

# Lime Academy Hornbeam

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THE FULL OPENING OF SCHOOLS – SEPTEMBER 2020

**Antony Clements**  
Interim Headteacher

| Public Health Advice to Minimise Risks                                       |  |   |                              |                          |
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|  | Criteria (DfE Guidance for Full Opening, special schools)  | Action  | Who                          | Date                     |
| <b>The system of controls:</b><br><b>PREVENTION:</b><br><b>STEPS TO TAKE</b> | <b>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</b><br>If anyone in school becomes unwell with a new, continuous cough or a high temperature, or has a loss of, or change in, their normal sense of taste or smell (anosmia), they must be sent home. They must also be advised to follow 'Stay at Home: guidance for households with possible or confirmed Coronavirus [COVID-19] infection' ( <a href="https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance/stay-at-home-guidance-for-households-with-possible-coronavirus-covid-19-infection">https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance/stay-at-home-guidance-for-households-with-possible-coronavirus-covid-19-infection</a> ), which sets out that they must self-isolate for at least 7 days and should arrange a test ( <a href="https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested">https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested</a> ). Other members of their household (including siblings) should self-isolate for 14 days from when the symptomatic person first had symptoms. If a child is awaiting collection they should be in a self-isolated room and where this is not possible a 2 metre distance must be kept, this should be done in a well ventilated area. PPE must be worn by supervising staff. | <ul style="list-style-type: none"> <li>September Reopening letter to parents – outline expectations</li> <li>Website / newsletters</li> <li>Staff – clear guidelines from HR/HT</li> <li>Keep informed of recent DfE guidelines and adjust accordingly</li> </ul> | AC<br><br>HR/AC<br><br>AC/DD | 17.07.20<br><br>17.07.20 |
|  | <b>2. Clean hands thoroughly more often than usual</b><br>Build routines into the school culture and plan ways to promote handwashing with soap and water for at least 20 seconds across the school day, particularly: <ul style="list-style-type: none"> <li>After coming into school</li> <li>After sneezing or coughing</li> <li>Before and after handling or eating food</li> <li>After going to the toilet</li> </ul>   | <ul style="list-style-type: none"> <li>Posters</li> <li>Sanitiser</li> <li>Staff reminders</li> <li>Regular reminders to pupils</li> </ul>  | All Staff                    | 14.08.20                 |

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|  | <p>Ensure there are enough hand washing or hand sanitiser stations available. Hand sanitisers should be placed above pupil's height to risk the chance of ingestion. Pupils where possible should only be using soap and water to wash hands. Skin friendly cleaning wipes can be used as an alternative. This should always be under adult supervision or with adult help if need be. All used paper towels should be place in closed bins promoting 'Catch it, Bin it, Kill it'</p>   | <ul style="list-style-type: none"> <li>• Site Team to audit classroom spaces to ensure sanitiser units in correct areas / enough areas</li> <li>• Hard surface cleaners in classrooms</li> <li>• Hand soap and paper towels in toilets / lidded bins in toilets</li> </ul>  | Site Officer   |  |
|  | <p><b>3. Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach</b><br/>         Promote the 'Catch it, Bin it, Kill it' approach, e.g.: by providing tissues, bins, posters. Ensure face coverings are available if need be for staff who support children that spit. Include this in individual risk assessments for pupils if required.</p>   | <ul style="list-style-type: none"> <li>• Lidded bins in all classrooms</li> </ul>   | Site Officer   | 14.08.20                                     |
|  | <p><b>4. Introduce enhanced cleaning, including frequently touched surfaces often, using standard products such as detergents and bleach</b></p> <ul style="list-style-type: none"> <li>• Read Public Health England's COVID-19 Guidelines on the cleaning of non-healthcare settings:<br/> <a href="https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings">https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings</a></li> <li>• Define a new cleaning schedule that ensures cleaning is generally enhanced and includes more frequent cleaning of rooms/ shared areas that are used by different groups, frequently touched surfaces being cleaned more often than normal</li> <li>• Implement a cleaning log to track cleaning frequency for bathrooms, classrooms and communal areas</li> <li>• Plan for the daily removal and safe disposal of rubbish</li> <li>• Schedule frequent cleaning of resources [e.g.: books, toys] shared within groups</li> <li>• Schedule the isolation or cleaning of resources [e.g: books, toys] shared between pupils</li> <li>• Purchase additional standard cleaning equipment if needed.</li> </ul> | <ul style="list-style-type: none"> <li>• Extra cleaning session – 11.00 am – 2pm – cleaning across site – frequently used areas such as toilets, handles, communal areas</li> <li>• Cleaning logs for identified areas</li> <li>• Site Officer to clean communal areas / touch sites following morning drop off of pupils</li> <li>• Classroom equipment / surface wipe downs when sharing equipment</li> <li>• Site Officer to ensure cleaning equipment is available</li> </ul> | Site Officer(s)<br>/ Cleaning Team<br><br>Classroom Teams<br>Site Officer(s) | Sept. 2020 onwards<br><br>Sept. 2020 onwards |

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|  | <p><b>5. Minimise contact between individuals and maintain social distancing wherever possible</b></p> <ul style="list-style-type: none"> <li>• Plan group sizes</li> <li>• Adaptations where applicable to classrooms to aid with social distancing</li> <li>• Revise timetables to accommodate groups and minimise movement between classrooms, where possible</li> <li>• Where possible, stagger start, break, lunch and finish times</li> <li>• Cancel large gatherings, such as assemblies and staff meetings</li> <li>• Sharing of shared spaces and rooms should be limited as much as possible, due to current situation the Sensory Room will not be used. This will be reviewed when DfE guidance is revised.</li> <li>• Mixing of wider of groups for specialist teaching and for transport</li> <li>• Where possible, plan ways to minimise contact around school estate between groups, e.g.: separate entrance/exit gates or one-way systems.</li> <li>• Plan measures for lunchtimes, including: Managing lunch queues, lunches in classrooms, communicating new systems to staff</li> <li>• Social stories should be used to explain the changes for pupils</li> <li>• Therapist and Specialist Teachers can move between groups but should limit contact with adults as much as possible.</li> <li>• Where possible, respite providers and school should work together to and try to put in systems of control collaboratively.</li> <li>• Resources shared between bubbles should be limited and where necessary can be rotated for a 48 hour (72 hours for plastic) rest period and cleaning schedule between use.</li> </ul> | <p><b>Brookfield House:</b></p> <ul style="list-style-type: none"> <li>• Staggered drop-off/pick-ups – parents &amp; bus time slots</li> <li>• Plan for staggered lunches, break-times, use of outside play areas. Rota system for each ‘bubble’ area.</li> <li>• Remove unnecessary furniture and store outside of classroom</li> <li>• No Assemblies / staff meetings</li> <li>• Remote Parents’ Evenings – using Google Meets where possible / telephone calls</li> <li>• PCRs – continue to use Google meets where possible / telephone calls</li> <li>• Staff to sign in at reception, and enter ‘Bubble’ areas via outside doors, not to walk through school</li> <li>• Layout of classrooms – no group tables, pupils facing forward as much as possible. May need adapting to ensure needs are met, e.g. screening where necessary.</li> <li>• User of specialised room: Food Technology – follow good hygiene routines / Library – to be closed – books can be used in classrooms, but need to be cleaned according to guidelines / DT – equipment cleaning routines between groups.</li> <li>• Therapists / specialist teachers – limited meetings with pupils</li> <li>• No outside agencies, such as bicycle clubs to be introduced for Autumn Term</li> <li>• Visits to school site should be limited and only by appointment</li> </ul> | <p>Deputies/<br/>Pastoral<br/>Leads</p> <p>Class<br/>Teams</p> | <p>20.07.20</p> <p>Sept.<br/>2020</p> |
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|  |  | <ul style="list-style-type: none"> <li>Lunches to classrooms – arrangements for ordering / delivery</li> </ul> <p><b>William Morris:</b></p> <ul style="list-style-type: none"> <li>Staggered drop-off/pick-ups – parents &amp; bus time slots</li> <li>Plan for staggered lunches, break-times, use of outside play areas. Rota system for each ‘bubble’ area.</li> <li>Remove unnecessary furniture and store outside of classroom</li> <li>No Assemblies / staff meetings</li> <li>Staff to sign in at reception, and enter ‘Bubble’ areas via outside doors, not to walk through school</li> <li>Remote Parents’ Evenings – using Google Meets where possible / Telephone calls</li> <li>PCRs – continue to use Google meets where possible / telephone calls</li> <li>Layout of classrooms – no group tables, pupils facing forward as much as possible. May need adapting to ensure needs are met, e.g. screening where necessary.</li> <li>User of specialised rooms: IT – equipment to be cleaned before / after use / Food Technology – follow good hygiene routines / Library – to be closed – books can be used in classrooms, but need to be cleaned according to guidelines / DT – equipment cleaning routines between groups.</li> <li>Therapists / specialist teachers – limited meetings with pupils</li> </ul> | <p>Deputies/<br/>Pastoral<br/>Leads</p> <p>Class<br/>Teams</p> | <p>20.07.20</p> <p>Sept.<br/>2020</p> |
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|   |  | <ul style="list-style-type: none"> <li>No outside agencies, such as bicycle clubs to be introduced for Autumn Term</li> <li>Visits to school site should be limited and only by appointment</li> <li>Lunches to classrooms – arrangements for ordering / delivery</li> </ul> |                   |          |
|   | <p><b>6. Where necessary, wear appropriate personal protective equipment [PPE]</b></p> <ul style="list-style-type: none"> <li>Please read the guidance for safe working in education, childcare and children’s social care (<a href="https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe">https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe</a>)</li> <li>PPE should be worn where a pupil becomes ill with Coronavirus [COVID-19] symptoms while at school, and only then if a distance of 2 metres cannot be maintained</li> <li>PPE should be worn where a pupil has already has routine intimate care needs that involves the use of PPE, in which case the same PPE should continue to be used.</li> <li>If a pupil does cough, spit or vomit but does not have Coronavirus [COVID-19] symptoms, only any PPE that would be worn as part of their care and treatment should be worn.</li> </ul> | <ul style="list-style-type: none"> <li>Stock control measures put in place to ensure sufficient supplies are on site at all times</li> <li>Staff to request specialised PPE when required and sign for it</li> </ul>   | DD / Site Officer | 23.07.20 |
| <b>The system of controls:<br/>RESPONSE TO INFECTION:<br/>STEPS TO TAKE</b> | <p><b>7. Engage with the NHS Test and Trace Process</b></p> <ul style="list-style-type: none"> <li>Ensure staff are aware of the process and that SLT are aware of how to contact their local Public Health England Protection Team (<a href="https://www.gov.uk/guidance/contacts-phe-health-protection-teams">https://www.gov.uk/guidance/contacts-phe-health-protection-teams</a>)</li> <li>Staff, parents and pupils should book a test if displaying symptoms and then must not attend the setting if they have symptoms</li> <li>If symptoms develop during the day at school, they must be sent home to self-isolate</li> </ul>   | <ul style="list-style-type: none"> <li>Inform SLT / Staff / parents of protocols &amp; expectations in suspected COVID-19 cases</li> </ul>   | AC / HR           | 17.07.20 |

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| <ul style="list-style-type: none"> <li>• If they test positive they must provide details of anyone they have been in close contact with if they were to test positive for Coronavirus [COVID-19]</li> <li>• Staff, parents, and pupils need to self-isolate as per guidance is they have had regular contact with someone who develops Coronavirus [COVID-19] symptoms or who someone who has received a positive test.</li> <li>• All members of the school community: staff, parents or pupils will need to inform school of their test result both positive or negative.</li> </ul>   |  |   |  |
| <p><b>8. Manage confirmed cases of Coronavirus [COVID-19] amongst the school community</b></p> <ul style="list-style-type: none"> <li>• School to contact the Local Health Protection Team, who will complete a rapid risk assessment of the situation and guide school through the action that needs to be taken.</li> <li>• Based on this advice school will then inform staff, parents and pupils who will need to self-isolate for 14 days as they have been in close contact.</li> <li>• Close contact is defined as: direct close contact – face to face contact with the infected person for any length of time, within 1 metre, including being coughed on, a face to face conversation, or unprotected physical contact [skin to skin], proximity contacts – extended close contact [ within 1-2 metres for more than 15 minutes] with the infected person, travelling in a small vehicle, like a car with the infected person</li> <li>• For any one self-isolating because of the track and trace system if they were to develop symptoms and get a negative test they should remain to self-isolate for 14 days.</li> <li>• Schools should not request evidence of a negative test or other medical evidence before admitting pupils or welcoming them back after a period of self-isolation</li> <li>• A room should be identified for pupils that are symptomatic to wait in until parents collect them, ideally with: a door you can</li> </ul> | <p><b>Brookfield House</b></p> <ul style="list-style-type: none"> <li>• Welfare Officer’s role / SLT’s role – clarify protocols to be followed.</li> <li>• The Conference Room will be the isolation room with an identified toilet</li> <li>• Training / protocol for staff when handling an symptomatic pupils</li> </ul> <p><b>William Morris</b></p> <ul style="list-style-type: none"> <li>• Key staff to be relocated to within school – HSL (Juana / Linda) / PL (Sam) / Welfare Officer (Lorraine)</li> <li>• Welfare Officer’s role / SLT’s role – clarify protocols to be followed.</li> <li>• PPE</li> <li>• Registering for Track and Trace</li> <li>• Lorraine’s new office to be isolation room</li> <li>• Training / protocol for staff when handling a symptomatic pupils</li> </ul> | <p>SLT / deputies to devise rota/ protocol</p><br><p>SLT / deposes to devise rota/ protocol</p> |  |

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|   | <p>close, a window for ventilation, a separate bathroom [either attached to the room or nearby]</p> <ul style="list-style-type: none"> <li>• Ensure all staff are trained in the process for dealing with symptomatic pupils and ensure they are aware of the steps the school will take in the event of an outbreak.</li> </ul>  |  |                                   |                                   |
|   | <p><b>9. Contain any outbreak by following local health protection team advice</b></p> <p>If in school we 2 or more confirmed cases within 14 days, or an overall rise in sickness absence where Coronavirus [COVID-19] is suspected then we will continue to work with the Local Health Protection Team. We may be advised for larger numbers of our school community to self-isolate. A whole school closure may not be necessary and should not be considered except on the advice of Health Protection Team. A mobile test centre maybe set up to focus on the certain class or group and then the whole school if necessary.</p> <p>Ensure sufficient PPE is available</p> | <ul style="list-style-type: none"> <li>• Create electronic folder in shared area containing latest information on containing an outbreak within the school / emergency closure arrangements</li> <li>• PPE – ensure available for crisis management group</li> </ul>                                       |                                   |                                   |
| <p><b>Risk Assessments:</b></p> <p><b>STEPS TO TAKE</b></p> | <ul style="list-style-type: none"> <li>• Complete Health and Safety Risk Assessment</li> <li>• Complete Staff Risk Assessment</li> <li>• Complete Managing Premises Risk Assessment</li> <li>• Complete Re-opening Risk Assessment</li> <li>• Complete Individual Pupil Risk Assessments</li> </ul>   | <ul style="list-style-type: none"> <li>• H&amp;S Risk Assessments – adapt from individual RAs for June Re-opening</li> <li>• Bubble area specific RAs. (adapt class bubble RAs)</li> <li>• Staff RAs – update with current information</li> <li>• Adapt from individual RAs for June Re-opening</li> </ul> | AC/DD                             | 17.07.20                          |
| <b>School Operations</b>                                    |   |  |                                   |                                   |
| <p><b>Transport:</b></p> <p><b>STEPS TO TAKE</b></p>        | <p><b>Criteria (DfE Guidance for Full Opening, special schools)</b></p> <p><b>1. General Transport advice</b></p> <ul style="list-style-type: none"> <li>• Encourage parents and pupils to walk/cycle or drive to school rather than use school or public transport, where possible</li> <li>• Local authorities will need to work with schools to ensure pupils can get to school.</li> <li>• Local authorities are also asked to continue this service for all Post-16 learners even though they are not statutory school age.</li> </ul>   | <p><b>Action</b></p> <ul style="list-style-type: none"> <li>• Continue to work with LAs to ensure safety of staff and pupils</li> <li>• TfL – latest advice on public transport – link on website / newsletters / staff advice</li> </ul>  | <p><b>Who</b></p> <p>AC/GK/DD</p> | <p><b>Date</b></p> <p>Ongoing</p> |



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|   | <p><b>2. Dedicated school transport, including statutory provision</b></p> <ul style="list-style-type: none"> <li>• Pupils should be grouped together on transport, where possible this should 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 where possible</li> <li>• The use of face covering for children over the age of 11, where appropriate e.g.: if they are likely to come into very close contact with people outside of their group or who they do not normally meet.</li> <li>• Work with home-to-school transport providers to determine appropriate protective measures to take on transport to align with our policies.</li> </ul>   | <ul style="list-style-type: none"> <li>• Continue to work with LAs to ensure safety of staff and pupils – including OOB</li> <li>• Risk assessments from CTF / procedures if bus staff are affected by COVID-19 / ensuring pupils can come to school</li> <li>• School mini-buses: routines for cleaning of vehicles / sanitising / face coverings?</li> <li>• Limit use to ensure proper cleaning measures can be put in place</li> </ul>   | AC/GK/DD                  | Ongoing  |
| <p><b>Attendance: STEPS TO TAKE</b></p> | <ul style="list-style-type: none"> <li>• Communicate clear and consistent expectations around school attendance to families throughout the summer ahead of the new year school year. Consider writing to parents, explaining: What precautions and processes will be in place, mandatory attendance expectations, the reasons why returning to school is important, involve parents and carers in pupil's risk assessments where applicable.</li> <li>• Work closely with other professionals where appropriate to support the return to school, including continuing to notify the pupil's wider community, such as a social worker if non-attendance continues.</li> <li>• Pupils who are shielding this will pause on the 1<sup>st</sup> August, which means those pupils are able to return to school. This is the same if they have a family member who was also shielding. Refer to <a href="https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19">https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19</a> for further advice.</li> </ul> | <p><a href="https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools?utm_source=41b495de-d732-4442-a2d1-6011f9d41d94&amp;utm_medium=email&amp;utm_campaign=govuk-notifications&amp;utm_content=daily">https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools?utm_source=41b495de-d732-4442-a2d1-6011f9d41d94&amp;utm_medium=email&amp;utm_campaign=govuk-notifications&amp;utm_content=daily</a></p> <p>DfE link includes checklists for school leaders to support full opening: behaviour and attendance from Charlie Taylor, Government Advisor.</p> <p>Include in Letter to parents – mandatory attendance requirements / expectations.</p> | AC / SLT / Pastoral Leads | 17.07.20 |

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|                                     | <ul style="list-style-type: none"> <li>• If localised local downs are administered pupils from those areas maybe temporally absent from school.</li> <li>• Some pupils who are continually seen by a Specialist Health Professional may need to discuss their care with their Health Professional before returning to school in September 2020.</li> <li>• Identify pupils who have parents who are anxious about their return and discuss issues and concerns with them.</li> </ul>  |  |         |         |
| <b>Workforce:<br/>STEPS TO TAKE</b> | <ul style="list-style-type: none"> <li>• The clinically extremely vulnerable list will be paused on 1<sup>st</sup> August. Some people on this list will remain under the care of their doctor or specialist and maybe advised not to return to work. Assess how many staff remain in this much smaller group and the impact on the workforce. Pregnant women fall into this category still.</li> <li>• Assess how many staff may be at increased risk due to protected characteristics and disparities in outcomes and consider altering the way in which the school deploys staff.</li> <li>• To minimise the numbers of temporary staff entering the school premises, and secure the best value, school may wish to use longer assignments with Supply Agencies and agree a minimum number of hours across the academic year.</li> <li>• Extra use of PPE for Specialist Teaching is not recommended unless dealing with symptomatic pupils.</li> <li>• Staff are able to work across different bubbles if they need to deliver Specialist Interventions.</li> <li>• Staff recruitment should continue as usual.</li> <li>• Ensure that all staff are available to work from September as expected.</li> </ul> | <ul style="list-style-type: none"> <li>• Staff guidance notes: write/distribute before end of term</li> <li>• Supply staff: Induction booklet for Autumn Term – PPE / support</li> </ul> | AC / HR | AC / HR |

| Curriculum, behaviour and pastoral support                    |  |   |  |   |
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| Curriculum:<br>STEPS TO TAKE                                  | Criteria (DfE Guidance for Full Opening, special schools)  | Action  | Who  | Date  |
|   | <ul style="list-style-type: none"> <li>Ensure that the curriculum being delivered in September address our pupil's individual needs and promotes their developments as well as prepares them for the opportunities, responsibilities and experiences of later life.</li> <li>Ensure that the curriculum is broad and balances and all pupils continue to be taught a wide range of subjects and experiences.</li> <li>Where remote education is needed ensure this is still of a high quality as all pupils are entitled to a high-quality education.</li> <li>Curriculum planning should be based on pupils needs and for our post 14 children are preparing them for preparation for adulthood.</li> <li>Educational visits are still encouraged where it leads directly to enjoyment and development of the curriculum and aids the teaching of the topic.</li> </ul> | <ul style="list-style-type: none"> <li>Delivery of curriculum – how to ensure pupils receive a varied / relevant curriculum – adaptations to lesson plans?</li> <li>Remote education – continue delivery of high-quality remote access to lessons</li> <li>Educational Visits – relook at protocols / policies to ensure protocols are followed when taking groups of pupils off site. No public transport can be used</li> </ul> | Deputies /<br>Phase<br>Leaders   | 10.07.20  |
| <b>Physical Activity:</b><br>STEPS TO TAKE                    | <ul style="list-style-type: none"> <li>When physical activity is taking place within the school day, this should be consistent with the social bubbles and all equipment needs to be thoroughly cleaned between each use.</li> <li>Outside space should be prioritised; this is particularly important because of the way in which people breathe during exercise.</li> <li>Indoor spaces can be used but they should be large so social distancing can be maximised.</li> </ul>   | <ul style="list-style-type: none"> <li>Cleaning routines for outside equipment</li> <li>Rotas to use outside spaces</li> <li>Use of indoor spaces – BHC / WMC varying access.</li> </ul>  | Site<br>Officer<br><br>Deputies  | 17.07.20  |
| <b>Pupil safety, well-being and support:</b><br>STEPS TO TAKE | <ul style="list-style-type: none"> <li>Ensure designated safeguarding leads [and deputies] are provided with more time, especially in the first few weeks of term, to help them provide support to staff and pupils regarding any new safeguarding and welfare concerns and the handling of referrals to the MASH team and other agencies where these are appropriate.</li> <li>Consider the provision of pastoral activities to all pupils which are designed to: support the rebuilding of friendships and social engagement, address and equip pupils to respond to issues linked to Coronavirus [COVID-19], support pupils with approaches to improving their physical and mental wellbeing.</li> </ul>  | <ul style="list-style-type: none"> <li>Identify staff who will lead on safeguarding – look at management of time for key staff – how to build capacity</li> <li>Lesson plans to include pastoral activities, storyboards, friendship building exercises.</li> </ul>   | AC / SLT<br><br>Deputies /<br>Pastoral<br>Leads /<br>Class<br>Teachers | 17.07.20<br><br>Sept.<br>Inset –<br>delivery<br>to staff? |

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|   | <ul style="list-style-type: none"> <li>• Provide more focused pastoral support where issues are identified</li> <li>• Consider the support needs of particular groups who need additional help [e.g.: CIN], and any newly vulnerable pupils on their return to school</li> </ul>   | <ul style="list-style-type: none"> <li>• Role of Pastoral lead</li> <li>• Role of HSL / Pastoral Lead / Class teachers</li> </ul>  | HT / Deputies   |                                  |
| <b>Behaviour expectations: STEPS TO TAKE</b>      | <ul style="list-style-type: none"> <li>• Revise behaviour plans for all pupils</li> <li>• Include in any relevant risk assessments applicable to that pupil</li> </ul>   | <ul style="list-style-type: none"> <li>• Review COVID-19 Behaviour Policy – adapt and introduce appendix to Policy for use on September Opening</li> <li>• Build in RAs following behaviour issues / follow up</li> </ul>  | HT / Deputies / Pastoral Leads / Class teachers             | Sept. Inset – delivery to staff? |
| <b>Curriculum, behaviour and pastoral support</b> |  |  |   |                                  |
| <b>Process: STEPS TO TAKE</b>                     | <b>Criteria (DfE Guidance for Full Opening, special schools)</b>   | <b>Action</b>  | <b>Who</b>  | <b>Date</b>                      |
|   | <ul style="list-style-type: none"> <li>• Ensure you have a contingency planning process in place for local outbreaks</li> </ul>  | <ul style="list-style-type: none"> <li>• Develop Contingency Plan (based on school closure plan) to manage local outbreaks</li> </ul>  | HT / SAO  | In place for Sept 20             |
| <b>Remote education: STEPS TO TAKE</b>            | <ul style="list-style-type: none"> <li>• Develop a contingency plan for remote learning, systems need to be in place to provide remote learning to small groups of children who need to self-isolate or where local lockdowns are in place</li> <li>• Put in place a curriculum that allows access to high quality online and offline resources that is linked to the school’s current topic.</li> <li>• If necessary, 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 and provide printed resources for pupils who do not have suitable online access.</li> </ul> | <ul style="list-style-type: none"> <li>• Develop a remote learning plan, systems to ensure they are in place should children / local lockdowns become necessary</li> <li>• Develop high –quality curriculum where needed</li> <li>• Staff training</li> <li>• IT support in place</li> </ul> | HT/ Deputies / Pastoral Leads / class teachers / IT Support | In place for Sept 20             |