

Recovery Plan and Risk Assessment

Overarching Guidance for all staff:

The government continues to manage the risk of serious illness from the spread of the virus. Step 4 marked a new phase in the government’s response to the pandemic, moving away from stringent restrictions on everyone’s day-to-day lives, towards advising people on how to protect themselves and others, alongside targeted interventions to reduce risk. As COVID-19 becomes a virus that we learn to live with, there is now an imperative to reduce the disruption to children and young people’s education - particularly given that the direct clinical risks to children are extremely low, and every adult has been offered a first vaccine and the opportunity for 2 doses by mid-September.

Our priority is to deliver face-to-face, high-quality education to all pupils. The evidence is clear that being out of education causes significant harm to educational attainment, life chances, mental and physical health.

Control Measures:

1. Ensure good hygiene for everyone.
2. Maintain appropriate cleaning regimes.
3. Keep occupied spaces well ventilated.
4. Follow public health advice on testing, self-isolation and managing confirmed cases of COVID-19

Aspect	Measures to Implement	DfE Guidance	Notes	Risk
Staffing including communication	<ul style="list-style-type: none"> ▪ SLT to monitor staff mental health. Inset day in September to have a focus on child and staff mental health. Ensure an atmosphere of openness and collaboration. ▪ Home working if applicable, for instance, PPA. ▪ Staff assigned to different classes and specific pupils ▪ Social Distancing is no longer a requirement but staff are advised to keep numbers in small spaces to a minimum and to keep spaces well ventilated. ▪ Staff are encouraged to participate in twice weekly LFT testing and to report to gov and to EHT and admin. 	<ul style="list-style-type: none"> ▪ School leaders are best placed to determine the workforce required to meet the needs of their pupils. ▪ Clinically extremely vulnerable (CEV) people are advised, as a minimum, to follow the same guidance as everyone else. It is important that everyone adheres to this guidance, but CEV people may wish to think particularly carefully about the additional precautions they can continue to take. Further information can be found in the guidance on protecting people who are CEV from COVID-19. ▪ Social distancing measures have now ended in the workplace and it is no longer necessary for the government to instruct people to work from home. Employers should be able to explain the measures they have in place to keep CEV staff safe at work. The Health and Safety Executive (HSE) has published guidance on protecting vulnerable workers, including advice for employers and employees on how to talk about reducing risks in the workplace. ▪ We welcome your support in encouraging vaccine take up and enabling staff who are eligible for a vaccination to attend booked vaccine appointments where possible even during term time. 		L

<p>Mixing and Bubbles</p>	<ul style="list-style-type: none"> ▪ We will no longer be operating in strict classroom bubbles. ▪ Classes will stay together for the majority of time, but classes will be able to meet up and work together, particularly outdoors initially. ▪ Assemblies will be able to recommence. ▪ Lunches will still be eaten in separate sittings, due to space. ▪ During playtimes children will be able to play with those from other classes, if they wish to, outside. ▪ Stepping up and down of measures may be necessary and contingency plans will be in place in case of an outbreak. 	<ul style="list-style-type: none"> ▪ We no longer recommend that it is necessary to keep children in consistent groups ('bubbles'). This means that bubbles will not need to be used for any summer provision (for example, summer schools) or in schools from the autumn term. ▪ As well as enabling flexibility in curriculum delivery, this means that assemblies can resume, and you no longer need to make alternative arrangements to avoid mixing at lunch. ▪ You should make sure your contingency plans (sometimes called outbreak management plans) cover the possibility that in some local areas it may become necessary to reintroduce 'bubbles' for a temporary period, to reduce mixing between groups. ▪ Any decision to recommend the reintroduction of 'bubbles' would not be taken lightly and would need to take account of the detrimental impact they can have on the delivery of education. 		L
<p>Face Coverings</p>	<ul style="list-style-type: none"> ▪ Staff may choose to continue to wear a face covering when dismissing pupils or in closed or crowded spaces but there will not be a requirement to do so. 	<ul style="list-style-type: none"> ▪ Face coverings are no longer advised for pupils, staff and visitors either in classrooms or in communal areas. ▪ The government has removed the requirement to wear face coverings in law but expects and recommends that they are worn in enclosed and crowded spaces where you may come into contact with people you don't normally meet. This includes public transport and dedicated transport to school or college. ▪ If you have a substantial increase in the number of positive cases in your school (see Stepping measures up and down section for more information), a director of public health might advise you that face coverings should temporarily be worn in communal areas or classrooms (by pupils staff and visitors, unless exempt). You should make sure your contingency plans cover this possibility. 		M
<p>Stepping Measures Up or Down</p>	<ul style="list-style-type: none"> ▪ In the event of an outbreak (defined below) the school may be advised to step measures up to reintroduce control measures such as face coverings or bubbles. This will be laid out in our contingency plan. ▪ For most education and childcare settings, whichever of these thresholds is reached first: <ul style="list-style-type: none"> • 5 children, pupils, students or staff, who are likely to have mixed closely, test positive for COVID-19 within a 10-day period; or • 10% of children, pupils, students or staff who are likely to have mixed closely test positive for COVID-19 within a 10-day period 	<p>You should have contingency plans (sometimes called outbreak management plans) outlining what you would do if children, pupils, students or staff test positive for COVID-19, or how you would operate if you were advised to take extra measures to help break chains of transmission. Given the detrimental impact that restrictions on education can have on children and young people, any measures in schools should only ever be considered as a last resort, kept to the minimum number of schools or groups possible, and for the shortest amount of time possible.</p> <p>Central government may offer local areas of particular concern an enhanced response package to help limit increases in transmission.</p>		M

		<p>For most settings it will make sense to think about taking extra action if the number of positive cases substantially increases. Information on what circumstances might lead you to consider taking additional action, and the steps you should work through, can be found in the contingency framework.</p> <p>The contingency framework describes the principles of managing local outbreaks of COVID-19 in education and childcare settings. Local authorities, directors of public health (DsPH) and PHE health protection teams (HPTs) can recommend measures described in the contingency framework in individual education and childcare settings – or a small cluster of settings – as part of their outbreak management responsibilities.</p>		
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Aspect	Measures to Implement	DfE Guidance	Notes	Risk
Ensure good hygiene for everyone	<p>Children will continue to hand wash or use sanitiser at regular and frequent point throughout the day particularly when entering and exiting the classroom and before and after eating.</p> <p>Tissues and pedal bins are readily available in each classroom to maintain the ‘catch it, bin it, kill it’ approach.</p>	<ul style="list-style-type: none"> ■ Hand hygiene Frequent and thorough hand cleaning should now be regular practice. You should continue to ensure that pupils clean their hands regularly. This can be done with soap and water or hand sanitiser. ■ Respiratory hygiene The ‘catch it, bin it, kill it’ approach continues to be very important. The e-Bug COVID-19 website contains free resources for you, including materials to encourage good hand and respiratory hygiene. ■ ■ Use of personal protective equipment (PPE) Most staff in schools will not require PPE beyond what they would normally need for their work. The guidance on the use of PPE in education, childcare and children’s social care settings provides more information on the use of PPE for COVID-19. 		M
Maintain appropriate cleaning regimes, using standard products such as detergents	<p>Extra cleaning is to remain in place with an extra clean of the toilets in the late morning. Classroom staff will wipe down tables and touched surfaces and equipment regularly.</p>	<ul style="list-style-type: none"> ■ You should put in place and maintain an appropriate cleaning schedule. This should include regular cleaning of areas and equipment (for example, twice per day), with a particular focus on frequently touched surfaces. ■ PHE has published guidance on the cleaning of non-healthcare settings. 		M
Keep occupied spaces well ventilated	<p>Classroom doors, both internal and external should be open, where possible. Windows should be opened to maintain good ventilation.</p>	<ul style="list-style-type: none"> ■ When your school is in operation, it is important to ensure it is well ventilated and that a comfortable teaching environment is maintained. 		M

	<p>Windows on corridors should be opened where possible.</p> <p>Where temperatures drop in the autumn/winter, periods of ventilation should be carried out for at least 5 minutes per hour.</p> <p>Once CO2 monitors are delivered to school this may influence decisions on periods of ventilation that are require through the colder months</p>	<ul style="list-style-type: none"> ▪ You should identify any poorly ventilated spaces as part of your risk assessment and take steps to improve fresh air flow in these areas, giving particular consideration when holding events where visitors such as parents are on site, for example, school plays. ▪ Mechanical ventilation is a system that uses a fan to draw fresh air or extract air from a room. These should be adjusted to increase the ventilation rate wherever possible and checked to confirm that normal operation meets current guidance and that only fresh outside air is circulated. ▪ If possible, systems should be adjusted to full fresh air or, if this is not possible, then systems should be operated as normal as long as they are within a single room and supplemented by an outdoor air supply. ▪ Where mechanical ventilation systems exist, you should ensure that they are maintained in accordance with the manufacturers’ recommendations. ▪ Opening external windows can improve natural ventilation, and in addition, opening internal doors can also assist with creating a throughput of air. If necessary, external opening doors may also be used (if they are not fire doors and where safe to do so). ▪ You should balance the need for increased ventilation while maintaining a comfortable temperature. ▪ The Health and Safety Executive guidance on air conditioning and ventilation during the COVID-19 pandemic and CIBSE COVID-19 advice provides more information. ▪ DfE is working with Public Health England, NHS Test and Trace, and the Scientific Advisory Group for Emergencies (SAGE) on a pilot project to measure CO2 levels in classrooms and exploring options to help improve ventilation in settings where needed. 		
<p>Follow public health advice on testing, self-isolation and managing confirmed cases of COVID-19</p>	<p>Staff will continue to observe children and to inform senior leaders if they identify a child or adult with symptoms.</p> <p>A child will be isolated from the class and parents will be contacted to take the child home. They will be advised to take a PCR test.</p>	<ul style="list-style-type: none"> ▪ When an individual develops COVID-19 symptoms or has a positive test ▪ Pupils, staff and other adults should follow public health advice on when to self-isolate and what to do. They should not come into school if they have symptoms, have had a positive test result or other reasons requiring them to stay 		<p>M</p>

	<p>Children may return to school once symptoms have ceased or a negative test result is returned.</p> <p>The staff member monitoring the child once isolated may choose to wear a face covering. They should supervise outside where possible.</p>	<p>at home due to the risk of them passing on COVID-19 (for example, they are required to quarantine).</p> <ul style="list-style-type: none"> ▪ If anyone in your school develops COVID-19 symptoms, however mild, you should send them home and they should follow public health advice. ▪ If a pupil is awaiting collection, they should be left in a room on their own if possible and safe to do so. A window should be opened for fresh air ventilation if possible. Appropriate PPE should also be used if close contact is necessary. Further information on this can be found in the use of PPE in education, childcare and children’s social care settings guidance. Any rooms they use should be cleaned after they have left. ▪ The household (including any siblings) should follow the PHE stay at home guidance for households with possible or confirmed coronavirus (COVID-19) infection. 		
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<p>Remote Education</p>	<ul style="list-style-type: none"> ▪ See remote education plan. http://www.shocklachoviatt.cheshire.sch.uk/resources/___e6c54501032edbbce7b9bd8202ffdfd9.pdf <p>Remote education will be provided to pupils where their attendance would be contrary to government guidance or legislation around COVID-19.</p>	<ul style="list-style-type: none"> ▪ Not all people with COVID-19 have symptoms. Where appropriate, you should support those who need to self-isolate because they have tested positive to work or learn from home if they are well enough to do so. Schools subject to the remote education temporary continuity direction are required to provide remote education to pupils covered by the direction where their attendance would be contrary to government guidance or legislation around COVID-19. ▪ You should maintain your capacity to deliver high-quality remote education for the next academic year, including for pupils who are abroad, and facing challenges to return due to COVID-19 travel restrictions, for the period they are abroad. ▪ Independent Schools (not including academies) are only covered by the remote education temporary continuity direction in relation to state-funded pupils in their schools. However, they are still expected to meet the Independent School Standards in full at all times. ▪ The remote education provided should be equivalent in length to the core teaching pupils would receive in school. ▪ You should work collaboratively with families and put in place reasonable adjustments so that pupils with special educational needs and disabilities (SEND) can successfully access remote education. ▪ Full expectations for remote education, support and resources can be found on the get help with remote education service. 		L
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<ul style="list-style-type: none"> ▪ 				

<p>Teaching, Learning and Curriculum</p>	<p>Class teachers will be responsible for planning of a broad and ambitious curriculum. All subject areas will be covered. A focus remains on mental health and wellbeing.</p> <p>It is essential that a full curriculum is delivered with a focus on quality first teaching. 'Catch up' or 'recovery' has been identified as a long term issue and that highly skilled teachers will be best placed to enable this to happen.</p> <ul style="list-style-type: none"> ▪ Focus on Mental Health and Well-Being. Utilise specific Catch-up planning from the Literacy Company and DfE Maths Guidance. ▪ Develop a programme for specific children in order to address any gaps in learning from being away from school. ▪ PE – children to come to school in PE kit if they are to have it that day, in order to minimise changing etc. ▪ Forest School to continue but now in 3 separate groups– children attend in outdoor clothing as per previous arrangements. 	<ul style="list-style-type: none"> ▪ We have announced a number of programmes and activities to support pupils to make up education missed as a result of the pandemic. Further information is available on education recovery support. Specifically for schools, the document includes further information on: <ul style="list-style-type: none"> ▪ catch-up premium ▪ recovery premium ▪ summer school programme ▪ tutoring (including the National Tutoring Programme and 16 to 19 tuition fund) ▪ teacher training opportunities ▪ curriculum resources ▪ specialist settings ▪ wider continuous professional development resources, including to support teacher wellbeing and subject-specific teaching ▪ If running a summer school, you should follow the protective measures for holiday and after-school clubs, and other out-of-school settings during the coronavirus (COVID-19) outbreak. ▪ Special schools and other specialist settings should refer to the additional operational guidance. 	<p>Expectations on staff feedback should be majority class-based with little need to take books/marking home.</p>	<p>L</p>
<p>Actions</p> <ul style="list-style-type: none"> ▪ 				
<p>Timetable for Day</p>		<ul style="list-style-type: none"> ▪ 		<p>L</p>
<p>Lunchtimes</p>	<ul style="list-style-type: none"> ▪ See above 	<ul style="list-style-type: none"> ▪ 		
<p>Movement – Children</p>	<ul style="list-style-type: none"> ▪ Children will continue to have separate toilets or separate toilet sessions per class. A member of staff must monitor all children in the main cloakroom to prevent any unnecessary gatherings indoors. 	<ul style="list-style-type: none"> ▪ 		<p>L</p>
<p>Movement – Staff</p>	<ul style="list-style-type: none"> ▪ The staffroom is available for collection of hot drinks, but staff are encouraged to use the hall or outside to meet at break times. If the hall is in use, then a classroom is a better ventilated more spacious place to meet than the staff room. 	<ul style="list-style-type: none"> ▪ 		<p>L</p>
<p>Movement – Parents</p>	<ul style="list-style-type: none"> ▪ Parents are welcome into the school if necessary. Meeting with parents are to be encouraged out of teaching time, when the school is emptier and to take place outside in the gazebo where possible. Face coverings are not required but advised. 	<ul style="list-style-type: none"> ▪ 		<p>M</p>
<p>Working Hours</p>	<ul style="list-style-type: none"> ▪ Staff may remain on site for as long as is needed to do their job effectively. There is no expectation that staff must leave at a particular time or indeed to stay particularly late. On average teachers should be in school approximately 30 minutes before the children arrive (8:15am) and are expected to stay until after school clubs finish at 4:15pm, in case the member of staff running the after-school club needs support. ▪ TAs continue with set hours. 			<p>L</p>

Toilet facilities	<ul style="list-style-type: none"> ▪ Pupils should be supervised on toilet visits. ▪ Door wedges to keep the doors semi open to ensure privacy but keep ventilation. ▪ Caretaker to check soap supply is adequate. ▪ At the end of break time and lunch time 1 TA or teacher to clean touch points in toilets using anti-bacterial wipes. Taps, handles, flush. ▪ Paper towels to be provided to reduce use of hand dryer. ▪ Drinking fountain to remain closed off. 	<ul style="list-style-type: none"> ▪ 		H
First Aid	<ul style="list-style-type: none"> ▪ PPE should be worn (gloves and masks) when dealing with a first aid incident. ▪ Individual teachers (with first aid training) should administer basic first aid in the first instance to children in their bubble. ▪ Serious injuries should be seen by a fully trained first aider. ▪ Vomit is required to be cleaned up as soon after incident as possible (PPE to be worn). Children to wait outside their classroom door for parents. 	<ul style="list-style-type: none"> ▪ 		H
Actions <ul style="list-style-type: none"> ▪ 				
Educational Visits	<ul style="list-style-type: none"> ▪ Educational visits may take place, and must be risk assessed using Evolve in the usual way. ▪ Visits must clearly be linked to educational opportunities and add significantly to the curriculum. 	<ul style="list-style-type: none"> ▪ Given the likely gap in COVID-19 related cancellation insurance, if you are considering booking a new visit, whether domestic or international, you are advised to ensure that any new bookings have adequate financial protection in place. ▪ We continue to recommend you do not go on any international visits before the start of the autumn term. From the start of the new school term, you can go on international visits that have previously been deferred or postponed and organise new international visits for the future. ▪ You should be aware that the travel list (and broader international travel policy) is subject to change and green list countries may be moved into amber or red. The travel lists may change during a visit and you must comply with international travel legislation and should have contingency plans in place to account for these changes. ▪ You should speak to either your visit provider, commercial insurance company, or the risk protection arrangement (RPA) to assess the protection available. Independent advice on insurance cover and options can be sought from the British Insurance Brokers' Association (BIBA) or Association of British Insurers (ABI). Any school holding ATOL or ABTA refund credit notes may use these credit notes to rebook educational or international visits. ▪ You should undertake full and thorough risk assessments in relation to all educational visits and ensure that any public health advice, such as hygiene and ventilation requirements, is included as part of that risk assessment. General guidance about educational visits is available and is 		L

		supported by specialist advice from the Outdoor Education Advisory Panel (OEAP).		
Shielding and clinically vulnerable children and adults.	<ul style="list-style-type: none"> ▪ Shielding is currently paused and all children and adults are expected to be in school. ▪ Any member of staff or parent with concerns should contact the school to discuss possible options and seek advice. 	<ul style="list-style-type: none"> ▪ All clinically extremely vulnerable (CEV) children and young people should attend their education setting unless they are one of the very small number of children and young people under paediatric or other specialist care who have been advised by their clinician or other specialist not to attend. ▪ Further information is available in the guidance on supporting pupils at school with medical conditions. ▪ Clinically extremely vulnerable (CEV) people are advised, as a minimum, to follow the same guidance as everyone else. It is important that everyone adheres to this guidance, but CEV people may wish to think particularly carefully about the additional precautions they can continue to take. Further information can be found in the guidance on protecting people who are CEV from COVID-19. 		M
Visitors	<ul style="list-style-type: none"> ▪ Visitors may come in to school where necessary. Face coverings are optional. ▪ We will initially keep numbers to a minimum, but in time hope to use volunteers to support learning in and out of the classroom. 			L