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The full opening of schools - rapid review of possible steps to take

The Confederation of School Trusts (CST) is the national organisation and sector body for academy and multi-academy trusts. We have provided a rapid overview of the [guidance](#) on the full opening of schools as a PowerPoint presentation. Here, we provide a non-exhaustive, rapid overview of some steps you might take. This is not a substitute for reading the full guidance and CST does not accept responsibility if you use this solely or instead of the planning guidance.

Public Health Advice to Minimise Risks

The system of controls: PREVENTION: STEPS TO TAKE	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** If anyone in the 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. Put in place a procedure for anyone becoming unwell.
	2) **Clean hands thoroughly more often than usual** 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: ● After coming into school ● After sneezing or coughing ● Before and after handling or eating food ● After going to the toilet

	Ensure there are enough hand washing or hand sanitiser stations available
	Put in place supervision of hand sanitisers given risks around ingestion
	3) Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach Promote the 'catch it, bin it, kill it' approach, e.g. by providing tissues, bins, posters
	4) Introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach • Read PHE's COVID-19: cleaning of non-healthcare settings guidance • 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 • Implement a cleaning log to track cleaning frequency for bathrooms, classrooms and communal areas • Plan for the daily removal and safe disposal of rubbish • Schedule frequent cleaning of resources (e.g. books, toys) shared within groups • Schedule the isolation or cleaning of resources (e.g. books, toys) shared between groups • Purchase additional standard cleaning equipment if needed

	5) Minimise contact between individuals and maintain social distancing wherever possible
	• Plan group sizes
	• Revise timetables to accommodate groups and minimise movement between classrooms, where possible
	• Where possible, stagger start, break, lunch and finish times
	• Cancel large gatherings, such as assemblies and staff meetings
	• Revise extra-curricular offer to minimise mixing between groups
	• Where possible, plan ways to minimise contact around school estate between groups, e.g. separate entrance/exit gates or one-way systems
	• Divide playground to minimise mixing between groups
	• Plan arrangements for drop off/collection and communicate these to parents
	• Plan measures for lunchtimes, including:
	    o Managing lunch queues
	    o Reconfiguring dining spaces
	    o Communicating new arrangements to catering suppliers and lunchtime supervisors

	6) Where necessary, wear appropriate personal protective equipment (PPE) Put in place a PPE policy that could include for example, the use of PPE where a pupil becomes ill with coronavirus symptoms while at school and where a pupil already has routine intimate care needs that involve the use of PPE.
The system of controls: **RESPONSE TO INFECTION: STEPS TO TAKE**	**7) Engage with the NHS Test and Trace process** Put in place a procedure regarding the NHS Test and Trace process and how to contact your local Public Health England health protection team (this is likely to be part of the procedure outlined below)
	8) Manage confirmed cases of coronavirus (COVID-19) amongst the school community Put in place procedures to manage suspected/ confirmed cases Read process for dealing with symptomatic pupils Read procedure for dealing with a suspected outbreak Identify a room that symptomatic pupils will wait in until parents collect them, ideally with: ● A door you can close ● A window for ventilation ● A separate bathroom (either attached to the room or nearby) Plan staff training on 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
	9) Contain any outbreak by following local health protection team advice • Identify any specific PPE needs and ensure sufficient supply using local supply chains
Risk assessments **STEPS TO TAKE**	• Complete health and safety risk assessments (refer to guidance on risk assessments is available in the Annex to the guidance) • Consult with staff and representatives (CST will offer more advice on this) • Consider the impact on staff and pupils who have particular protected characteristics, including race and disability, in developing your approach to reopening

School Operations

Transport	• Encourage parents and pupils to walk/cycle or drive to school rather than take public transport

STEPS TO TAKE	• Remind parents and pupils still using public transport that face coverings are mandatory for children 11 years+
	• Consider organising walking buses for primary pupil groups
	• Work with the local authority, other local schools and transport providers to consider adjusting start and finish times and/or staggered starts
	• Work with home-to-school transport providers to determine appropriate protective measures to take on transport to align with your school's policies. Consider:
	    ○ how pupils are grouped together on transport, where possible this should reflect the bubbles that are adopted within school
	    ○ use of hand sanitiser upon boarding and/or disembarking
	    ○ additional cleaning of vehicles
	    ○ organised queuing and boarding where possible
	    ○ distancing within vehicles wherever possible
	    ○ the use of face coverings for children over the age of 11, where appropriate, 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

Attendance
STEPS TO TAKE
	• Communicate clear and consistent expectations around school attendance to families throughout the summer ahead of the new 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
	• Identify pupils who are reluctant or anxious about returning or who are at risk of disengagement and develop plans for re-engaging them - especially those who were persistently absent prior to the pandemic or who have not engaged with school regularly during the pandemic
	• Consider using 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
	• 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

Workforce **STEPS TO TAKE**	• The clinically extremely vulnerable list will be paused on 1st August. Some people on this list will remain under the care of their doctor or specialist and may advised not to return to work. Assess how many staff remain in this much smaller group and the impact on the workforce • Assess how many staff may be at increased risk due to protected characteristics and disparities in outcomes. Consider using an Equalities Impact Assessment. CST will commission further advice

	• In light of your assessment, consider altering the way in which you deploy staff • To minimise the numbers of temporary staff entering the school premises, and secure best value, schools may wish to use longer assignments with supply teachers and agree a minimum number of hours across the academic year
Extracurricular activities **STEPS TO TAKE**	• Review your breakfast and after-school provision and plan whether/ how to restart these in the autumn term. You may need to respond flexibly and build this up over time • Review parents use of external providers and consider how such provision will work alongside their wider protective measures, including keeping children within their year groups or bubbles where possible • Consult the guidance produced for summer holiday childcare. This includes schools advising parents to limit the number of different wraparound providers they access, as far as possible • As with physical activity during the school day, contact sports should not take place

Curriculum, behaviour and pastoral support

Curriculum **STEPS TO TAKE**	• Identify the most important missed knowledge and make use of flexibilities to plan how this will be covered, within a broad curriculum in all subjects • Plan formative assessment of pupils to inform modifications to the school's curriculum • Identify students most at risk of disengagement/most in need of additional support • Engage with LAs, agencies and the families of pupils with SEND to devise plans to provide specific support as needed
Physical activity **STEPS TO TAKE**	• Review your approach to physical activity within the school day, ensuring pupils remain in consistent groups where possible, sports equipment is thoroughly cleaned between each use, and contact sports are avoided • Prioritise outdoor sports where possible, and large indoor spaces used where it is not, maximising distancing between pupils and paying attention to cleaning and hygiene. This is particularly important because of the way in which people breathe during exercise

Pupil safety, well-being and support
STEPS TO TAKE
	• 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 children regarding any new safeguarding and welfare concerns and the handling of referrals to children social care and other agencies where these are appropriate
	• Consider the provision of pastoral and extra-curricular activities to all pupils designed to:
	    o support the rebuilding of friendships and social engagement
	    o address and equip pupils to respond to issues linked to coronavirus (COVID-19)
	    o support pupils with approaches to improving their physical and mental wellbeing

	• Provide more focused pastoral support where issues are identified • Consider the support needs of particular groups who need additional help (for example children in need), and any newly vulnerable pupils on their return to school
Behaviour expectations **STEPS TO TAKE**	• Revise behaviour and attendance policies if necessary, to create the right conditions to re-engage pupils in their learning and reintegrate them back into school life. Further information will be made available on this page • Provide additional pastoral and support services, exploring how services might be delivered remotely prior to reopening

Contingency planning for outbreaks

Process **STEPS TO TAKE**	• Ensure you have a contingency planning process in place for local outbreaks
Remote education **STEPS TO TAKE**	• Develop a contingency plan for remote education provision – have systems in place to move immediately to providing remote education where a class, group or small number of pupils need to self-isolate, or where there is a local lockdown • Put in place a curriculum that allows access to high quality online and offline resources that is linked to the school or trust's curriculum expectations • If necessary, select the online tools that will be consistently used across the school or group of schools 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 • If necessary, apply for government-funded support to access one of two free-to-use digital education platforms: G Suite for Education or Office 365 Education