<p>Excellent attendance is expected by all children; a culture of attendance will be 'the norm'.</p> <p>This will be communicated to all parents and carers by the end of the summer term and through the Autumn term.</p>	<p>Parents clearly informed of the expectations for attendance by July 21<sup>st</sup> and the school's commitment to keeping the children safe – ensure all parents are aware of the precautions and plan in place.</p> <p>Repeatedly reiterate these expectations in the Autumn term – weekly newsletter</p>	Rob Hamshar	

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throughout the summer ahead of the new school year			<p>Newsletters to celebrate classes with excellent attendance.</p> <p>MB – monitoring the attendance of vulnerable pupils</p> <p>Ensure that all local and national guidance published is considered – plans adapted accordingly and parents informed in a timely manner – helping to maintain positive parental approach.</p>	Michelle Brant (SENDco)	
<ul style="list-style-type: none"> <li>Identify pupils who are reluctant or anxious about returning or who are at risk of disengagement and develop plans for re-engaging them. This should include 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</li> </ul>	<p>Lack of attendance, or anxiety around attending.</p> <p>Plans not in place to re-engage students.</p>	<p>A register of children who have not been regular engagers with online learning will be collated and these children will have attendance monitored closely.</p> <p>Attendance registers will be monitored by school staff and lack of attendance will be acted upon quickly.</p> <p>Where non-attendance is caused by anxiety, a range of strategies will be used to re-engage and promote good attendance. This could include work with TIS (Trauma Informed Schools) trained staff.</p>	<p>MB – to create a register of reluctant home learners Class teachers to monitor this group's attendance and emotional well-being.</p> <p>SENDCo to work with each teacher to observe, monitor and assess baseline emotional, social and behavioural needs of the children.</p> <p>Use prior attendance data to identify low attenders before lockdown – how are we providing for them.</p> <p>Consider:</p> <ul style="list-style-type: none"> <li>budget for supporting these children</li> </ul>	Michelle Brant	

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			<ul style="list-style-type: none"> <li>- what the best support for these children and groups is and how to utilise adult support to best support this group</li> <li>- how best to utilise 'catch-up funding</li> </ul> <p>TIS staff:</p> <ul style="list-style-type: none"> <li>- trained in latest guidance</li> <li>- Timetabling support</li> <li>- Provide structured and dynamic support plan</li> </ul>		
<ul style="list-style-type: none"> <li>- 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 pupils' regular attendance.</li> </ul>	Additional catch-up funding, pupil premium and resources not utilised to maximum impact.	<p>All academies will collate a plan for use of catch-up funding utilising research from (but not exclusively):</p> <ul style="list-style-type: none"> <li>• EEF <a href="https://educationendowmentfoundation.org.uk/covid-19-resources/covid-19-support-guide-for-schools/">https://educationendowmentfoundation.org.uk/covid-19-resources/covid-19-support-guide-for-schools/</a></li> <li>• John Hattie</li> </ul> <p>Trustees and LAC members will monitor the impact of these plans.</p>	<p>Monitor the publication of details of the catch-up funding and plan accordingly.</p> <p>Complete pre-emptive research considering the best use of any additional funding; including discussions with other LEAP academies regarding their plans for funding use.</p> <p>All teachers to complete a range of baseline assessments (academic and behavioural/social/emotional need)</p> <p>SENDCo to work with each teacher to observe, monitor and assess baseline emotional, social and behavioural needs of the children.</p>	Michelle Brant	



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			MB – pupil premium research		
<ul style="list-style-type: none"> <li>- 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</li> </ul>	Vulnerable children not given good support to enable a successful return to school.	<p>All academies will work closely with professionals to support the successful return to school for vulnerable pupils.</p> <p>This will include liaison with child social workers in particular.</p>	<p>MB to take responsibility for monitoring vulnerable pupils on their return</p> <ul style="list-style-type: none"> <li>- plan support according to level of need displayed</li> </ul> <p>ensure positive communications with all associated adults</p>	Michelle Brant	
<p>School Workforce:</p> <ul style="list-style-type: none"> <li>- Clinically extremely vulnerable: School leaders should be flexible in how those members of staff are deployed to enable them to work remotely where possible or in roles in school where it is possible to maintain social distancing.</li> <li>- If people with significant risk factors are concerned, we recommend schools discuss their concerns and explain the measures the school is putting in place to</li> </ul>	Clinically vulnerable staff are put at additional risk as a result of due care and attention.	<p>All Leading Edge staff will complete a risk assessment which indicates their personal level of risk.</p> <p>The guiding principles of GDPR must be adhered.</p> <p>Clinically extremely vulnerable members of staff (in receipt of NHS letter) will be deployed either remotely or where it is possible to maintain social distancing.</p> <p>School leaders will listen to concerns raised by others with significant risk factors and explain the measures that the school is putting in place to reduce risks.</p> <p>Following discussions, leaders will try to accommodate additional measures where appropriate.</p>	<p>Clinically extremely vulnerable = 0 Vulnerable = 3 (planning accordingly)</p> <p>A doctor's note will be required from anyone not intending to return.</p> <p><b>Government guidelines as of Sept 3rd, 2020</b> all those shielding are able to return to work.</p> <p>Complete return to work RA for anyone returning from shielding ensuring that the workplace is Covid-secure.</p> <p>All return to work plans will be made clear to all staff</p> <p>Staff Risk Assessment to be confirmed as still accurate and up to date</p>	Rob Hamshar/ Viv Laity	

Guidance Requirements	What are the hazards?	MAT wide controls/ procedures in place	School Actions	Action to be completed by	Action Status Ragged
reduce risks. School leaders should try as far as practically possible to accommodate additional measures where appropriate.					
<p>Supporting staff:</p> <ul style="list-style-type: none"> <li>Governing boards and school leaders should have regard to staff (including the headteacher) work-life balance and wellbeing. Schools should ensure they have explained to all staff the measures they are proposing putting in place and involve all staff in that process.</li> </ul>	<p>‘Burn-out’ of staff who have worked throughout the pandemic.</p> <p>Increased anxiety and stress levels in the school workforce.</p>	<p>Staff well-being will be priority 1 on the MAT Annual Development Plan (ADP).</p> <p>Each school will monitor the well-being and work-life balance of all staff and put strategies in place to provide support where needed.</p> <p>It should be noted that additional stress and anxiety can lead to fatigue.</p> <p>Chairs of LACs will regularly ‘check-in’ on headteachers and senior leadership teams.</p>	<p>School closed for the summer and the expectation for staff to re-charge in the holiday made clear – email and in person where possible.</p> <p>Staff well-being to be an agenda item for the weekly meeting with chair of the Local Academy committee.</p> <p>SLT to regularly check in on the well-being of all staff.</p> <p>Reinforce the recently reviewed Marking and Feedback Policy – live feedback, limited written feedback</p> <p>Staff meeting strictly timed Encourage staff to work efficiently leave marking at school.</p> <p>Staff to cover a maximum of one Funzone per two weeks, while clubs are on-hold.</p>	Rob Hamshar/ Ashley Larter	
Staff deployment:			After the confirming the staff risk assessments make any necessary		

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<ul style="list-style-type: none"> <li>Schools may need to alter the way in which they deploy their staff and use existing staff more flexibly to welcome back all pupils at the start of the autumn term. Managers should discuss and agree any changes to staff roles with individuals.</li> </ul>	Inadequate staffing levels to support a full return for all pupils.	<p>Each school will plan staff deployment effectively and discuss temporary staff changes to roles with individual staff and local trade unions prior to opening.</p> <p>Employees should not suffer any detriment in pay and conditions for the period of any temporary changes that are introduced.</p>	<p>provision to ensure staffing is adequate:</p> <ul style="list-style-type: none"> <li>alterations to staffing expectations</li> <li>discussion to reiterate school safety measures and general reassurance.</li> </ul>	Rob Hamshar/ Ashley Larter	
<p>Deploying support staff and accommodating visiting specialists</p> <ul style="list-style-type: none"> <li>Schools should ensure that appropriate support is made available for pupils with SEND, for example by deploying teaching assistants and enabling specialist staff from both within and outside the school to work with pupils in different classes or year groups.</li> <li>When deploying support staff flexibly it is important that headteachers consider regulated</li> </ul>	Staff are not deployed effectively to support all pupils- particularly vulnerable pupils and pupils with SEND.	<p>SENDCO's in academies will be involved in planning provision for pupils with SEND. This will include provision mapping for these children including the deployment of specialist staff where appropriate.</p> <p>All academies will ensure that the 'Keeping Children Safe In Education Part 3</p>	<p>Staff to be re-sent Keeping Children Safe in Education – re-read</p> <ul style="list-style-type: none"> <li>MB to discuss a key aspect of the document at each staff meeting, as ongoing CPD and commitment to Safeguarding – teachers to share this with their TAs / MB to cascade to other TAs</li> </ul> <p>MB consider:</p> <ul style="list-style-type: none"> <li>Timetabling supporting SEND children</li> <li>Whether provision maps need a back to school element in them detailing relevant support</li> <li>what the best support for these children and groups is and how to utilise adult support to best support this group</li> </ul> <p>TIS staff:</p>	Michelle Brant	

Guidance Requirements	What are the hazards?	MAT wide controls/ procedures in place	School Actions	Action to be completed by	Action Status Ragged
activity and ensure only those who have the appropriate checks are allowed to engage in regulated activity.	Additional staff utilised to support pupils which breach the school safeguarding policies on regulated activity.	<a href="https://www.gov.uk/government/publications/keeping-children-safe-in-education--2">https://www.gov.uk/government/publications/keeping-children-safe-in-education--2'</a> and Leading Edge Safeguarding and Child protection policy and procedures are adhered to.  Staff deployment will be considered carefully to provide the most effective impact.  <a href="https://educationendowmentfoundation.org.uk/tools/guidance-reports/making-best-use-of-teaching-assistants/">https://educationendowmentfoundation.org.uk/tools/guidance-reports/making-best-use-of-teaching-assistants/</a>	<ul style="list-style-type: none"> <li>- Trained in latest guidance</li> <li>- Timetabling support</li> <li>- Provide structured and dynamic support plan</li> </ul>		
Recruitment <ul style="list-style-type: none"> <li>- Recruitment should continue as usual</li> </ul>	Lack of recruitment to roles in school	Recruitment of staff will continue in-line with usual safer recruitment policy guidance. Recruitment activities will be adjusted to adhere to government guidance on social distancing.	See recruitment process for Class teacher in July 2020	Rob Hamshar	
Supply teachers and other temporary or peripatetic teachers <ul style="list-style-type: none"> <li>- Schools can continue to engage supply teachers and other supply staff during this period</li> </ul>	Curriculum provision limited by lack of teachers and peripatetic teachers.	Academies will use supply teachers and peripatetic staff where needed to maintain strong curriculum delivery.  All additional staff will be fully inducted using risk assessments and school policies.	All supply staff to be provided with the school guidance and timetabling upon booking / arrival in school with TAs to support with implementation of these.	Dot Whipp (Secretary)	Ongoing
Expectation and deployment of ITT trainees			Any ITT trainees to be provided with the school guidance and timetabling upon arrival in school, with TAs to	Rob Hamshar	

Guidance Requirements	What are the hazards?	MAT wide controls/ procedures in place	School Actions	Action to be completed by	Action Status Ragged
<ul style="list-style-type: none"> <li>- We strongly encourage schools to consider hosting ITT trainees.</li> </ul>	Lack of trainee teachers joining the wider workforce.	Academies will support ITT trainees where practicable.	support with implementation of these.		
<p>Staff taking leave</p> <ul style="list-style-type: none"> <li>- As would usually be the case, staff will need to be available to work in school from the start of the autumn term. We recommend that school leaders discuss leave arrangements with staff before the end of the summer term to inform planning for the autumn term</li> <li>- Where it is not possible to avoid a member of staff having to quarantine during term time, school leaders should consider if it is possible to temporarily amend working arrangements to enable them to work from home.</li> </ul>	Unavailability of staff for the start of the autumn term.	<p>Staff are expected to be available to work in school from the start of the autumn term. School leaders will inform staff of this expectation before the end of the summer term.</p> <p>Staff must consider any need for quarantine during term time when booking holidays. Staff will be expected to consider this risk when booking holidays in August 2020.</p> <p>Staff who have booked holidays prior to the pandemic will not be penalised if quarantine is needed. In this case, a working from home agreement will be considered.</p>	<p>All staff were made aware of the guidance in July 2020</p> <p>Check with staff if any have pre-booked holidays where an enforced quarantine will impact their return to work – plan accordingly.</p>	Rob Hamshar	
Other support					Ongoing

Guidance Requirements	What are the hazards?	MAT wide controls/ procedures in place	School Actions	Action to be completed by	Action Status Ragged
<ul style="list-style-type: none"> <li>Volunteers may be used to support the work of the school, as would usually be the case.</li> </ul>	Volunteer staff not utilised to support the delivery of a broad and balanced curriculum.	Volunteer staff will be able to support the delivery of a broad and balanced curriculum. Academies will follow the Leading Edge safeguarding and Covid-19 policies regarding the use of volunteer staff.	<p>Teachers made aware of the regulations regarding continued use of volunteers.</p> <p>Any visitors to the school will undergo all usual checks and safeguarding procedures and be notified of Covid related school expectations.</p>	Dot Whipp	
<p>Safeguarding</p> <ul style="list-style-type: none"> <li>Schools should consider revising their child protection policy (led by their Designated Safeguarding Lead) to reflect the return of more pupils</li> <li>Designated safeguarding leads (and deputies) should be provided with more time, especially in the first few weeks of term, to help them provide support to staff and children regarding any new safeguarding and welfare concerns and the handling of</li> </ul>	<p>Safeguarding inadequacies as a result of lack of child protection policy revision.</p> <p>Safeguarding concerns are not acted on promptly due to lack of time for DSL's and DDSL's.</p>	<p>All academies will ensure that the 'Keeping Children Safe In Education Part 3' and Leading Edge Child Protection Policy (in particular the Covid-19 addendum) is adhered to.</p> <p><a href="https://www.gov.uk/government/publications/keeping-children-safe-in-education--2">https://www.gov.uk/government/publications/keeping-children-safe-in-education--2</a></p> <p>A Leading Edge Child Protection Policy Addendum will be provided for all academies. This will be displayed on the website of each school and on the Leading Edge website.</p> <p>All staff will receive a copy of the addendum and sign to say that they have read it.</p> <p>DSL's and DDSL's in all academies will be aware of the additional welfare concerns that may arise following 'lockdown' and time will be allocated to allow for follow up</p>	<p>Review individual pupil's EHCP to consider what can reasonably be provided whilst in school</p> <p>Where EHCPs have been adapted to make any allowances for the restrictions of COVID-19, these plans are reviewed to include the interim arrangements</p> <p>Safeguarding remains highest priority and policy is updated to reflect changes</p> <p>All staff are briefed on updated safeguarding arrangements, including those contacting families of pupils that are not attending school KCSIE – distributed and discussed in staff meeting and LAC meeting Sept.</p>	Michelle Brant	

Guidance Requirements	What are the hazards?	MAT wide controls/ procedures in place	School Actions	Action to be completed by	Action Status Ragged
referrals to children's social care and other agencies where these are appropriate, and agencies and services should prepare to work together to actively look for signs of harm.		<p>and support work. All concerns will be recorded on each school's online safeguarding system (CPOMS or My Concern) and acted on quickly.</p> <p>Staff in academies will be asked to be extra vigilant and aware that risks may have increased during the pandemic.</p>	<p>All DSLs have swift access to advice from LA, MARU, school / health visitors and police</p> <p>DSL capacity is factored into staffing arrangements to ensure enough staff are available to deal with the potential increase in disclosures from pupils</p> <p>Contact is maintained with families where there are vulnerable pupils that are not attending school due to parent/carer decision Multi-agency arrangements in place to support early help</p> <p>School is aware of support through Early Help Hubs</p> <p>Advice is available through MARU Safeguarding and Prevent Team</p> <p>Ensure that the safeguarding policy reflects the current situation.</p>		
<p>Catering</p> <ul style="list-style-type: none"> <li>- We expect that kitchens will be fully open from the start of the autumn term</li> <li>- School kitchens can continue to operate, but must comply with</li> </ul>	Daily food provisions not in place for all pupils.	<p>All school kitchens will open from the start of the autumn term.</p> <p>Where catering is provided 'in-house' a Leading Edge 'in-house' catering risk assessment will be completed.</p>	<p>Chartwell's to provide a take-away school lunch service, Classes to eat in class</p>	Rob Hamshar/ Dot Whipp (Secretary)	

Guidance Requirements	What are the hazards?	MAT wide controls/ procedures in place	School Actions	Action to be completed by	Action Status Ragged
<a href="#">the guidance for food businesses on coronavirus (COVID-19)</a>		Where catering is provided by a catering company, they will provide a Covid-19 secure statement.			
<p>Estates</p> <ul style="list-style-type: none"> <li>- We do not consider it necessary for schools to make significant adaptations to their site to enable them to welcome all children back to school.</li> <li>- It is important that, prior to reopening for the autumn term, all the usual pre-term building checks are undertaken to make the school safe.</li> <li>- Once the school is in operation, it is important to ensure good ventilation. Advice on this can be found in Health and Safety Executive guidance on <a href="#">air conditioning and ventilation during the coronavirus outbreak</a>.</li> </ul>	<p>Premises/grounds not checked to ensure that it is safe to open.</p> <p>Ventilation systems not working.</p>	<p>Academies will ensure that all health and safety compliance checks are up to date, ensuring appropriate records have been kept. (Fire safety, emergency lighting, safeguarding arrangements, legionella control, premises and grounds checks.)</p> <p>Additional Water Sampling and Gas safety checks to be completed before returning to school where necessary.</p> <p>Fire drills and procedures will be reviewed to ensure compliance will still be maintained.</p>	<p>All statutory compliance to be kept up to date:</p> <ul style="list-style-type: none"> <li>o Water systems sampled, chlorination, flushing and certification by a specialist contractor has been arranged where necessary.</li> </ul>	Viv Laity	
			<p>Fire procedures have been reviewed and revised where required, due to:</p> <ul style="list-style-type: none"> <li>o Reduced numbers of pupils/staff</li> <li>o Possible absence of fire marshals</li> </ul> <p>Social distancing rules during evacuation and at muster points:</p> <ul style="list-style-type: none"> <li>o Possible need for additional muster point(s) to enable social distancing where possible</li> </ul> <p>Staff, pupils and governors have been briefed on any new evacuation procedures.</p> <p>Fire marshals have been trained and briefed appropriately.</p> <p>Fire drill arranged in line with Covid plan.</p>	Viv Laity	Ongoing



Guidance Requirements	What are the hazards?	MAT wide controls/ procedures in place	School Actions	Action to be completed by	Action Status Ragged
			<p>Plans for fire evacuation drills are in place and are in line with social distancing measures, with marked areas if required</p> <p>An additional staff rota is in place for fire marshals to cover any absences and staff have been briefed accordingly. Staff appropriately trained in fire marshal duties as required</p>		
<p><b>Educational visits</b></p> <ul style="list-style-type: none"> <li>- We continue to advise against domestic (UK) overnight and overseas educational visits at this stage see <a href="#">coronavirus: travel guidance for educational settings</a>.</li> <li>- In the autumn term, schools can resume non-overnight domestic educational visits</li> <li>- As normal, schools should undertake full and thorough risk assessments in relation to all educational visits to ensure they can be</li> </ul>	<p>Pupils and staff put at increased risk of contracting Coronavirus as a result of overnight or overseas visits.</p>	<p>Domestic overnight and overseas educational visits will be temporarily discontinued.</p> <p>Non-overnight domestic educational visits can resume provided full risk assessments are in place. Risk assessments must include additional control measures related to Coronavirus.</p>	<p>Initially no off-site trips, until routines established</p> <ul style="list-style-type: none"> <li>- Review as guidance changes</li> <li>- Re-consider the schools position on this by half term</li> </ul> <p>HT / DHT, EVC, H &amp; S Co-ordinator:</p> <ul style="list-style-type: none"> <li>- to determine date when trip will commence, ensuring all aspects of visits are considered, including allowing time for cleaning Minibuses after use.</li> </ul> <p>To fully review current trip RA's</p> <p>Consider the health and safety guidance on educational visits</p>	<p>Rob Hamshar/ Viv Laity</p>	

Guidance Requirements	What are the hazards?	MAT wide controls/ procedures in place	School Actions	Action to be completed by	Action Status Ragged
done safely. As part of this risk assessment, schools will need to consider what control measures need to be used and ensure they are aware of wider advice on visiting indoor and outdoor venues. Schools should consult the <a href="#">health and safety guidance on educational visits</a> when considering visits.					
<p>School uniform</p> <ul style="list-style-type: none"> <li>- It is for the governing body of a school to make decisions regarding school uniform.</li> <li>- We would, however, encourage all schools to return to their usual uniform policies in the autumn term.</li> <li>- Schools should consider how pupil non-compliance is managed, taking a mindful and considerate approach</li> </ul>	<p>Inconsistency of school uniform.</p> <p>Lack of school uniform does not support the ethos of the schools and collective responsibility.</p>	<p>Parents/carers will be signposted towards where and how uniform for September can be purchased by the end of the summer term.</p> <p>Previous school uniform policies in schools will resume.</p> <p>Non-compliance will be dealt with mindfully and considerately where financial pressures have affected the ability to buy uniform.</p>	<p>Pupils are expected to wear school uniform as per usual in September – parents already informed.</p> <p>Inform parents of this requirement and signpost the uniform shop.</p> <p>Any parents requiring support to provide uniform to be considered sensitively – use spare uniform in school.</p>	Rob Hamshar	

Guidance Requirements	What are the hazards?	MAT wide controls/ procedures in place	School Actions	Action to be completed by	Action Status Ragged
in relation to parents who may be experiencing financial pressures.					
<p>Extra-curricular provision</p> <ul style="list-style-type: none"> <li>- Schools should consider resuming any breakfast and after-school provision, where possible, from the start of the autumn term.</li> <li>- Schools should carefully consider how they can make such provision work alongside their wider protective measures, including keeping children within their year groups or bubbles where possible. If it is not possible to maintain bubbles being used during the school day then schools should use small, consistent groups.</li> <li>- Schools can consult the guidance produced for summer</li> </ul>	<p>Opportunities missed for re-engagement of pupils.</p> <p>Parents/carers unable to resume normal work hours due to lack of childcare provision.</p>	<p>Academies will consider resuming any breakfast and after-school provision from the start of the Autumn term.</p> <p>The aim of these activities will be:</p> <ul style="list-style-type: none"> <li>- To provide opportunities for re-engagement with peers;</li> <li>- Ensure pupils are provided with a healthy breakfast;</li> <li>- To support working parents/carers.</li> </ul> <p>Solutions will be considered that enable children to be kept within their year group 'bubbles'. If this is not possible then small consistent groups will be considered which may be prioritised.</p> <p>Academies will consult the guidance produced for summer holiday childcare to plan provision, available at <a href="#">Protective measures for out-of-school settings during the coronavirus (COVID-19) outbreak</a></p> <p>Contact sports/ activities will not take place during extra-curricular provision.</p> <p>Parents will be asked to limit the number of different wraparound providers they access, as far as possible.</p>	<p>Inform parents of the school plan to start-wrap around care from week two, after considering how many will require this provision and planning appropriately.</p> <p>All usual RA considerations for school applied to wrap around care.</p> <p>Booking online to ensure numbers are maintained at an appropriate level.</p> <p>Where food is prepared – hand hygiene maintained.</p> <p>Wrap around care groupings need to be fluid due to inconsistent group sizes and make-up.</p> <p>No clubs until half term – review at this stage.</p>	Rob Hamshar	

Guidance Requirements	What are the hazards?	MAT wide controls/ procedures in place	School Actions	Action to be completed by	Action Status Ragged
<p>holiday childcare, available at outbreaks much of this will be useful in planning extra-curricular provision. This includes schools advising parents to limit the number of different wraparound providers they access, as far as possible.</p>					

### 3. Curriculum, behaviour and pastoral support

The key principles that underpin advice on curriculum planning are:

- education is not optional: all pupils 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 pupils 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 pupils remotely, where this is needed.

Guidance Requirements	What are the hazards?	MAT wide controls/ procedures in place	School Actions	Action to be completed by	Action Status Ragged
<ul style="list-style-type: none"> <li>- Teach an ambitious and broad curriculum in all subjects from the start of the autumn term but make use of existing flexibilities to create time to cover the most important missed content.</li> <li>- Aim to return to the school's normal curriculum in all subjects by summer term 2021.</li> </ul>	Lack of an inspirational, ambitious, broad and balanced curriculum which does not take children from where they are, to where they need to be.	<p>All academies will continue to provide a broad and balanced curriculum.</p> <p>Research circles will continue to meet (either digitally or in-person) to work on curriculum development. Concept development and sequencing will be the first priority.</p> <p>Headteachers/ Principals will drive the curriculum provision and its impact will be monitored by LAC and Trust board members.</p> <p>Research circles will continue to meet (either digitally or in-person) to work on curriculum development.</p> <p>Curriculum development will be Focus 1 on the MAT ADP.</p>	<p>Teaching staff will make observational assessments of all pupils on their return:</p> <ul style="list-style-type: none"> <li>- Social, personal, emotional, confidence,</li> <li>- Any curricular gap</li> </ul> <p>All year groups to plan a REAL project-based curriculum in-line with previous years</p> <ul style="list-style-type: none"> <li>- Socially distanced project tuning to take place during INSET days in September and first week's staff meeting</li> </ul> <p>Aim to start from the expected starting point for each year group.</p> <ul style="list-style-type: none"> <li>- Considering whole school English project for the first two weeks</li> <li>- Using the White Rose revised materials – which have built in reinforcing the areas from last year missed</li> </ul> <p>All teachers complete agreed baseline assessments for every child – identify greatest need and how best to utilise 'catch-up' funding.</p>	Rob Hamshar/ Teaching staff	



Guidance Requirements	What are the hazards?	MAT wide controls/ procedures in place	School Actions	Action to be completed by	Action Status Ragged
	Lack of digital resources/ technology.	CPD will be put in place for all staff needing support so that the offer is equitable for all.  Academies will aim to provide the best possible technologies for pupils to use and establish how this can be used at both at school and remotely.	Maintain teacher confidence in teaching via Seesaw – consider any CPD, utilise in-house expertise (AL – complete updates for all staff in staff meetings)	Nicky Davies	
<ul style="list-style-type: none"> <li>For pupils in key stages 1 and 2, school leaders are expected to prioritise identifying gaps and re-establish good progress in the essentials (phonics and reading, increasing vocabulary, writing and mathematics), identifying opportunities across the curriculum so they read widely, and developing their knowledge and vocabulary. The curriculum should remain broad, so that the majority of pupils are taught a full range of subjects over the year, including sciences, humanities, the arts, PE/sport, RE and RHE.</li> </ul>	Gaps in learning in 'essentials' not identified - pupils 'slipping through the net'	<p>Whilst the curriculum will remain broad, in key stages 1 and 2, leaders will prioritise identifying gaps and establishing good progress in:</p> <ul style="list-style-type: none"> <li>- phonics and reading</li> <li>- increasing vocabulary</li> <li>- writing</li> <li>- mathematics</li> </ul> <p>Gaps in learning will be identified using diagnostic testing and analysis.</p>	<p>Diagnostic testing – consider use the previous year groups end of year assessments (NFER) / phonics to identify any gaps that need addressing in planning.</p> <p>Assessments to take place within the first half term – reading, SPAG, Maths, Writing, Phonics.</p> <p>Year group planning – project tuning – to identify increased opportunities for reading development</p> <ul style="list-style-type: none"> <li>- Key texts lists for projects</li> </ul> <p>As and when guidance for 'Catch-up' budget is published consider best use: in line with the EEF research.</p> <p>MB to work with class teachers to identify children in need of 'catch-up' work, TIS support and consider best use of her time and TA time (TIS TAs / AW) in providing this.</p> <p>Early Pupil Progress meetings to identify children each class teacher is</p>	<p>Rob Hamshar/ Ashley Larter</p> <p>Michelle Brant</p>	

Guidance Requirements	What are the hazards?	MAT wide controls/ procedures in place	School Actions	Action to be completed by	Action Status Ragged
			<p>concerned about and plan accordingly.</p> <p>Initially reduced access to:</p> <ul style="list-style-type: none"> <li>- No indoor PE</li> <li>- No outside visits – except transition activities for Year 6</li> <li>- Music lessons in line with most recent PHE guidance on music teaching</li> </ul> <p><a href="https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#music-dance-and-drama-in-school">https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#music-dance-and-drama-in-school</a></p>		
<p>Music activity in schools. Schools should note that there may be an additional risk of infection in environments where you or others are singing, chanting, playing wind or brass instruments or shouting (even if individuals are at a distance).</p> <ul style="list-style-type: none"> <li>- Schools should consider how to reduce the risk, particularly when pupils are playing</li> </ul>	Social distancing not maintained during music activities.	<p>Academies will value music as an integral part of a broad and balanced curriculum whilst appreciating that risk of infection may be increased without additional controls.</p> <p>Academies will consider how to control such risks by:</p> <ul style="list-style-type: none"> <li>• physical distancing</li> <li>• playing outside</li> <li>• limiting group sizes to no more than 15</li> <li>• positioning pupils back-to-back or side-to-side</li> <li>• avoiding sharing of instruments</li> <li>• ensuring good ventilation</li> </ul>	<p>No indoor PE for the first half term</p> <p>No sports clubs</p> <p>Music guidance to be fully implemented:</p> <p><a href="https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#music-dance-and-drama-in-school">https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#music-dance-and-drama-in-school</a></p> <p>Restarting peripatetic music lessons as soon as possible in line with PHE guidance</p> <ul style="list-style-type: none"> <li>- all staff made fully aware of the school's RA and return to school strategy</li> </ul>	Rob Hamshar/ Ashley Larter	



Guidance Requirements	What are the hazards?	MAT wide controls/ procedures in place	School Actions	Action to be completed by	Action Status Ragged
<p>instruments or singing in small groups such as in music lessons by, for example,</p> <ul style="list-style-type: none"> <li>physical distancing</li> <li>playing outside</li> <li>limiting group sizes to no more than 15</li> <li>positioning pupils back-to-back or side-to-side</li> <li>avoiding sharing of instruments</li> <li>ensuring good ventilation</li> </ul> <p>- Singing, wind and brass playing should not take place in larger groups such as school choirs and ensembles, or school assemblies.</p>		<p>Singing, wind and brass playing will not take place in larger groups such as school choirs and ensembles, or school assemblies.</p>	<p>- all staff greeted and re-settled by a member of the SLT, addressing any concerns or anxieties.</p>		
<p>Physical activity in schools</p> <p>- Schools have the flexibility to decide how physical education, sport and physical activity will be provided whilst</p>	<p>Social distancing not maintained during physical activities.</p>	<p>Physical activity will be valued in the academies as an important aspect of pupil well-being as well as development.</p> <p>PE sessions will follow current afPE Guidance Document: COVID-19: Interpreting the Government Guidance in a PESSPA Context.</p>	<p>PE:</p> <ul style="list-style-type: none"> <li>Outdoor PE timetabled for all – explore the range of possible activities to add variety to Daily Mile provision</li> <li>One bubble per day for the whole afternoon – children wear PE kit to school all day</li> </ul>	<p>Kate Ellis</p>	

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<p>following the measures in their system of controls.</p> <ul style="list-style-type: none"> <li>- Pupils should be kept in consistent groups, sports equipment thoroughly cleaned between each use by different individual groups, and contact sports avoided.</li> <li>- 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. Schools should consider carefully how such arrangements can operate within their wider protective measures</li> </ul>		<p>All staff teaching physical activity will be reminded of the hierarchy of control measures:</p> <ol style="list-style-type: none"> <li>1) Avoiding contact with anyone with symptoms.</li> <li>2) Frequent hand washing and good respiratory hygiene practices.</li> <li>3) Regular cleaning of settings.</li> <li>4) Minimising contact and mixing.</li> </ol> <p>Pupils will be taught physical activity in their groupings/ bubbles.</p> <p>Sports equipment will be thoroughly cleaned between use by each individual.</p> <p>Within the hierarchy of measures, external coaches and organisations may be used to support physical activity delivery.</p>	<ul style="list-style-type: none"> <li>- No indoor PE for the first half term – review ASAP</li> <li>- All equipment cleaned fully after each use</li> <li>- All children sanitise hands before / after / in the middle of the session</li> <li>- No physical contact / contact sports, games</li> </ul> <p>CLUBS:</p> <ul style="list-style-type: none"> <li>- No sports clubs for the first half term – review ASAP</li> <li>- In line with most recent government guidance:</li> </ul> <p>EXTERNAL COACHING:</p> <ul style="list-style-type: none"> <li>- All opportunities for additional in-school coaching will be considered</li> <li>- All in-school guidance and expectations for H and S and Safeguarding to be maintained</li> </ul>		
<p>Catch-up support</p> <ul style="list-style-type: none"> <li>- Whilst headteachers will decide how the money is spent, the Education Endowment Foundation has published <a href="#">guidance on</a></li> </ul>	Catch-up funding is not utilised effectively to identify and fill gaps in learning	<p>Each school will decide on the most effective way to use catch-up funding using guidance from the EEF and other current guidance e.g.</p> <ul style="list-style-type: none"> <li>- Barry Carpenter (Recovery Curriculum)</li> </ul>	<p>As and when the catch-up budget has been confirmed and guidance for its use been published, we will consider its best use.</p> <p>Initial ideas are to explore:</p> <ul style="list-style-type: none"> <li>- TA support for catch-ups</li> <li>- SENDCo support for catch-ups</li> </ul>	Rob Hamshar/ Michelle Brant	

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<a href="#">effective interventions to support schools</a> . For pupils with complex needs, we strongly encourage schools to spend this funding on catch-up support to address their individual needs.		<ul style="list-style-type: none"> <li>- John Hattie (What really makes a difference to a child's ability?)</li> <li>- James Durran</li> </ul> <a href="https://jamesdurran.blog/2020/07/06/resuming-the-curriculum-september-2020/">https://jamesdurran.blog/2020/07/06/resuming-the-curriculum-september-2020/</a> This will be an agenda item at each Executive Headteachers' meeting during the Autumn term so that lessons around impact can be learnt and shared. The use of catch-up funding will be monitored by the CEO, LACs and Trust board members.	<ul style="list-style-type: none"> <li>- Additional IT provision</li> </ul> <i>SLT agenda item for September.</i> All teachers complete agreed baseline assessments for every child – identify greatest need and how best to utilise 'catch-up' funding.		
Pupil wellbeing and support <ul style="list-style-type: none"> <li>- The Department for Education, Public Health England and NHS England are hosting a free webinar for school and college staff on 9 July to set out how to support returning pupils and students, and a recording will be available to access online afterwards - see <a href="#">DfE - Supporting pupil and student mental wellbeing</a> for further details.</li> <li>- The Whole School SEND consortium will be delivering some training and how-tos for mainstream school teachers (including free insets and webinars) on supporting pupils 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 <a href="#">events page</a> of the SEND Gateway.</li> <li>- DfE has also published the first of the relationship, 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 <a href="#">teaching about mental wellbeing</a>, 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.</li> </ul>					
<ul style="list-style-type: none"> <li>- <a href="#">Schools should consider the provision of pastoral and extra-curricular activities to all pupils designed to:</a> <ul style="list-style-type: none"> <li>• support the rebuilding of</li> </ul> </li> </ul>	Opportunities for the provision of pastoral support and extra-curricular support fails to meet needs.	Academies will use a range of strategies to: <ul style="list-style-type: none"> <li>- support the rebuilding of friendships and social engagement</li> <li>- equip pupils to respond to issues which have arisen as a result of Coronavirus</li> <li>- improve physical and mental well-being</li> </ul>	Pastoral activities: <ul style="list-style-type: none"> <li>- all classes to complete weekly PSHE lessons following the Jigsaw Curriculum</li> <li>- Teacher to utilise opportunities to reinforce and build PSHE / Covid awareness and confidence into their teaching throughout the week.</li> </ul>	Michelle Brant/ Kate Ellis (Rob Hamshar)	Planning in process

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<p>friendships and social engagement</p> <ul style="list-style-type: none"> <li>• address and equip pupils to respond to issues linked to coronavirus (COVID-19)</li> <li>• support pupils with approaches to improving their physical and mental wellbeing</li> </ul>		<p>Trauma Informed Schools (TIS) will be utilised in all academies to provide pastoral support.</p>	<ul style="list-style-type: none"> <li>- TIS assessments for pupils identified as vulnerable or in-need by teachers and the SENDCo</li> <li>- TIS sessions timetable and planned for children with existing need as well as building in further sessions for pupils identified upon their return to school.</li> </ul> <p>Extra-curricular activities:</p> <ul style="list-style-type: none"> <li>- All school clubs to be stopped for the first half term – review ASAP</li> </ul> <p>*Teachers utilised to cover the wrap around provision.</p> <p>Activities to re-establish and rebuild social:</p> <ul style="list-style-type: none"> <li>- Consider use of the 2-week English / PSHE unit</li> <li>- Initial few weeks planning to incorporate re-establishing social bonds and teamwork</li> </ul> <p>Direct teaching for around COVID for pupils:</p> <ul style="list-style-type: none"> <li>- Hand washing directly taught on day 1 – posters to reinforce in all toilets and at all sinks (repeat these lessons as regularly as is required for each year group (revisit at least weekly).</li> </ul>		

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			<ul style="list-style-type: none"> <li>- Routines for covid in each bubble directly taught on day 1 and repeated daily until all children are 100% confident in their expectations (daily reinforcement at first and then reduce as children are more confident.)</li> <li>- Behaviour expectations directly taught: <ul style="list-style-type: none"> <li>o Physically distancing</li> <li>o hand hygiene,</li> <li>o respiratory hygiene – catch-it, bin-it, kill-it!</li> <li>o New behaviour expectations explicitly taught and shared</li> </ul> </li> <li>- All children informed of the school procedure should anyone be taken ill with Covid symptoms during school time – what will the teacher wear, where will they be taken, what happens next – this needs to be completed sensitively and relative to the age of the children (aiming to inform and therefore reduce anxiety – the school has a plan and in case a child does get taken ill)</li> </ul> <p>Ensuring we fulfil our role in improving and their physical and mental well-being:</p> <ul style="list-style-type: none"> <li>- Jigsaw</li> </ul>		

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			<ul style="list-style-type: none"> <li>- PE and physical activity on a daily basis</li> <li>- Teacher observations of children to identify any physical or mental well-being issues – seek immediate advice from SENDCo / SLT if concerns arise.</li> </ul>		
<ul style="list-style-type: none"> <li>- Schools should also provide more focused pastoral support where issues are identified that individual pupils may need help with, drawing on external support where necessary and possible. Schools should also consider support needs of particular groups they are already aware need additional help (for example, children in need), and any groups they identify as newly vulnerable on their return to school.</li> </ul>	Pastoral support not being provided to those most at need	<p>Academies will focus pastoral support (using external agencies where appropriate) to individuals or groups with higher need.</p> <p>SENDCOs or pastoral support leads will ensure that those most in need are provided with additional pastoral support.</p>	SENDCo to work closely with and advise all teachers on support available and required, as and when individual need is identified.	Michelle Brant	
<ul style="list-style-type: none"> <li>- Schools should consider how they are working with external multi-agencies</li> </ul>	External multi-agencies and school	Academies will engage with school nurses to support the well-being of pupils.	Individual risk assessments for vulnerable children completed –	Michelle Brant	

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including school nursing services to support the health and wellbeing of their pupils; school nursing services have continued to offer support as pupils return to school	nursing resources not fully utilised.	SENDCOs and pastoral leaders will ensure that all vulnerable children and parents/carers who need to engage with school nursing are able to.	considering the need to engage with the school nurse.		
	Bereavement of staff, pupils or family members.	<p>Academies will provide compassionate bereavement support as detailed in their bereavement policies.</p> <p>Support from teachers and school staff is crucial for bereaved children and young people.</p> <p>Academies will seek support from external agencies such as:</p> <p><a href="https://www.penthaligonsfriends.org.uk">https://www.penthaligonsfriends.org.uk</a></p> <p><a href="https://www.winstonswish.org/coronavirus-schools-support-children-young-people/">https://www.winstonswish.org/coronavirus-schools-support-children-young-people/</a></p>	Follow MAT wide controls	Teaching staff	
<p>Behaviour expectations</p> <ul style="list-style-type: none"> <li>Schools should consider updating their behaviour policies with any new rules/ policies and consider how to communicate rules/policies clearly and consistently to staff, pupils and</li> </ul>	<p>Poor behaviour increases contamination risks</p> <p>Whilst children have had sustained periods of missed schooling, socially acceptable behaviours may have altered negatively.</p>	<p>Academies will update behaviour policies and expectations to consider the hierarchy of measures and how good behaviour will reduce risk.</p> <p>No cross-bubble behaviour interventions will be used.</p> <p>Policies will clearly state the consequences of poor behaviour, including sanctions in addition to positive measures to support positive behaviour.</p>	<p>As per the start of any school year, class teachers will reiterate the three school rules and what this will look like for their class.</p> <p>Covid rules for children clearly established:</p> <ul style="list-style-type: none"> <li>Hand, respiratory, physical distancing rules</li> <li>Consider how these fit with the hierarchy of behaviours in the school policy – clearly state the</li> </ul>	Rob Hamshar/ Class teacher	

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<p>parents, setting clear, reasonable and proportionate expectations of pupil behaviour.</p> <ul style="list-style-type: none"> <li>- Schools should set out clearly at the earliest opportunity the consequences for poor behaviour and deliberately breaking the rules and how they will enforce those rules including any sanctions.</li> </ul>			<p>consequences for deliberately breaking covid rules.</p> <p>Any additions to the school behaviour policy must be communicated to all staff and parents – update of the website for parents and on basecamp for staff.</p> <p>In-line with the current behaviour policy all staff will calmly and reassuringly reinforce the school rules with positive behaviour strategies.</p>		



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<b>4. Assessment and accountability</b>					
<p>Primary assessment</p> <p>Statutory primary assessments will take place in summer 2021. The early years foundation stage profile, and all existing statutory key stage 1 and 2 assessments, should return in 2020 to 2021 in accordance with their usual timetables. This includes:</p> <ul style="list-style-type: none"> <li>the phonics screening check</li> <li>key stage 1 tests and teacher assessment</li> <li>the Year 4 multiplication tables check</li> <li>key stage 2 tests and teacher assessment</li> <li>statutory trialling</li> </ul> <p>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.</p>					
<b>5. Contingency planning to provide continuity of education in the case of a local outbreak</b>					
<p>Contingency plans for outbreaks:</p> <p>Where a class, group or small number of pupils need to self-isolate or there is a local lockdown requiring pupils to remain at home, we expect schools to have the capacity to offer immediate remote education.</p>					
<p>Remote education support</p> <ul style="list-style-type: none"> <li>In developing these contingency plans, we expect schools to: <ul style="list-style-type: none"> <li>use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos, and that is linked</li> </ul> </li> </ul>	<p>Lockdown or isolation affecting the provision of a high-quality curriculum.</p>	<p>In the event of local (or wider) lockdown or where pupils need to self-isolate our current remote learning offer will be resumed as a minimum. The sequence of curriculum delivery will be maintained.</p> <p>Access to digital technology resources will be available for both in-school and remote learning.</p> <p>A MAT-wide programme of CPD support alongside mentoring will be put together to ensure that all staff can use the digital learning platforms to good effect.</p>	<p>All lockdown remote learning practice would immediately re-start.</p> <p>The lesson sequencing would continue in-line with Medium Term Planning and Year group expectations.</p> <ul style="list-style-type: none"> <li>Daily English with a mix of all elements being taught</li> <li>Daily maths – in line with the white rose planning documents</li> <li>Weekly Science, PSHE,</li> <li>Weekly assembly</li> </ul>	<p>Rob Hamshar/ Ashley Larter</p>	

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<p>to the school's curriculum expectations</p> <ul style="list-style-type: none"> <li>• give access to high quality remote education resources</li> <li>• select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback, and make sure staff are trained in their use</li> <li>• provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access</li> <li>• recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support, and so schools should</li> </ul>		<p>Whilst learning via digital access will be the first-choice method, printed resources will be used where this is not possible.</p> <p>Academies will consider how younger pupils and some with SEND may have difficulty accessing remote education without adult support. SENDCOs in each school will map provision to provide equity of education.</p> <p>Subject leaders will attend regular Research Circle meetings to develop a schema for a blended curriculum approach.</p>	<ul style="list-style-type: none"> <li>- A broad and creatively delivered range of subjects maintained in-line with medium term planning.</li> <li>- Immediate re-establishment of bi-weekly zoom meetings (paper copies provided as a last resort)</li> </ul> <p>Consider staff support for Seesaw and maximising its potential:</p> <ul style="list-style-type: none"> <li>- Bring and brag</li> <li>- Any staff to train as Seesaw ambassadors</li> <li>- Support with videoing teacher tutorials</li> <li>- Investigating potential for live lessons – ND (IT lead)</li> </ul> <p>Maintain a list of children requiring IT provision from the school – we need to add the incoming reception children to these lists. (ND)</p> <p>If possible, before school reopens in September, set up all reception children and any new admissions to Seesaw and provide parental support for accessing children's Seesaw accounts.</p> <ul style="list-style-type: none"> <li>- Trial activities as soon as possible into the start of the new academic year. (ND)</li> </ul>		

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work with families to deliver a broad and ambitious curriculum.			<p>Immediate response to children who found engagement hard in the first lockdown – weekly conversations with SLT member with parents.</p> <p>SENDCo – to establish our commitment to providing appropriate on-line learning for SEND pupils – inform and support staff with this.</p> <p>SENDCo / Pastoral</p>		
<p>- When teaching pupils remotely, we expect schools to:</p> <ul style="list-style-type: none"> <li>• set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects</li> <li>• teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about</li> </ul>	Failure to deliver an equitable curriculum for all pupils whether learning at school or remotely	<p>Remote learning school curriculum plans will be aligned with in-school provision which will be:</p> <ul style="list-style-type: none"> <li>- meaningful and ambitious</li> <li>- cover a range of subjects each day</li> <li>- be well planned, sequenced and practised so that knowledge and skills are built incrementally</li> <li>- provide frequent and clear explanations of new content either by the school or use of high- quality resources</li> <li>- reactive to assessment of knowledge gained</li> </ul> <p>Leaders will:</p>	<p>All lockdown remote learning practice would immediately re-start.</p> <p>The lesson sequencing would continue in-line with Medium Term Planning and Year group expectations.</p> <ul style="list-style-type: none"> <li>- Daily English with a mix of all elements being taught</li> <li>- Daily maths – in line with the white rose planning documents</li> <li>- Weekly Science, PSHE,</li> <li>- Weekly assembly</li> <li>- A broad and creatively delivered range of subjects maintained in-line with medium term planning.</li> <li>- Immediate re-establishment of bi-weekly zoom meetings</li> </ul>	Rob Hamshar/ Ashley Larter	

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<p>what is intended to be taught and practised in each subject</p> <ul style="list-style-type: none"> <li>provide frequent, clear explanations of new content, delivered by a teacher in the school or through high quality curriculum resources and/or videos</li> <li>gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work</li> <li>enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments,</li> </ul>		<ul style="list-style-type: none"> <li>provide teachers with a clear expectation on how regularly work is checked;</li> <li>support the planning of a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers; and</li> <li>support teachers in being able to gauge how well pupils are progressing through the curriculum.</li> </ul> <p>This will be a regular agenda item at Executive Headteachers' meetings throughout the Autumn term.</p> <p>Subject Research Circle meetings will include remote learning on the agenda and good practice will be shared.</p> <p>The CEO, LACs and Trust board will monitor the quality of education delivered via remote learning.</p>	<p>(paper copies provided as a last resort)</p> <p>STAFF development – WWW and EBIs from initial lockdown online provision.</p> <p>Leaders will ensure:</p> <ul style="list-style-type: none"> <li>teachers and TAs will respond to all activities with varying levels of depth and using a range of feedback options – written feedback, voice recording (daily contact)</li> </ul> <p>Ensure teachers maintain basic record keeping:</p> <ul style="list-style-type: none"> <li>Levels of engagement</li> <li>Quality of response (assessed if appropriate) – simple age appropriate response (below, at above)</li> <li>All concerns to be reported to SLT</li> </ul> <p>Inform all staff and parents of the school's policy response to non-engagement.</p> <ul style="list-style-type: none"> <li>3 consecutive days with no response = phone call</li> <li>Two days with no-response to phone calls report to SLT</li> <li>SLT to contact via email and phone – no response within</li> </ul>		

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<p>including, where necessary, revising material or simplifying explanations to ensure pupils' understanding</p> <ul style="list-style-type: none"> <li>plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers</li> </ul>			<p>All staff to attend the subject research circles and cascade to all teaching staff in the next staff meeting.</p>		
<p>- We expect schools to consider these expectations in relation to the pupils' age, stage of development and/or special educational needs, for example where this would place significant demands on parents's help or support. We expect schools to avoid an over-reliance on long-term projects</p>	<p>Lack of consideration of pupils' age, stage and development</p>	<p>Consideration will be given in all curriculum planning for pupils' age stage and development.</p> <p>Over reliance on parental help/support, long-term projects and internet research activities will be avoided when curriculum planning.</p>	<p>All planning will be age appropriate, considerate of SEND needs, and will be independently accessible for the majority of children.</p> <p>Children's work will vary:</p> <ul style="list-style-type: none"> <li>Day to day tasks as part of a planned sequences of learning</li> <li>Occasional research based mini projects</li> <li>Practical, active learning</li> <li>Creative tasks</li> </ul> <p>*no over-reliance on long term project work, internet research or computer work – considerate of the amount of screen time set.</p>	<p>Rob Hamshar/ Ashley Larter</p>	

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or internet research activities.					