

## GSHS COVID-19 Practical steps to reduce risk (V1.2) Updated 18th June 2020

As part of our commitment to ensure the safety and well-being of our staff, students and wider school community, we have adopted the following checklist as a summary of key questions and our actions to reassure staff, parents and the wider school community of our steps to reduce risk.

The checklist information below has been cross referenced with the DfE Guidance for secondary school provision from 15 June 2020, The Key for School Leaders supporting documentation, Compliance Education Re-opening Plan and Staff Associations planning guide for secondary schools.

The Key Questions /Action column has been RAGged to reference the progress of actions in relation to the key question:

Green = Key Questions /Action completed, Amber = Key Questions /Action ongoing and Red = Key Questions /Action not yet done.

If you have any queries related to this content or wish to further discuss any of the points detailed below, please do not hesitate to contact us at school.

### Section 1: Communication with staff, parents and students

Key Questions / Action	Actions taken in response	Next steps
Have the views of staff and parents been taken into consideration during the planning phase?	Parent Google Form circulated 29 <sup>th</sup> May to all Yr10 & Yr12 parents alongside an information letter on plans to safely re-open from 15 <sup>th</sup> June. Follow up phone calls with parents / students expressing concern. Trust letter with opportunity for sharing of concerns to be addressed in staff briefing via JM	Concerns from parents addressed via contact with Safeguarding Team or other appropriate member of staff e.g. SENDCO JM compiling FAQs from staff and cross referencing with staff briefing.
How will parents be informed of any changes to the plan and the system monitored?	Letter communication and use of SIMS InTouch, phone calls and school website / social media.	PM to oversee ongoing communication with parents via SIMS InTouch
Some students and staff may be in the high risk category, or may live with people in the high risk category, and so may need to continue to shield at home – is this being taken into account when considering who is best placed to come in?	Welfare Calls from Pastoral Staff to students / families who fall into this category – continuation of remote learning and welfare calls to support families. Staff who have been shielding / high risk contacted by PM/ASD/JM - Google Doc updated Support plans / reintegration model discussed at Trust level to positively reintegrate staff.	HoH liaise with SENDCO and Safeguarding Team re: families continuing to shield / concerns of high risk vulnerability.  SLT feedback to DHT/HT on staff welfare calls and any staff who are continuing to isolate or who need re-integration follow up.
Is it clear that this is not a return to the normal curriculum?	Remote learning is the main method of curriculum delivery and we are reviewing and expanding upon this offer in all year groups to ensure learning is meaningful and manageable for staff, students and parents.	CLK remote meeting with EBacc subject HoDs 02/06 HoDs monitor Google Classroom based on framework provided by CLK in Staff Bulletin

	<p>Communication updates to parents highlights that the return is based on face-to-face support to supplement remote learning.</p> <p>Live Lectures model and Google Classroom developed further.</p> <p>SEND students continue to be supported with remote learning following DfE guidance:  <a href="https://www.gov.uk/government/publications/coronavirus-covid-19-online-education-resources#special-educational-needs-and-disabilities-send">https://www.gov.uk/government/publications/coronavirus-covid-19-online-education-resources#special-educational-needs-and-disabilities-send</a></p> <p>Developments of GSHS remote learning offer incorporating elements of Oak National Academy <a href="https://www.thenational.academy/online-classroom/specialist/">https://www.thenational.academy/online-classroom/specialist/</a></p>	<p>Information circulated to parents via JS letter WB 8<sup>th</sup> June and PM Yr10 letter on specific plans from 15<sup>th</sup> / 22<sup>nd</sup> June and 6<sup>th</sup> July</p> <p>Feedback from some Yr10 highlighted that Live Lectures and lesson content is now over bearing. PM to share details with subjects to ensure offer is manageable for students.</p>
How will staff and students be made aware of the new arrangements, with particular reference to very young students and those with special needs?	<p>Staff Bulletin / Direct email detailing staff briefing and re-orientation sessions. Parental letter WB 8<sup>th</sup> June from JS with follow up phone calls via Welfare Call system.</p> <p>Communication updates from PM to Yr10 Parents on Phase 2 from 22<sup>nd</sup> June and Phase 3 from 6<sup>th</sup> July</p>	<p>HoH liaise with SENDCO and Safeguarding Team re: families SEND / concerns of high risk vulnerability. staff briefing and re-orientation sessions created and contact to specific staff from ASD, PM &amp; JM</p>
What arrangements will be put in place to ensure regular staff feedback on arrangements?	<p>Open door policy to SLT</p> <p>Regular SLT – HoD communication</p> <p>Ongoing fortnightly Bulletin, including video briefing from JS and wider SLT</p> <p>Follow up with specific staff to ensure all feel supported and arrangements continue to be meaningful and manageable.</p>	<p>GB to update staff bulletin</p> <p>SLT Line Manager to liaise with HoDs re any concerns</p>

## Section 2: Well-being

Key Questions / Action	Actions taken in response	Next steps
How will staff and students' emotional health and well-being be considered?	<p>GSHS recognises its duties under health and safety law to protect the mental as well as physical health of staff and students.</p> <p>Staff information to be shared from JM on self-care for staff, mental health and well-being for staff and students.</p> <p>Students' first session in school is supportive and welfare based with pastoral input.</p> <p>Updates to GSHS website to support parents / student well-being.</p>	<p>JM, ASD, JS &amp; PM continuing with plans of delivery for staff briefing and re-orientation sessions.</p> <p>Remote briefings now being held with specific groups following JS briefing on 18/06/20</p> <p>Ongoing updates shared with staff, students and parents on supporting</p>

		positive mental health and well-being.
How will the health of staff and those they live with be taken into account including those who may be pregnant or vulnerable, or may live with someone, in a high-risk category and so should continue to shield at home? How will the needs of staff with childcare or other caring needs, be taken into account?	Ongoing communication with staff. Staff who have been shielding / high risk to be contacted by JM, ASD, and PM. Support plans / reintegration model discussed at Trust level to positively reintegrate staff. Open, supportive dialogue with staff to best support personal circumstances on an individual basis.	SLT feedback to DHT/HT on staff welfare calls and any staff who are continuing to isolate or who need re-integration follow up.
What guidance will be given to staff on how to support students?	Mental health and well-being support with advice on issues children may be experiencing and classroom techniques and routines to support re-integration through staff briefing and re-orientation sessions.	Staff briefing and re-orientation sessions planned to cover key points with additional resources shared from Safeguarding Team / SENDCO. Daily briefing and updates to Pod staff led by SLT. Communication from Pastoral Team to SLT on any individual student concerns.
What pastoral support services will be available?	House support and access to mentoring / counselling services are available for staff and students who may need support. This offer is also available remotely outside of school.	Phase 1 = Pastoral Review & Re-engagement with Form Tutor & House Team. Phase 2 = Pastoral staff led re-orientation sessions. House, SEND & Safeguarding Team presence each day on rota to support students. PM to meet and brief Pastoral Teams each day outlining support services available. PM to deliver remote assembly to Yr10 at the start of each session
How will the school/college monitor workload at this time to ensure a reasonable work/life balance for staff and manageable workload for students?	SLT /HoDs continue to monitor workload and staff well-being to ensure positive work/life balance Staff Voice feedback from staff Feedback from parents shared with subject staff on an individual level if any concern for specific students. General feedback from parents shared with all staff.	SLT maintain structured weekly contact with HoDs Staff Voice feedback shared. Communication from parents to be shared with staff on a regular basis.

### Section 3: Student and staff arrival, transfer and interaction

Key Questions / Action	Actions taken in response	Next steps
<p>What are the plans for ensuring that staff can travel safely to and from school? For those who have no car and cannot walk or cycle, how can they safely travel to school, when use of public transport is discouraged? (note car sharing other than between members of the same household should not happen).</p> <p>Where school transport operates under normal circumstances, how will this operate at this time, ensuring social distancing and hygiene arrangements?</p>	<p>Safe travel plans for each individual member of staff to be discussed and circumstances on an individual level to ensure all staff are supported.</p> <p>Information sought from WBC on buses and Google Form to gather info from parents on how children will travel to/from school.</p> <p>Public transport reminders to adhere to guidelines re: face coverings.</p>	<p>Open door policy and direct 1:1 contact with staff outlining concerns.</p> <p>PM in discussion with Fairbrothers re: Burtonwood bus. **Update – school buses not scheduled due to rota structure of groupings**</p> <p>Information shared with parents re: public transport face coverings through individual Pastoral contact and concerns raised by parents.</p>
<p>How does the school propose to ensure social distancing at the start and end of each school day? Is it practical to stagger arrival times, if so how? How will overcrowding at the school gates or in the playground be prevented?</p>	<p>Designated arrival / exit times for staff and students to avoid crowding / congestion.</p> <p>Staggered arrival time of students to limit numbers of students arriving – clear markings placed on the floor to indicate safe social distancing.</p> <p>Staff on duty to facilitate safe entry to school.</p> <p>Details outlined in letter to parents highlighting entry and exit points and procedures once arriving at the site.</p>	<p>Planning model highlights specific timings of staggered starts in Phase 2 for Keyworker, Year 10 Google Support, Year 10 Face-to-face Support, Year 12 Google Support. Student briefing from SLT on arrival and mini-assembly to highlight and over-communicate social distancing guidelines on site, but also on transfer to and from school.</p>
<p>What measures are in place to protect staff and students who may at times need to use physical interventions (in AP and mainstream) to protect students from harming themselves or others? (They will clearly not be able to socially distance when doing this)</p>	<p>Risk assessment adapted to follow DfE update on behaviour.</p> <p>Safeguarding Team to have access to PPE equipment which can be used in extreme cases of emergency where physical intervention is necessary.</p>	<p>PM, JM &amp; RB (DSLs) via staff briefing and acclimatisation to highlight use of physical intervention by wider staff in only the most extreme cases where an individual's H&amp;S is at serious risk.</p>
<p>Is there sufficient staffing to monitor the safe arrival and departure of students at varying times?</p>	<p>Staff duties to be allocated in accordance with return plan and risk assessment / procedures.</p>	<p>Phase 2 = staggered model with SLT / HoD / HoH presence at two key entry points.</p>

	Staff marshalling corridors on entrance to maintain social distance and support safe entry / exit.	Phase 3 = 1 x SLT at each of the three key entry points alongside HoD / HoH
Will parents/carers be instructed that they may not enter the premises other than in an emergency situation?	Yes, this will be detailed in an updated information shared with parents of those children attending school.	Safeguarding Team modifying this practical steps to reduce risk document to place on school website.
Will there be clear guidelines on entry to school/college about the procedures in place for essential visitors to the school? Will there be social distancing measures in place for visitors to the school/college? How will other unauthorised visitors be kept away?	Posters displayed in foyer outlining measures in place alongside safeguarding information. Only essential visitors to the site permitted and in separate areas to students / staff. Any visitor to adhere to social distancing guidelines. Any other requests for visits to be restricted / refused.	MH to monitor and update displays and guidelines information alongside Safeguarding displays / entrance point.
Will visitors working closely with students be offered PPE where necessary?	Individual risk assessments for any EHCP students who plan to attend school and updated risk assessment for first aiders. See St Johns Ambulance update below.	SENDCO/ SEN Team to undertake Risk Assessments on an individual basis and highlight need for PPE.
Will a one-way system be introduced?	Not a one way system, but entry and exit points are clearly signposted and shared with staff and students via re-familiarisation sessions.	Students are grouped in Pods in specific zones of school so no crossover. Areas will not be accessible to avoid Pods mixing.
Who will monitor that the systems are being complied with? Will a member of staff be on duty at all times?	Senior staff will be visibly present around school/college during the day to monitor systems.	SLT duty rota in line with CLK timetable Each Pod has a radio to contact designated member of SLT for that group.
What arrangements are proposed around access to student toilets to ensure no overcrowding during lesson and break times?	Individual toilet blocks allocated to groups and Pods within groups. Staff operating a one in and one out model with allocated toilets to PODs and deep clean at the end of the day.	IR direct cleaning staff to specific toilet blocks for regular maintenance / top up of sanitary materials as well as deep clean at the end of each day. Student briefing highlights the one in one out model and hygiene guidelines.
What signage will be displayed to support these new systems?	Posters displayed on toilet doors and staff info via training sessions	MH to create posters - Pod A & B within each group Staff briefing each day to re-inforce procedures. Student briefing each morning to highlight on-site procedures for all to adhere to.

#### Section 4: Structure of the day and groupings

Key Questions / Action	Actions taken in response	Next steps
<p>How will break times operate to ensure social distancing? Have students been told to bring water bottles?</p>	<p>Students will remain in working areas and have a time to relax, eat a snack and have a drink. There will be no unstructured break time outside of their working area, although this will be monitored, reviewed and adapted where necessary. Each student will receive a bottle of water and a cereal bar. This will be placed on their desk before arrival each day.</p>	<p>To be monitored and developed where appropriate. Catering staff to follow guidelines re: gloves and distribution of water / snacks before students arrive. Active supervised break – tour of school under direct supervision and maintaining social distancing.</p>
<p>What arrangements are in place to ensure that meals can be safely prepared and served?</p>	<p>No lunch provision is being catered for Yr10 or Yr12 Continue with current model for keyworker / vulnerable student provision.</p>	<p>Keyworker students to access break &amp; lunch provision as current model. All to continue to adhere to social distancing / hand wash measures. Rota in place to avoid cross-over with cleaning in between each sitting.</p>
<p>How will breaks for staff operate?</p>	<p>Staff will have breaks outside of time they are delivering directly to students (face to face or remotely) in allocated areas, as well as official timetabled 'break' time. Buffer between delivery of each session to allow for staff comfort break.</p>	<p>CLK staff timetable to be followed Student break to be supervised by SLT to allow adequate staff break in addition to lesson changeover buffer for staff comfort breaks</p>
<p>Have assemblies and the coming together of other large groups, both staff and students, been suspended? Have off site visits been suspended?</p>	<p>Yes, larger physical gatherings have been suspended. Remote assemblies created to share with wider school body, starting with SLT assembly and then House assemblies.</p>	<p>Pastoral Team assembly rota in Houses.  Yr10 Welcome remote assembly shared at the start of each session.</p>
<p>How many students can each individual classroom safely accommodate to ensure that they and staff remain 2 metres apart on entry and departure and during the day? This needs to take account of the additional staff numbers in classes with SEND students who have individual adult support. How many people altogether will be in the classroom should be the measure.</p>	<p>Working areas have been developed based on DfE and Compliance Health &amp; Safety updates. Rooms set up with a 2m plus buffer to minimise risk for all. Phased approach with Pods created in zones of school. Areas have sufficient social distancing in place and sectioned to structure Pods and staff working areas and toilets within each Pod.  Students requiring specific and agreed additional support to have bespoke timetable / support in Learning Support.</p>	<p>Yr10 planning model highlights groupings / Pods in areas of school with individually designated toilets to minimise risk. SEND students / individuals requiring additional support to be catered for following individual student risk assessments.</p>

	<p>Classrooms used for Yr10 re-orientation can accommodate 9 students based on 2m guidance – GSHS plan has 8 students max in these classrooms with one member of staff allocated to this Pod.</p> <p>Rota of activities and circulation established to avoid crossover of Pods and to minimise risk.</p>	<p>As new guidance is shared from DfE / H&amp;S, we will adapt numbers, but always keep a safe buffer of numbers.</p>
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### Section 5: Preparation of the site / cleaning & hygiene / Health & Safety

Key Questions / Action	Actions taken in response	Next steps
<p>What measures are the school taking on cleaning (infection prevention and control)?</p>	<p>GSHS is following the DfE published guidance on cleaning (infection prevention and control) <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></p> <p>All areas of the premises which have been accessed will be thoroughly cleaned on a daily basis with particular focus on surfaces that are touched by multiple people such as photocopiers, door handles, table/counter tops, computers including mouse and keyboard, light switches, telephones, chairs, bannisters, shared learning resources, specialist equipment for SEND students, toilets and toilet handles, sinks, taps and other areas touched regularly, with additional cleaning during the day as necessary.</p>	<p>Premises Manager in liaison with Safeguarding Team to monitor and update cleaning checklists for cleaning staff</p> <p>Staff to also have access to a hygiene kit in each Pod. This will include: gloves, sanitiser spray, sanitising hand gel, wipes and bin bags for disposal.</p> <p>Lidded foot push pedal bins to be allocated in each working area and designated to specific Pods.</p>
<p>Handwashing and sanitising</p>	<p>Soap and warm water will be available at all times, with systems in place to monitor and ensure continuity of supply of soap and sanitiser.</p> <p>Mobile stations have been purchased and will be stationed at entrance points and sanitiser available at each entrance and exit point.</p> <p>Students and staff arriving can safely queue up, at 2 metre distance from each other and access the sanitiser on arrival</p> <p>Staff and students will be advised to wash their hands for at least 20 seconds with water and soap when using toilets, before departure and regularly throughout the day, including before and after every break and lunchtime for Keyworkers.</p>	<p>Premises Manager in liaison with Safeguarding Team to monitor cleaning checklists for cleaning staff</p> <p>Students reminded via briefing at the start of each session.</p>
<p>Working space measures</p>	<p>Each classroom will be provided with gloves and disinfectant spray in case a student coughs or sneezes on a piece of equipment. Having these materials in each classroom will allow staff to sanitise as they see fit during the school day.</p>	<p>Maintenance Team to monitor usage to replenish hygiene kit when necessary.</p>

<p>First aid / illness throughout the day</p>	<p>Designated First Aiders highlighted for each day. PPE will be available for emergency situations, for example when a student develops symptoms during the school day and is awaiting collection and / or administering First Aid.</p> <p>First aiders will receive training updates based on information provided by St John's Ambulance <a href="https://www.sja.org.uk/get-advice/first-aid-advice/covid-19-advice-for-first-aiders/">https://www.sja.org.uk/get-advice/first-aid-advice/covid-19-advice-for-first-aiders/</a> Quarantine room set up for students and staff who display symptoms of COVID-19.</p>	<p>Safeguarding Team to update highlighted First Aiders on updated guidance and procedures</p>
<p>Can confirmation be given that if any member of staff wishes to wear a face covering, they will not be prevented from doing so?</p>	<p>DfE guidance Coronavirus (COVID-19): implementing protective measures in education and childcare settings states that <i>"Wearing a face covering or face mask in schools or other education settings is not recommended."</i></p>	<p>Information to be shared via staff briefing and re-orientation sessions</p>
<p>Are you satisfied that a review of fire evacuation procedures, including assembly points, has taken place?</p>	<p>Risk assessment plans for evacuation adapted in line with Health &amp; Safety guidance from Compliance Education.</p>	<p>Student briefing highlights evacuation points and assembly area in the case of a fire. SLT to act as Fire Marshal in their designated area.</p>

## Section 6: Changes to routines and support for SEND & Behaviour

Key Questions / Action	Actions taken in response	Next steps
<p>Will guidance and training be provided for staff to ensure they understand, and can enforce, the new routines and support students in understanding them and are familiar with revised physical arrangements, well in advance on when wider opening begins?</p>	<p>Staff to be updated via staff briefing, as well as information shared with parents / students on expectations / and routines in school. This will be shared with students via SLT &amp; HoH in mini assembly and familiarisation / procedures update.</p> <p>Follow DfE guidance on changes to school exclusion process.</p>	<p>PM to monitor updates from staff and SLT to update routines based on DfE guidance.</p>
<p>Will individual risk assessments and discussion with parents/carers have taken place and been agreed by the date when extended opening begins, to ensure that any</p>	<p>Our SEND team has had regular contact with our SEN students and followed the DfE guidance on SEND Risk Assessments <a href="https://www.gov.uk/government/publications/coronavirus-covid-19-send-risk-assessment-guidance/coronavirus-covid-19-send-risk-assessment-guidance">https://www.gov.uk/government/publications/coronavirus-covid-19-send-risk-assessment-guidance/coronavirus-covid-19-send-risk-assessment-guidance</a> This information will continue to be used for any Year 10 SEND students.</p>	<p>SENDCO in liaison with individual families and update where necessary. Update to SLT on SEND students / individual risk assessments.</p>



<p>provision required by a student in order to attend school/college is safely in place?</p>	<p>Coronavirus Act 2020 law changes on EHCP <a href="https://www.gov.uk/government/publications/changes-to-the-law-on-education-health-and-care-needs-assessments-and-plans-due-to-coronavirus/education-health-and-care-needs-assessments-and-plans-guidance-on-temporary-legislative-changes-relating-to-coronavirus-covid-19">https://www.gov.uk/government/publications/changes-to-the-law-on-education-health-and-care-needs-assessments-and-plans-due-to-coronavirus/education-health-and-care-needs-assessments-and-plans-guidance-on-temporary-legislative-changes-relating-to-coronavirus-covid-19</a></p>	
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