

Table of support for Hertfordshire Secondary schools in the next stage of responding to the COVID-19 Pandemic (provided by Herts for Learning to all Hertfordshire secondary schools)

Haileybury Turnford Coronavirus (COVID-19) Recovery and Re-opening Risk Management Plan - Version 4

Context:

This is Version 4 of the school's Risk Management Plan and is currently in draft form. It will be subject to adjustments in line with further government guidance as it is published. This Risk Management Plan was finalised by Haileybury Academy Trust governing body in meetings on 4th June and 13th June before further changes to existing school arrangements, and face-to-face support to students in Year 10 and Year 12 students from 15th June.

All health and safety guidance and social distancing rules for students, staff, parents, carers and visitors to the school will be followed fully.

The following conditions will be at the forefront of decision-making when implementing the re-opening plan:

- The health and safety of all students, staff, parents, carers and the community
- The availability of school staff
- Leadership capacity across the school to ensure a strategic and coordinated approach
- Regular, coordinated communication with staff, parents, carers and the school community to provide clear information and reassurances
- Full adherence to government guidance for the re-opening of secondary schools, ensuring that robust risk assessments are in place before re-opening from 15th June at the earliest

This risk management plan has been reviewed weekly; led by the Principal and the Business Manager. Changes to risk management arrangements following any review will be communicated to all stakeholders and specific risk management documents and assessments will be updated accordingly. Any significant strategic changes to arrangements for re-opening and subsequent risk management arrangements can only be made by the governing body.

Decision-making for arrangements from 1st September 2020 will follow in due course and will be dependent on further government guidance.

Documentation of the arrangements for the opening of the school in September for the 2020/21 academic year is in a new document *HT Hfl Sept opening Stage 2 v01*. This builds on the actions and arrangements of this document for the opening of the school to all students in September 2020.

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<p>Health & Safety</p>	<p>Lead: HCC: James Ottery James.Ottery@hertfordshire.gov.uk HT: Jane Howard, Business Manager</p> <ul style="list-style-type: none"> • Have you undertaken a COVID-19 risk assessment and shared the findings and controls you are taking with staff? • Have you reviewed your revised health and safety policy? And your sickness procedures? • How will you ensure that all staff are consistently following your risk assessment and procedures in line with your Health & Safety Policy • Have you reviewed existing student risk assessments/individual care plans? 	<ul style="list-style-type: none"> • Yes – we are using Judicium (our H&S Advisors’) template: Risk Assessment: <i>HT reopening COVID RA</i> • COVID-19 risk assessments are in addition to the risk assessments currently in place at the school • If there is a conflict between COVID-19 risk assessments and standard risk assessments previously in place, then the COVID-19 risk assessment is to be taken as current practice/guidance. • Issuing guidance prior to school reopening, including availability of all COVID-19 risk assessments, and FAQs also developed, staff meetings and training. • For all students with an EHCP and other complex needs with SEN or disability, the school will exercise a risk assessment and offer a place at school, if it is determined their needs can be met safely at school. The Flex/SEND Coordinator will oversee the risk assessments for each student who has an EHCP or SEN disability. The risk assessment will involve consulting with the child, parent and other professionals who support the student.

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	<ul style="list-style-type: none"> • Are there any other risks arising from issues such as behaviour or personal care requiring close contact which need assessment? • Has the water system been flushed for all areas of school not used since lockdown? • Are all essential systems fire alarm etc. operating as normal? • Do you need to make arrangements for any equipment/plant servicing and inspection which was postponed e.g. lifts, gas safety, electrical wiring condition (fixed wire testing)? • If windows and doors are left open to increase ventilation, does this create any other concerns (security, fire spread) etc.? 	<ul style="list-style-type: none"> • Students with SEN and behaviour and personal care needs will be considered separately, and a separate risk assessment will be conducted. Student(s) who have personal care requirements will be considered with a separate risk assessment, with this led by the Vice Principal and SENCO and medical team. • Legionella checks have been carried out throughout lockdown and documented. • Checks have been carried out throughout lockdown. All systems operational. • Not at present. • Organising annual checks that routinely take place over the summer holiday will need to take into account social distancing and government guidance in place at the time. • Yes – these are being mitigated through the following actions. • Revised Evacuation Plan draws attention to open doors/windows and states that they are closed as the room is vacated (doors in particular). • Security: Premises staff will ensure that all doors and windows are closed at the end of the day.

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	<ul style="list-style-type: none"> • Are arrangements with contractors clear for routine maintenance going forward? Seek assurance over their controls/review their risk assessments for adhering to government advice on social distancing etc. • Have you planned a practice fire drill, respecting safe distancing? <p>Reading:</p> <p>https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june/planning-guide-for-secondary-schools</p> <p>https://www.gov.uk/government/publications/actions-for-educational-and-childcare-settings-to-prepare-for-wider-opening-from-1-june-2020</p> <p>https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings</p> <p>https://www.hse.gov.uk/news/work-equipment-coronavirus.htm</p> <p>Support:</p> <p>For queries on H&S related matters, Contact H&S team healthandsafety@hertfordshire.gov.uk 01992 556509</p>	<ul style="list-style-type: none"> • Yes • Contractors risk assessments received, and meeting held with site supervisor. Regular meetings will take place. • A fire drill will be scheduled in the first 5 working days of re-opening with a full de-brief.
Attendance	<p>Lead:</p> <p>HCC: Richard Woodard Richard.woodard@hertfordshire.gov.uk</p> <p>East Team Duty Desk Tel: 01992 555261</p>	

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	<p>Email: attendancedutyeast@hertfordshire.gov.uk West Attendance Duty Telephone number: 01442 454778 Email: attendancedutywest@hertfordshire.gov.uk HT: Maxine Goodes, Vice Principal</p> <ul style="list-style-type: none"> • Have you revised your attendance expectations and procedures (regarding students' attendance, when they should return to school if they or anyone in their household have displayed symptoms of COVID-19 etc.)? • How will attendance be monitored from day to day? • Have you reviewed and revised your first day absence calling procedures to reflect the fact that different groups of students will be expected in school each day? <p>Reading: https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june/planning-guide-for-secondary-schools https://www.gov.uk/government/publications/actions-for-educational-and-childcare-settings-to-prepare-for-wider-opening-from-1-june-2020</p>	<ul style="list-style-type: none"> • Students will be invited in on set days and times in consultation with individual risk assessment arrangements. • Fixed Penalty Notices (FPNs) will not be issued if a parent decides their child will not return to school. • Expectations about arrival and departure at school will be made clear to students and parents. • Attendance will be monitored using SIMS. • Parents will be contacted by 10.30am if a student is expected and does not attend the agreed session. • The Attendance Officer will oversee and monitor attendance daily. • Vulnerable student attendance will be monitored daily by VEL, CWI and GHA. • The relevant returns will be made daily to the Department for Education.

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	<p>Support:</p> <p>Contact the attendance duty line or your school's Local Authority Attendance Officer</p>	
<p>Care routines</p>	<p>Lead:</p> <p>HCC:</p> <p>HT: Jane Howard, Business Manager</p> <ul style="list-style-type: none"> • Do you have a good supply of soap, hand sanitiser, paper towels, tissues, lidded bins? • Who is monitoring toilets etc. and ensuring stocks are replenished? • How will you ensure that all staff and students adhere to stringent hand washing procedures? How will you remind them/reinforce hygiene practice? • What measures are in place to ensure visitors adhere to hand washing/sanitisation advice? Is hand sanitiser provided in main entrance and other locations where required? 	<ul style="list-style-type: none"> • Yes. All items sourced and ready for use. Re-stocking will continue to take place in a systematic way. • The school's cleaning contractors, Evergreen will have staff on site for the duration of the school day and manage this in a systematic way. • Hand sanitising units at entrances to the school site and in key positions in the school. In addition, there will be posters and information throughout the school building. • The new home-school agreement for students deals with this explicitly. • Advice and training for staff will deal with this explicitly. • Visitors will be very limited and will have information on expectations in advance of coming on site (updated visitor agreement).

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	<ul style="list-style-type: none"> • How will you build in regular opportunities for handwashing and ensure hands are washed thoroughly? • How will you ensure that social distancing measures are adhered to in toilet facilities/wash stations? Will you stagger access? Will you supervise? • How will you provide the facilities to dry washed hands and dispose of the towels hygienically? • Will you review care plans for students who have serious skin conditions? • How will you ensure that students and staff will not touch soiled articles? Do you have lidded bins in each of your classrooms? 	<ul style="list-style-type: none"> • Notice with instructions will be on the school's reception door. • Free standing hand sanitiser unit in reception to be used by all visitors. • Freestanding hand sanitising units will be at each entrance and in key positions in the school. • Desktop hand sanitising units will be in each classroom. • Toilets will have soap. • Soap and sanitiser levels will be monitored and topped up throughout the day in a systematic way. • Access to areas will be monitored. No student will move around school without supervision should they need to access the toilet during lesson time. • Hand dryers will be turned off and paper towels provided. • These will be disposed of in a lidded bin. • Bins will be emptied regularly and systematically. • This will form part of the care plan review for each student this is relevant for. • Lidded bins will be supplied in each classroom and in locations where waste might be disposed.

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	<ul style="list-style-type: none"> • Has a risk assessment for personal care been done? Is PPE appropriate? Is PPE equipment readily available for staff so that they are able to support with this? (<i>High risk activity</i>) <p>Reading:</p> <p>https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june/planning-guide-for-secondary-schools</p> <p>https://www.gov.uk/government/publications/actions-for-educational-and-childcare-settings-to-prepare-for-wider-opening-from-1-june-2020</p> <p>guidance on hand cleaning</p> <p>video on hand washing https://youtu.be/bQCP7waTRWU</p> <p>https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings</p>	<ul style="list-style-type: none"> • PPE will be provided for the following staff. • Medical and reception - to use PPE if a student requires medical assessment that will require closer contact than 2 metres. • Staff taking temperatures of students on arrival to school. • PPE will also be worn by the cleaning team and monitored by the cleaning supervisor.
Cleaning	<p>Lead:</p> <p>HCC:</p> <p>HT: Jane Howard, Business Manager</p>	

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	<ul style="list-style-type: none"> • Have you identified all high contact touch surfaces? How will you ensure that surfaces, door furniture and equipment (including outdoor equipment) are regularly cleaned during the day? • Have you discussed resourcing and risk assessments from your contract cleaning staff? • How will you ensure that there is thorough cleaning of the environment/equipment/resources at the end of each day? • How often will you clean resources that students share (e.g. keyboards, D&T equipment, musical instruments, textbooks?) How will this be managed? • How will you mitigate risk of cross contamination throughout the day in shared areas? How will you keep groups of students, and the staff members working with them, separated from each other and in separate parts of the school? 	<h3>Haileybury Turnford Action</h3> <ul style="list-style-type: none"> • High touch surfaces identified. • Cleaning staff will be in school 9.00am to 3.00pm to clean high-risk areas in rotation; toilets, high touch areas. • Meeting held with cleaning supervisor 01/06/20 to plan arrangements. • Regular updates will take place with cleaning supervisor. • The environment will be cleaned by the contract cleaners, Evergreen. • School equipment and resources will not be used by students. • Exception: PCs – individual students allocated the same PC to use when they are in a classroom. Wipes are available to wipe down before and after use. These must be disposed of in the lidded bin provided by the student. Students will be told how to wipe PCs thoroughly. • Students will not be sharing resources. • Students will be allocated to a classroom and will remain in that room whilst in school. • Students will take their break in a specified area.

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	<ul style="list-style-type: none"> • How will you ensure that staff (e.g. site manager) have clean uniforms daily? • How will you support families with regular cleaning of uniform? And how will you communicate your expectations to parents/carers? Will you relax your uniform expectations? If students are coming into school for GCSE/A level/BTEC PE lessons, will they come in PE kit to avoid use of changing rooms? • Have you got procedures in place for regular emptying of bins during the day? <p>Reading:</p>	<ul style="list-style-type: none"> • Groups of students will not be allowed to mix. Start and finish times and breaks will be staggered so each group has its own timetable (see Appendix A). • Staff wear their own clothes. • All students attending school are expected to wear school uniform w/c 1/06/20 and staff will be understanding if a student cannot wear their full uniform. Clean uniform should be worn on each occasion students attend school. • Vulnerable families who have difficulties cleaning and drying uniform regularly will be offered support through VEL. • Expectations around uniform and basic hygiene will be communicated to parents/students in the home-school agreement and newsletters. • Changing rooms will not be used. • PE and practical lessons will not be offered on site and guidance will be developed should this position change. • This will form part of the rota of task to be completed during the day by cleaning staff in a systematic way.

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	<p>https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june/planning-guide-for-secondary-schools</p> <p>COVID-19: cleaning of non-healthcare settings guidance</p> <p>https://www.gov.uk/government/publications/actions-for-educational-and-childcare-settings-to-prepare-for-wider-opening-from-1-june-2020</p> <p>https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings</p>	
<p>Medical assistance and First Aid</p>	<p>Lead:</p> <p>HCC:</p> <p>HT: Jane Howard, Business Manager & Maxine Goodes, Vice Principal</p> <ul style="list-style-type: none"> • Do you have sufficient qualified first aiders on site each day? • How will you support students who need medical assistance/intimate care? • What provision is in place for a student who may fall ill during their time in school – displaying COVID-19 symptoms 	<ul style="list-style-type: none"> • Qualified First Aider(s) will be added to the staff duty rota on a rotational basis. • The student who requires intimate care on an occasional basis will be considered as part of a separate risk assessment. • If a student is suspected of having COVID-19 then they will be escorted to medical (by reception). • They will be asked to wait outside medical and the medical staff will put on PPE, make a temperature check and isolate them in the small room off the medical reception.

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	<ul style="list-style-type: none"> • Have you considered with colleagues how you will respond to a student who requires first aid treatment – will usual precautions be sufficient? How will you respond to a student who is upset and needs comfort from a trusted adult? Have you risk assessed this response? • Do you need to make adaptations to your First Aid facility and procedures in light of social distancing? Is your First Aid facility 	<ul style="list-style-type: none"> • The staff member will follow all PPE training guidance they will have had in advance of re-opening. • The student’s parent/carer will be contacted. • The student must remain in this room until collected by a parent/carer. • The parent/carer will be contacted to collect their child immediately and advised to take them for a test to ascertain whether they have COVID-19. • We will expect the parent/carer to contact the school with the result of the test as soon as it is made available to the family. • Students requiring First Aid as a result of a minor injury will be escorted to medical by a member of staff (following social distancing at 2 metres). • They will be asked to remain outside medical. • If the student is unable or unwilling to treat themselves e.g. clean a cut and put a plaster on, the staff in medical will put on full PPE. • Once the staff in medical are wearing full PPE they will treat the student. • The staff member will follow all PPE training guidance they will have had in advance of re-opening. • No access to First Aid from the corridor. • Access only via the external door. • All students to be escorted to First Aid (following social distancing at 2 metres).

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	<p>sufficiently spacious? Have you communicated these changes to staff, students and parents?</p> <ul style="list-style-type: none"> • Will you adapt arrangements for parents bringing medicines into school? <p>Reading:</p> <p>https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june/planning-guide-for-secondary-schools</p> <p>https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings</p> <p>Support:</p> <p>Your SEA could support you via an arranged consultancy call</p>	<ul style="list-style-type: none"> • Students to remain outside and speak to the medical staff at 2 metres distance. • Students taking medicines will be asked to arrange to take their medicine at home if possible – this is more feasible given the shorter school day. • If the student must take their medicine in school, they will have to retain the medicine themselves and staff can remind them to take the medicine at the appropriate time. • Medicines cannot go between home and school with the expectation that they can be held by the school in the medical room.
Sharing equipment	<p>Lead:</p> <p>HCC:</p>	

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	<p>HT: Kath Just, Vice Principal</p> <ul style="list-style-type: none"> • How will you plan lessons and activities to minimise shared use of equipment/ resources? • Will you remove any equipment from the spaces you are using for face to face support? • Where will 'unnecessary' items from classrooms be stored so that this does not create a fire risk (no storage in electrical intakes, plant rooms etc.)? • How will you ensure that equipment that has to be shared is kept clean? • What will you allow students to bring into school and how will you communicate any changes to this policy? • Will you allow any school books/resources to be taken home? <p>Reading: https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june/planning-guide-for-secondary-schools https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings</p> <p>Support: Your SEA could support you via an arranged consultancy call</p>	<ul style="list-style-type: none"> • Students will be assigned a clear seating plan place, and this will be separated from other students and staff by a minimum distance of 2 metres. • Clear signage on each desk will denote and remind students of the expectations. • Students will be allowed to bring in set equipment, snacks and a water bottle. This will be communicated in the new home-school agreement. • Students will have their own personal exercise book and they will be allowed to take this home. It cannot be shared/handled with any other person in school. • Initially all lessons will be more didactic and require minimal equipment for students. Guidance developed for teaching staff, and appropriate support and training in advance of 22/6/20 and de-brief sessions once teaching has started from this date. • Students will be expected to bring all equipment and will be provided with an exercise book to use during lessons. They will keep this for the rest of the term, and this will not be handed in. If they do not have the correct equipment, there will be a limited supply which will be handed to them, once cleaned with wipes. On return the item will be wiped again before it can be re-used. Or the student keeps the pen.

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		<ul style="list-style-type: none"> • Classrooms to be used will have any soft furnishings removed and will have extraneous equipment moved to another, unused room. • Students should only bring in their pencil case and exercise book (once provided) in their school bag with packed food and a water bottle. As noted above, resources and equipment will not be supplied by the school, unless essential. This information will be sent home via email and will be communicated during the face-to-face meetings held the previous week. This information will also be sent electronically to parents and will be reiterated in the home-school agreement.
Visitors	<p>Lead: HCC: HT: Jane Howard, Business Manager</p> <ul style="list-style-type: none"> • What will your policy be regarding visitors? 	<ul style="list-style-type: none"> • Visitors on site only if they are essential meetings or Year 10/Year 12 face-to-face meetings w/c 15/6/20. • Individual Y7-Y9 meetings are taking place <ul style="list-style-type: none"> ○ Guidelines re Covid-19 measures and expectations of visitors will be issued when meeting is booked ○ Y7-Y9 student and parent/carer arrive on time, if early are asked to wait outside. ○ HT staff member will collect their visitor from reception ○ Visitor will enter via black gate. Be temp checked. Sanitiser in entrance to school.

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	<ul style="list-style-type: none"> • Will governors, external agency staff (social workers, EWOs, EPs etc.), contractors, HCC & HFL colleagues be viewed as staff or visitors? • What procedures will be in place to ensure that essential visitors adhere to social distancing and hand washing rules? 	<ul style="list-style-type: none"> ○ 2 metre social distancing in place at all times. ○ Visitor remains with a member of HT staff at all times. ○ Visitor is returned to area outside medical reception to exit via the black gate • Sixth form Y13 destinations meetings <ul style="list-style-type: none"> ○ Guidelines re Covid-19 measures and expectations of visitors will be issued when meeting is booked. ○ Take place in the sixth form block ○ Entrance is via door to common room ○ Y13 student arrives on time, if early asked to wait outside. ○ Sanitiser is available by the door. ○ 2 metre social distancing in place at all times. • All non-HT employees who are not on rotas to be in school on the day will be viewed as visitors. • There is an updated visitor agreement which will be displayed in reception. • When the meeting is organised the staff member will be required to state that the school is following social distancing and hygiene practices that they must adhere to if they come on site. • Details of social distancing and hygiene practices will be on notices on the outside of reception so that people know what to expect when they enter.

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	<ul style="list-style-type: none"> • Will parents/family members be allowed onto site? How will you communicate your expectations/procedures? • What guidance has been provided for staff on deliveries etc? <p>Reading: https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june/planning-guide-for-secondary-schools</p>	<ul style="list-style-type: none"> • Only one parents/carer and student or visitor will be allowed in reception at any time. If attendees are early, they will be asked to wait outside. • The staff member will need to go to reception to collect their visitor at the agreed appointment time. Visitors should be brought into the school via the gate rather than through reception. • The visitor will have to use hand sanitiser before going into the school and maintain a 2 metre distance between themselves and everyone else at all times. • There will be signage to follow throughout the building. • Parents/carers/family will not be allowed on site unless it is to attend a pre-arranged meeting. • No-one to be on site at drop off/pick up. • Deliveries will be left outside reception. • Reception staff will contact premises staff for collection of deliveries.
Personal Protective Equipment (PPE)	Lead: HCC: Tania Rawle Tania.Rawle@hertfordshire.gov.uk Louise Carter Louise.carter@hertfordshire.gov.uk	

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	<p>HT: Jane Howard, Business Manager</p> <ul style="list-style-type: none"> ▪ Have you got sufficient and appropriate PPE for use in cases of: <ul style="list-style-type: none"> ○ regular intimate care of a student ○ a student who has developed COVID-19 symptoms who needs temporary care until they can go home. ▪ How will you ensure that all staff are clear on the guidelines and policies in place? Have you inducted staff in the use of PPE? <ul style="list-style-type: none"> • Have you displayed PPE posters – see links below for guidance? • How will you respond if staff/students want to wear face masks in school? <p>Reading:</p>	<p>Haileybury Turnford Action</p> <ul style="list-style-type: none"> ▪ Sufficient PPE will be in place when we open to students. ▪ One student may require intimate care support on an occasional basis and therefore a member of the Flex team will require access to PPE for this use with appropriate training to support this in advance. ▪ Staff will be given information about guidelines and policies in advance of coming into school. ▪ There will be regular team meetings in school to discuss issues and de-brief. <ul style="list-style-type: none"> • PPE posters will be on display in appropriate places. • Government guidance is clear that masks are not required other than in very specific cases linked to medical issues. • Staff - If staff prefer to wear masks then they should indicate that in advance so that students can be informed their teacher has chosen to wear a mask. • Students – in face-to-face meetings w/c 15/6/20 parents/carers and student will be asked about mask wearing and there will be a letter with further information and a response email required should students choose to wear a mask.

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	<p>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</p> <p>https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings</p> <p>https://www.gov.uk/government/publications/actions-for-educational-and-childcare-settings-to-prepare-for-wider-opening-from-1-june-2020</p> <p>https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings</p> <p>https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june/planning-guide-for-secondary-schools</p> <p>Support: Tania Rawle's team can support in the first instance with the use of PPE. Louise Carter's team can support with supply of PPE.</p>	
Safeguarding	<p>Lead: HfL: Sam Orsborne sam.orsborne@hertsforlearning.co.uk HT: Maxine Goodes, Vice Principal & Designated Safeguarding Lead)</p>	

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	<ul style="list-style-type: none"> ▪ How will you need to adapt your safeguarding systems (reporting of concerns arrangements, monitoring vulnerable children)? ▪ If students are working in rooms other than their usual classroom, has a risk assessment been completed to ensure that the environment is safe? ▪ With daily changes to the attendance list for expected students, how will you ensure that no student can go missing between home and school? ▪ Are your systems to monitor students' learning from home effective? Could they be refined/developed in any way? ▪ Will you need to make changes to advice to staff about working safely? ▪ Do the existing systems for updating staff continue to meet the current need, or are changes needed to make sure that staff are fully aware of students' changing situations, and of advice received from the government, Hertfordshire Safeguarding Partnership or HCC (this might include e-mail notification, staff briefings etc.)? ▪ How will staff awareness of particular safeguarding issues (e.g. domestic abuse) be raised among staff? ▪ Do you have a Designated Safeguarding Lead on site each day? ▪ Have new staff been inducted in safeguarding arrangements? ▪ To what extent has the teaching of online safety been developed? (Clearly, this remains a high priority for students not returning to school in this phase of re-opening.) ▪ Is there any information which should/could be shared with parents to (i) keep them informed of any substantial/relevant changes to safeguarding systems and procedures, and (ii) reassure them that this important aspect of the school's work has been 	<ul style="list-style-type: none"> • A DSL will always be on site each day to ensure any safeguarding concerns are swiftly reported and acted upon following our school policy and using CPOMS. We have updated our Child Protection Policy to ensure all staff are aware of what to do if they have a student concern. Our systems for reporting and recording safeguarding concerns have been made clear for all staff and regular reminders and updates are included in the staff bulletin. Our Deputy DSL contacts each of our vulnerable students' parents on a weekly basis and regularly liaises with external agency support. • Safeguarding issues e.g. Domestic Abuse is monitored carefully, and information received i.e. DIASU report is acted upon and relevant information shared with key staff. • JJA is organising a new staff induction for safeguarding arrangements with MGO. • Online safety measures are frequently referred to in student and parent NLS. • PSD lessons focus on online safety measures for Y7-9. • Student groupings will consider peer relationships. • MGO has consulted with governors from the Education Committee re. safeguarding measures.

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	<p>thoroughly assessed in the light of overarching operation changes?</p> <ul style="list-style-type: none"> ▪ Where students have had historic difficulties with peers (peer-on-peer abuse in extreme cases), have student groupings taken this into account? ▪ Has the DSL consulted with any governor(s) with oversight of safeguarding? <p>Reading:</p> <p>Safeguarding and remote education during coronavirus (COVID-19)</p> <p>https://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers/coronavirus-covid-19-safeguarding-in-schools-colleges-and-other-providers</p> <p>https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings</p> <p>Support:</p> <p>Your SEA could support you via an arranged consultancy call. They can also arrange a virtual safeguarding review which would support leaders to explore their safeguarding arrangements in the light of the current situation.</p>	
<p>Premises adaptations for social distancing</p>	<p>Lead:</p> <p>HCC: James Ottery James.Ottery@hertfordshire.gov.uk</p> <p>HT: Jane Howard, Business Manager</p>	

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	<ul style="list-style-type: none"> • How will you adapt spaces around the school, including classrooms, toilets, outdoor areas and lunch/social areas so that students and staff can socially distance? • How will you limit occupancy/stagger use of staff rooms, offices etc. to support social distancing? • How will you ensure that all students and staff on site understand your social distancing expectations and procedures? • Have you marked out spaces to help students understand 2 metre distancing? Will you utilise dividers, posters, one-way systems and signage to support with social distancing and minimise contact? • How will entry into classrooms and queueing be managed to support social distancing? • Will you need to adapt behaviour expectations? And your Behaviour & Discipline Policy? How will you communicate these to parents/carers and students? 	<ul style="list-style-type: none"> • Floor markings. • One-way route around school. • Staggered start/end for different groups of students. • Open door policy so staff can see how many are in a space. • Restricted/stop using high risk areas – staff rooms, faculty offices. • Consistent signage throughout the school. • Yes - all to be in place by w/c 15/6/20. • Staggered start times. • Use of external doors into classrooms. • Clear procedures communicated in advance to staff teams and students. • Covered in revised home-school agreement - this will be shared at face-to-face meetings in advance of any students being in school w/c 15/6/20. • Reviewed also by the school's legal support in advance of 15/6/20.

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	<ul style="list-style-type: none"> • How will you deal with any breaches of your expectations? • How will you manage transitions throughout the day (e.g. as small groups receiving face to face support arrive and leave the site)? • How will you ensure social distancing in the toilet facilities? • How will you ensure that spaces are well ventilated? Ensure that this is in accordance with fire safety regulations and safeguarding if propping doors open. • Have you adapted staff areas to ensure social distancing and communicated your expectations to staff? ▪ Do you have sufficient premises staff on site each day? 	<ul style="list-style-type: none"> • Covered in the home-school agreement – student will be sent home and parent will have to come and collect them. • The school will also follow updated government exclusions guidance. • Groups will remain in their designated classroom throughout the day. • Shorter day – no lunch break for students. • Designated break area, different for each group in school • Constant supervision by staff on rotas. • Single use. • Avoidance of student use of toilets during lesson time unless urgent requirement which will require teacher judgement. • Staff will escort students to/from the toilets. • All doors and windows will be open. • All rooms in initial use have external doors. • Staff room will be closed. • Staff will be able to order lunch in the dining hall but encouraged to bring lunch in from home. ▪ Yes

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	<p>Reading:</p> <p>https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june/planning-guide-for-secondary-schools</p> <p>Managing school premises during the coronavirus outbreak</p> <p>https://www.gov.uk/government/publications/actions-for-educational-and-childcare-settings-to-prepare-for-wider-opening-from-1-june-2020</p> <p>https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings</p> <p>Support:</p> <p>Your SEA can support you via an arranged consultancy call.</p> <p>For queries on H&S related matters Contact H&S team healthandsafety@hertfordshire.gov.uk 01992 556509</p>	
<p>Transport</p>	<p>Lead:</p> <p>HCC: Jayne Abery Jayne.Abery@hertfordshire.gov.uk</p> <p>HT: Maxine Goodes, Vice Principal</p>	

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	<ul style="list-style-type: none"> ▪ Do any of the students you are inviting in require transport arrangements? ▪ Do you need to change arrangements to cater for changes to start and finish times? <p>Reading:</p> <p>https://www.gov.uk/government/publications/actions-for-educational-and-childcare-settings-to-prepare-for-wider-opening-from-1-june-2020</p> <p>https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings</p> <p>Support:</p> <p>Jayne Abery can answer your queries</p>	<ul style="list-style-type: none"> ▪ Explicit information for families on travelling to school – walk, cycle or travel by car rather than use public transport. Circulate posters provided in government guidance in advance to publicise fully. ▪ Structure of school day changed to reduce the number arriving/leaving at any point in time. ▪ Avoidance of early rush hour by start times. ▪ Cycle racks will be cleaned daily.

<p>Managing start and end of school day</p>	<p>Lead: HCC : Anne Hardy (Road Safety and Sustainable Travel Manager) Anne.hardy@hertfordshire.gov.uk HT: Maxine Goodes, Vice Principal</p> <ul style="list-style-type: none"> ▪ Will you stagger start and finish times for different groups coming in? Will you utilise signage to clarify your arrangements? ▪ How will you ensure social distancing of parents/carers if they drop off their children? How you will share relevant information with parents about any new procedures? ▪ Does your school allow for different entry and exit points for students? ▪ Do you need to liaise with the Road Safety Team for support? <p>Reading: https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june/planning-guide-for-secondary-schools https://www.gov.uk/government/publications/actions-for-educational-and-childcare-settings-to-prepare-for-wider-opening-from-1-june-2020 https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings</p> <p>Support: Your SEA could support you via an arranged consultancy call You can contact the Road Safety and Sustainable Travel Team</p>	<ul style="list-style-type: none"> • Start and finish times will be staggered by 30 minutes and will be arranged to reduce the risk of students and staff being on public transport during peak times. • Seeking clarity from staff as part of HR survey about travel to work and whether they rely on public transport to support decision-making. • This information about travel and start/end times will be shared with parents and students during the face-to-face meetings and there will be signs to indicate the start and end times for individual groups. • For parents dropping students at school, there will be clear communication with parents that everyone in the car must remain within the car with the windows up, until they are signalled to let their child out of the car to enter school. This will be communicated at the face-to-face meeting and via email. • There will be one point of entry to the school building which will be in the open air (not through enclosed reception area). There will be separate entry and exit points into classrooms, which will reduce the risk of contamination through cross exposure between groups (bubbles). • Student and staff temperatures will be taken on entry into school via infrared forehead thermometers. • All staff to 'sign in' by ensuring reception staff know they have arrived and departed. Reception staff to keep a list. No use of electronic touchscreen.
<p>Meal & Break Times</p>	<p>Lead</p>	

	<p>HCC HT: Jane Howard, Business Manager</p> <ul style="list-style-type: none"> • How will you minimise the number of students who need to be on site at lunch times? • How will you modify your lunch routines? Will you provide any on site catering? Have you discussed meal provision and delivery with your catering provider? • Will you expect all students and staff to bring a packed lunch? • How will you avoid sharing utensils, plates, serving spoons and tongs? • How will you manage biometrics? • How will you wipe surfaces between users? • How will you manage/stagger break and lunchtimes to ensure that only small groups have their lunch at any one time and spread out? • Who will supervise at lunch time? <p>Reading: https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june/planning-guide-for-secondary-schools https://www.gov.uk/government/publications/actions-for-educational-and-childcare-settings-to-prepare-for-wider-opening-from-1-june-2020 https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings</p>	<ul style="list-style-type: none"> • Lunch will not take place on site. Students to go home or take pre-ordered pack lunch with them if FSM student. • The biometrics system will not be used.
<p>FSM vouchers</p>	<p>Lead HCC: Juliet Whitehead Juliet.whitehead@hertfordshire.gov.uk HT: Niall Megaw, Assistant Principal</p>	

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	<ul style="list-style-type: none"> • Have you got plans in place to provide all students eligible for FSM with meals either through the national voucher system or alternative arrangements? • During the coronavirus (COVID-19) outbreak, the DfE is temporarily extending free school meals eligibility to include some groups who have no recourse to public funds (NRPF). Please see reading below for details. <p>Reading: DfE Coronavirus (COVID-19): free school meals guidance for schools: Providing free school meals during the coronavirus outbreak Coronavirus (COVID-19): temporary extension of free school meals eligibility to NRPF groups: https://www.gov.uk/government/publications/covid-19-free-school-</p>	<ul style="list-style-type: none"> • FSM vouchers being distributed via national system which has been in place since the introduction of this national system. • FSM vouchers are being distributed to all entitled to receive them. • The Government has announced that the FSM voucher scheme will extend to cover the 6 week summer holiday for all eligible. • The school will issue the vouchers for the six weeks in the last week of the summer term. • Under current guidance this will represent the end of the FSM voucher scheme. • In September all students should be returning to school and those entitled to FSM will have their kitchen account credited on a daily basis to spend in the kitchen.

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	<p>meals-guidance/guidance-for-the-temporary-extension-of-free-school-meals-eligibility-to-nrpf-groups</p> <p>Edenred email address: freeschoolmeals@edenred.com.uk</p> <p>Their telephone helpline number is: 0843 453 0206.</p> <p>DfE coronavirus helpline: Telephone 0800 046 8687</p>	
<p>Communication to parents</p>	<p>Lead</p> <p>HfL: Rachel Macfarlane Rachel.macfarlane@hertsforlearning.co.uk</p> <p>HT: Robin Newman, Principal</p> <ul style="list-style-type: none"> • Have you shared revised policies and procedures with parents (e.g. Health & Safety, attendance, sickness, the nature of your cleaning procedures, what can and cannot be brought into school). • Have you got a system for daily alerts to notify parents of sudden changes to arrangements or provision (e.g. due to staff sickness, infection in school)? • How will you ensure that all parents have received/accessed the information, e.g. those with EAL, disabilities? • Is your website up to date and refreshed daily? <p>Reading:</p> <p>What parents and carers need to know about schools and other education settings during the coronavirus outbreak</p> <p>COVID-19: guidance for households with possible coronavirus infection guidance</p>	<ul style="list-style-type: none"> • Website is up to date and refreshed daily as required. • Very regular communication with families established since closure on 23/6/20 through – via texts, emails. • The same processes enable the school to make daily contact as required on specific issues.

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	<p>https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings</p> <p>https://www.gov.uk/government/publications/closure-of-educational-settings-information-for-parents-and-carers/reopening-schools-and-other-educational-settings-from-1-june</p> <p>Help secondary school children continue their education during coronavirus (COVID-19)</p> <p>Support: Your SEA could support you via an arranged consultancy call</p>	
Press releases	<p>Lead HCC: HCC Press Office Tania Rawle tania.rawle@hertfordshire.co.uk HT: Robin Newman, Principal</p> <ul style="list-style-type: none"> • Have you decided in which circumstances you would issue a press release? • If you are a maintained school, have you made links with the press office at HCC? <p>Support: Tania Rawle can support you if you have a potentially damaging media situation to manage</p>	<ul style="list-style-type: none"> • All press releases by Robin Newman only. • Staff to be reminded that they must not speak to the press if approached, but to contact Robin Newman immediately. • Robin Newman has previously made contact with HCC Press Office team at the start of the COVID-19 pandemic to establish protocols if necessary, to use.
Staff induction, training and comms	<p>Lead HfL: Rachel Macfarlane Rachel.macfarlane@hertsforlearning.co.uk HT: Robin Newman, Principal</p>	

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	<ul style="list-style-type: none"> • Have you built in staff meeting/training time prior to the reintroduction of more students to communicate changes in expectations and practice? • Have you liaised with ITT providers re status/expectations of any trainees in school? • What action would you take if staff did not adhere to new procedures? <p>Support: Your SEA will be able to support you via an arranged consultancy call.</p>	<ul style="list-style-type: none"> • Regular updates and contact with all staff via email. • HR survey 1/6/20 and follow up staff survey to gather queries, questions and any concerns or worries prior to re-opening. Summary of survey results from surveys to be shared with staff. • Staff Meeting planned for all staff 10/6/20, • Further training and support for all staff in the lead up to re-opening, and during re-opening period to respond dynamically to issues as they arise. • Danielle Newman, Assistant Principal in direct contact with ITT providers. No trainees in school at present. • If staff did not adhere to new procedures this will be followed up using normal procedures and policies, using the line management system accordingly (dependent on the issue). • We have made provision to hold a staff induction day for staff joining the school in September and those who joined in April. <ul style="list-style-type: none"> ○ The staff will observe social distancing throughout the day ○ This gives staff an opportunity to meet with colleagues and be in school prior to the start of term ○ It enables HT to share key information with staff prior to the start of term

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Admin updates	<p>Lead HfL HT: Maxine Goodes, Vice Principal & Niall Megaw, Assistant Principal</p> <ul style="list-style-type: none"> • Do you need to gain fresh/updated information from families? • Do emergency contact details need to be updated? Have there been any changes in family situations (bereavement, parents' work commitments, PP status)? • Are you clear on home technology arrangements - which families have printers, connectivity devices for children to use for distance learning etc.? <p>Support: Your SEA could support you via an arranged consultancy call</p>	<ul style="list-style-type: none"> • A parent questionnaire will be sent to all parents in Y10 and Y12 w/c 1/6/20 to find out updated information. • Face-to-face meetings with all students and parents in Y10 and Y12 will take place w/c 15/6/20. Responses to be collated on Microsoft Teams Forms. • All families in all year groups have been systematically contacted by pastoral staff since school closure started on 23/3/20. • Weekly safeguarding summary of issues and contact (confidential). • Awareness of home technology arrangements through audit of this, led by YACs. • Engagement with Year 10 computer scheme. Awaiting delivery of IT equipment. • Year 12 additional laptops have been ordered through the Bursary Fund.
Student Wellbeing	<p>Lead HfL: Karin Hutchinson Karin.hutchinson@hertsforlearning.co.uk Educational Psychology (EP) Service To access the Service, please contact your local area team: East Herts, Broxbourne, Welwyn and Hatfield: 01992 556998</p>	

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	<p>North Herts and Stevenage: 01438 843379 St Albans and Dacorum: 01442 453904 Watford, Three Rivers and Hertsmere: 01442 453043 Safe Space safespacemailbox@hertfordshire.gov.uk HT: Maxine Goodes, Vice Principal</p> <ul style="list-style-type: none"> • What has it been like for students during their time at home? • Do you know whether any have suffered bereavement? • How will you screen for separation anxiety and support students where it presents? • Have you identified any students who are anxious about a return to school as a result of the virus? How will they be supported? • What arrangements are in place for a student who may become distressed during the day? • Are all staff aware of the policy/procedure regarding what to do if a student becomes distressed? <p>Reading: https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june/planning-guide-for-secondary-schools https://www.gov.uk/government/publications/actions-for-educational-and-childcare-settings-to-prepare-for-wider-opening-from-1-june-2020</p>	<ul style="list-style-type: none"> • Parent questionnaire and face-to-face meetings will take place prior to the partial school return. • A school counsellor will be available for students as required. • 5 trained Mental Health Leads will be available either on site or remotely to support students. • PSHE (PSD) will be provided for students and will cover important topics such as anxiety, bereavement, health and minimising risk. If a student becomes distressed a drop-in or remote counselling session will be made available. • Signposting of other online resources are available, and have been since the start of school closure on 23/3/20. • Year 6 virtual transitional day has been organised for 9 July. <ul style="list-style-type: none"> ○ Usually incoming Y7 students would have a transitional day at the school in the summer term. We have organised a virtual day to

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	<p>A Recovery Curriculum: Loss and Life for our children and schools post pandemic. A Think Piece Barry Carpenter, CBE, Prof of Mental Health in Education, Oxford Brookes Uni & Matthew Carpenter, principal, Baxter College, Kidderminster</p> <p>Support:</p> <p>If you and/or your staff require support following a bereavement of a young person or adult within your school community, you can contact the Hertfordshire Educational Psychology (EP) Service. The EP Service can provide support and advice for staff through psychological consultations.</p> <p>Safe Space work individually with children, young people and school staff to offer short term crisis support.</p> <p>Both teams can provide support and share a wide range of resources with you.</p> <p>Your SEA could support you via an arranged consultancy call</p> <p>The 'Schools and Families Advice Line' (SFAL) is a new service established to provide emotional wellbeing advice and early help to children and young people, school staff and families during the COVID-19 pandemic. If you feel this service could help, please call our Single Point of Access (SPA) who will take your details before passing them onto our call back service. Telephone: 0300 777 0707 Email: hpft.spa@nhs.net You will get a call back from a mental health practitioner between 8am-5pm, Monday-Friday.</p> <p>Herts Mind Network have launched a new early intervention and prevention helpline for children and young people aged 10-17 in Herts. For opening hours and more information please visit the</p>	<p>assist them in the transition for primary to secondary.</p> <ul style="list-style-type: none"> ○ On our website there is a section <i>Welcome to our September 2020 Year 7 students</i> with information, taster lessons etc

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	<p>website https://www.hertsmindnetwork.org/young-peoples-helpline .Helpline number is 01923 256391</p> <p>Free training for schools on bereavement: https://www.childbereavementuk.org/bereavement-awareness-training-for-education-providers</p>	
Staff Wellbeing	<p>Lead</p> <p>HfL: Wellbeing Team Karin.Hutchinson@hertsforlearning.co.uk HR Team HRservices@hertsforlearning.co.uk</p> <p>HT: Jane Howard, Business Manager & Jayne Jarvis, HR Manager</p> <ul style="list-style-type: none"> • Have you determined how many and which staff you require to deliver the face to face support? • How will you build confidence in the staff team to ensure that those who have been absent from school feel safe to return? 	<ul style="list-style-type: none"> • Staff HR survey currently in progress w/c 1/6/20 to support with awareness and subsequent decision-making. This includes information to support with the school's equality impact of the measures proposed in relation to staffing. • Initial Middle Leaders' meetings on Microsoft Teams took place prior to May half-term. • Ongoing, regular email updates for all staff. • Sharing information and risk assessments openly and transparently, with proposed staff meeting on 10/6/20 via Microsoft Teams and FAQs for staff. • Support and training to follow before w/c 15/6/20 and further training as necessary. • Training to show visually how safety features have been put in place (signage, hand sanitising stations, floor signs) - use of short video clips to do this.

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	<ul style="list-style-type: none"> • Have you conducted risk assessments for staff with underlying medical conditions? • How will you deploy staff who cannot return to school for medical or shielding reasons? Or may have young children of their own who cannot access school? • How will you respond to staff who are unwilling to come to work but do not fall into a medical exemption category? • How will you protect staff workload and ensure their wellbeing? 	<ul style="list-style-type: none"> • Staff survey w/c 1/6/20 will enable this to then take place with individual staff as necessary, following staff self-declaration of their circumstances. • Staff will be asked to focus on providing work for years not in school including responding to queries and marking work. To continue with curriculum planning work too, as directed by line managers. • This may include online teaching via Microsoft Teams with support and training offered and provided in advance to support this. • This will be followed up and addressed on an individual basis and in line with government guidance. A supportive, compassionate and fair process will take place to ensure individuals are treated with respect for their circumstances. • Social distancing measures. • Increased hygiene practices. • Staff will work in a “bubble” and only meet with the staff and students in that bubble. • Ongoing support, reassurances and opportunities to de-brief and provide feedback. In addition, there will be the continuation of wellbeing resources and support which has been signposted since closure from 23/6/20.

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	<p>Reading:</p> <p>https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june/planning-guide-for-secondary-schools</p> <p>https://www.gov.uk/government/publications/actions-for-educational-and-childcare-settings-to-prepare-for-wider-opening-from-1-june-2020</p> <p>Support:</p> <p>The HfL Wellbeing Team members are available to support headteachers and teachers – email wellbeing@hertsforlearning.co.uk</p> <p>Your SEA could support you via an arranged consultancy call</p>	<ul style="list-style-type: none"> • Re-deployment of faculty/subject colleagues as necessary if some teachers are in school delivering face-to-face whilst other team members are working remotely at home and supporting the remote curriculum.
HR	<p>Lead</p> <p>HfL: HR Team: Dave Windridge HRservices@hertsforlearning.co.uk</p> <p>HT: Jane Howard, Business Manager</p> <ul style="list-style-type: none"> • What staff resource will you have over the coming weeks and months? • What staff resource do you need to deliver your planned Year 10 and Year 12 face-to-face support? 	<ul style="list-style-type: none"> • HR Survey issued to staff on 1/6/20 to establish each person's status and circumstances. • Survey sent to parents w/c 1/6/20 to establish which parents would will send their children back in to school

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	<ul style="list-style-type: none"> • Have you used risk assessments to establish clear parameters for staff working in your setting, as part of your planning? • Have you identified any members of staff who are classified as ‘clinically extremely vulnerable’ who are shielding and unable to attend the workplace (they are likely to have received a letter from the NHS to this effect)? • Have you identified any members of staff who would be classified as ‘clinically vulnerable’ and are being advised to work from home wherever possible? • Have you identified any members of staff who are living in a household with someone who is ‘clinically extremely vulnerable’; (for individuals in this category, it is advised they only attend an education or childcare setting if stringent social distancing can be adhered to)? <p>NB: Staff who live with someone who is ‘clinically vulnerable’ are deemed able to attend work.</p> <ul style="list-style-type: none"> • How will you monitor the wellbeing of these groups and how will they be supported while they continue to be working offsite? Who will be their points of contacts and what are the agreed arrangements for regular contact? How will phased returns be addressed if individual situations change? How could these staff feature in your plan to still feel connected e.g. for delivery of 	<ul style="list-style-type: none"> • Yes (see above sections for further details). • These will be established with the outcomes from the staff HR survey. • Staff who have not been in school as they have been shielding family members have all been offered the opportunity to come in and see how the school has changed and is operating without teaching students to facilitate their return to work in September. • Short start/end of day briefings and/or de-briefings. • Middle Leader/SLT 1:1 catch ups and de-briefs. • Faculty/Subject meetings online. • Those not able to come into school will continue to work with students not in school.

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	<p>remote support to students and/or developing resources for other members of staff to deliver to students?</p> <ul style="list-style-type: none"> • For those members of staff now back on-site, how will you schedule regular check-ins, to ensure any queries or anxieties can be understood and addressed? • What 'business as usual' people management processes will need to be continued for the forthcoming period? What will change, or be deferred for a fixed period? How will you communicate this to everyone, so expectations are clear? • How will you monitor and address adverse issues that arise should individuals not comply with your plans? What types of issue would be dealt with via informal 'nip in the bud' and what may require a more structured or even formal response? <p>Reading: Hertfordshire Grid for Learning CV19 pages – resources including HR FAQs, Risk Assessment templates: http://www.intra.thegrid.org.uk/info/coronavirus/</p>	<ul style="list-style-type: none"> • Short start/end of day briefings or de-briefings • ML/SLT 1:1 catch ups and de-briefs. • With more students in school we will need to ensure that we can fulfil support functions and have additional support staff in school. • Reception • Medical team • Attendance Officer • First Aider • Regular review of procedures and guidelines. • Responding to feedback from staff in school. • Regular SLT meetings to review re-opening situation and necessary follow-up issues – either generally with staff, and/or with individual staff to provide support and guidance. • Reference to school planning guidance to ensure the school's operations are within guidance at all times.

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	<p>https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings</p> <p>https://www.gov.uk/government/publications/actions-for-educational-and-childcare-settings-to-prepare-for-wider-opening-from-1-june-2020</p> <p>https://www.gov.uk/government/publications/actions-for-educational-and-childcare-settings-to-prepare-for-wider-opening-from-1-june-2020/opening-schools-for-more-children-and-young-people-initial-planning-framework-for-schools-in-england</p> <p>Refer to the FAQs on the Grid</p> <p>Support:</p> <p>Subscribers to HFL HR Services can get support via the HR helpdesk.</p> <p>Advisers can support via phone and email.</p>	
Curriculum Adaptions	<p>Lead</p> <p>HfL: Liz Shapland & Secondary Subject Advisory Team Liz.shapland@hertsforlearning.co.uk</p> <p>Rachel Macfarlane & Secondary SEAs Rachel.macfarlane@hertsforlearning.co.uk</p> <p>HT: Kath Just, Vice Principal & Danielle Newman, Director of Teaching & Learning</p> <ul style="list-style-type: none"> • What is curriculum focus/priority and provision for the summer term? 	<p>The key priority for the summer term will be four-fold:</p>

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	<ul style="list-style-type: none"> • Do you have sufficient staff to deliver it? • What are your expectations about students' daily engagement rate? Work submission? Online lesson attendance? • Do you need support/guidance in any subject area? • How are you supporting students' wellbeing through your adapted curriculum? • How are middle leaders being supported to keep up to date regarding exam board information about Autumn 2020 series (and any discussions on changes to 2021 series)? • How are you adapting your curriculum plans for the autumn to take into account the lost learning in the spring and summer terms? 	<ol style="list-style-type: none"> 1. Ensure disadvantaged students are able to access in-school and remote access work and ascertaining the best support needed to 'catch' these students up. 2. Focus on student wellbeing to support those needing emotional, psychological or practical support. 3. KS4: focus on core subjects initially to ensure literacy and numeracy deficits are addressed. KS5: focus on option subjects that students have identified, where they feel face-to-face would be beneficial. 4. KS4 and 5: prioritise option subjects where students may not have access to the relevant software and equipment (this will only be actioned if guidance suggests this is safe and if the school is able to ensure equipment is properly cleaned between use). <ul style="list-style-type: none"> • Following staff and student surveys, we will adapt our offer to ensure there are sufficient staff to deliver the recovery curriculum. • Our expectations will be that, if students do not attend school, they must continue with the online work being set. Work will be submitted online, as it is now, and feedback will be given within 2 working days. This is tracked and monitored by Assistant Principal and YACs and 100% engagement is expected. Any students

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		<p>failing to complete work will be contacted and our expectations made clear (as they are currently).</p> <ul style="list-style-type: none"> • Every group in school will start the day with a bespoke PSD/wellbeing session. We will also have a counsellor in school for extra support. • Middle Leaders are fully informed and provided with updates about the current and subsequent changes to examinations and we have a bi-weekly bulletin to inform all staff of changes which may impact them. We are also holding bi-weekly Middle Leaders' meetings to share information and provide a discussion forum. • IT Strategy • Remote learning relies on students having access to the internet and having a device on which to work. A number of our students have struggled with this. <ul style="list-style-type: none"> ○ HT was allocated 11 laptops and 4 routers by the government scheme to support student without IT or access to the internet. These arrived w/c6 July and are specifically to support Y10 students ○ Herts County Council allocated HT 30 laptops from their scheme to support disadvantaged students. These arrived 10/07/20 ○ HT has established an IT donation scheme whereby supporters of the school can donate

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		<p>old but usable laptops or financially to enable the school to build a bank of loan devices.</p> <ul style="list-style-type: none"> • Y7-Y10 student were surveyed to ascertain exactly what IT devices and access they actually have at home <ul style="list-style-type: none"> ○ Devices will be allocated according to need. ○ Devices remain the property of the school • Following the publication of government guidance for September start of term planning is ongoing to ensure that the school opens on schedule and can operate in accordance with the guidelines. This will be documented in <i>the HT Hfl Sept opening Stage 2 v01</i> and subsequent versions as developed. • A carefully planned 'recovery curriculum' will be in place and discussed with governors' Education Committee.
<p>Curriculum for students in school</p>	<p>Lead HfL: Rachel Macfarlane & Secondary SEAs Rachel.macfarlane@hertsforlearning.co.uk HT: Kath Just, Vice Principal & Danielle Newman, Director of Teaching & Learning</p> <ul style="list-style-type: none"> • Which of your Year 10 and Year 12 students would most benefit from face to face support? Who are you 'Priority Students'? Low attainers? Those eligible for PP? Those with SEND? Those who are not engaged with online learning? CLAs? • How will you determine which have fallen behind most? 	<ul style="list-style-type: none"> • Our main aim will be to reengage the disengaged and support our SEND and disadvantaged students. Our initial plans are to group students according to need to help create supportive bubbles. For example, we will

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	<ul style="list-style-type: none"> • In which subject areas is it hardest to complete the curriculum at home (e.g. due to lack of essential equipment, group interaction requirements or teacher input)? • Is there a need for one-off face to face sessions with key teachers? Or weekly teaching in small groups? Or academic review sessions with a tutor? • How will you prioritise which students to invite in and in which small groups? • How will you plan face to face sessions to maximise opportunities for teachers to assess students' learning, explore any additional targeted support and resources they may need and plan accordingly for the resumption of normal teaching in the future? • How will you use sensitive and low stakes elements of formative assessment to identify where the students are in different components of learning, bearing in mind the likely inequalities of home learning during the lockdown? • How will you choose the most critical elements of learning that you wish to ensure they have covered before the summer break (in particular arrangements / support for NEA)? <p>Reading:</p> <p>https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june/planning-guide-for-secondary-schools</p> <p>https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings</p>	<p>create a SEND group, which will be smaller and will have Link Workers attached. These groups will be created once we have been informed of which students will be attending school and following the face-to-face meetings with families.</p> <ul style="list-style-type: none"> • We will not be completing any baseline testing initially, as we wish to reintroduce students to school and create our sense of community and support once again. Towards the end of the term, we may hold some low stakes testing to ascertain how best to support students moving forward. • We have identified music, photography and media as key subjects where lack of equipment and software packages could be an issue and we will prioritise these during our second phase. • At KS5, there may be a need to hold one-to-one sessions with students, especially relating to coursework, and we will ascertain this during the face-to-face meetings. • All students will be invited in across the week and, as explained above, we will create bespoke groups, to help support students' learning and development. • There are detailed 'teaching' and 'remote learning' guides being written for staff, students and parents to ensure they are aware of how best to teach, assess and target additional support. • Middle Leaders are being asked to identify core learning for all students, to ensure that these critical elements are fully covered. As we have had a three-

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	<p>https://www.gov.uk/government/publications/actions-for-educational-and-childcare-settings-to-prepare-for-wider-opening-from-1-june-2020</p> <p>Education in Times of crisis: the potential implications of school closures for teachers and students. CCT Lisa-Maria Muller and Gemma Goldenberg 2020</p> <p>Support: Your SEA or one of the HfL subject advisors could support you via an arranged consultancy call.</p>	<p>year KS4. The current Year 10 are in a strong position re. knowledge, though further skills and application practice will be needed. At KS5, students may have mini assessments at the end of the term to help school plan for the next steps in supporting them.</p>

<p>Distance learning for students at home</p>	<p>Lead HfL: Liz Shapland & Secondary Subject Advisory Team Liz.shapland@hertsforlearning.co.uk Rachel Macfarlane & Secondary SEAs Rachel.macfarlane@hertsforlearning.co.uk HT: Kath Just, Vice Principal & Danielle Newman, Director of Teaching & Learning</p> <ul style="list-style-type: none"> • How will you maintain your distance learning provision? • How will you track its impact? • How will you ensure that all students at home can access it? • How will you help parents/carers to support students' distance learning? • How will you collect key work to support assessment to inform future planning? <p>Reading: https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june/planning-guide-for-secondary-schools '<u>I can't get motivated</u>': the students struggling with online learning Rachel Hall and David Batty in The Guardian Mon 4 May 2020 Parental Load Theory Becky Allen April 29 2020 https://educationendowmentfoundation.org.uk/covid-19-resources/</p> <p>Support: Your SEA or one of the HfL subject advisors could support you via an arranged consultancy call</p>	<ul style="list-style-type: none"> • Remote learning will continue in its present form for Years 7-9. This is based around projects and has been tracked against the curriculum to ensure students are still covering the core elements of the curriculum map. • Impact is being tracked through completion and quality (in the form of an ATL grade) and is tracked weekly via departments. All students who have not engaged or engaged sufficiently are contacted straight away. • All students who do not have internet access have been provided with paper copies of the work set. • Parents/carers are kept informed of the work set and have all been provided with the means to check and support their child via the online platform Class Charts. • Work has been sent in, to teachers via Class Charts once this is complete and this work remains on Class Charts for future reference. • Year 12 work will continue to be set by email, and the impact is being tracked through completion and quality (ATL grade) via Sixth Form team. Any in-school face-to-face teaching will need to support this provision.
<p>Support for SENCOs</p>	<p>Lead</p>	

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	<p>HfL: Louise Barrell louise.barrell@hertsforlearning.co.uk</p> <p>HT: Maxine Goodes, Vice Principal & SENCO</p> <ul style="list-style-type: none"> • What systems are in place to support children with SEND (EHCP and SEN support) to return/attend school? • What has the lockdown experience been like for students with SEND? Are there any particular issues related to COVID-19 the family would like you to be aware of (illness, bereavement, economic)? • How will you support them to close gaps? Interventions? Pre teaching? Post teaching? • What other needs will there be (communication, social interaction, sensory, attachment/separation issues, independence, managing change, emotional wellbeing)? • Have you reviewed and updated your risk assessments for children and young people with EHCPs or other vulnerable students with SEND? • How are you introducing new/changed school routines with children with AS conditions e.g. social distancing/fire drills/handwashing procedures? • How will you review health care plans for those with medical needs to ensure they are safe at school? • Do you have sufficient trained staff on site each day? <p>Reading:</p>	<ul style="list-style-type: none"> • EHCPs – the Flex/SEND Coordinator will make regular home contact, including the before half-term contact already made to ask if they want children to attend school, will follow up with telephone contact w/c 1/6/20 for those who originally declined. • SEN Support – link worker weekly contact. Will contact highly vulnerable students w/c 1/6/20 to see if they would like their children to start attending. • Weekly contact from link workers, regular contact from Pastoral team. • 1:1 SEMH & Speech & Language intervention sessions will recommence via Microsoft Teams. • Lexia intervention sessions are on-line. • Face-to-face group ‘Interventions’ per se, will not recommence until September 2020 at the earliest. • Support with project work. • PSHE sessions for Year 10s. • Mental Health Leads/First Aiders/Counselling. • SEMH/wellbeing sessions. • Particular care needs to be in place for students with ASD – lots of forewarning of changes, set plans in place.

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	<p>https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june/planning-guide-for-secondary-schools</p> <p>https://www.gov.uk/government/publications/actions-for-educational-and-childcare-settings-to-prepare-for-wider-opening-from-1-june-2020</p> <p>Conducting an SEND risk assessment during the coronavirus outbreak</p> <p>Supporting vulnerable children and young people during the coronavirus (COVID-19) outbreak</p> <p>Changes to the law on EHC needs assessments and plans during the coronavirus outbreak</p> <p>The Hertfordshire SEND Toolkit</p> <p>Support: The HfL SEND Adviser (Louise Barrell) can support via arranged consultancy. Your SEA can arrange a remote SEND review.</p>	
<p>Priority students</p>	<p>Lead HfL HT: Kath Just, Vice Principal</p> <ul style="list-style-type: none"> • What experience have your PP and other vulnerable students had in the last 8 weeks? 	<ul style="list-style-type: none"> • All PP students have been provided with work packs as needed and all have had contact with their YAC or AYAC. • Uptake has been good, but lower for this group than other students.

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	<ul style="list-style-type: none"> • How will you support them to close gaps? Interventions? Pre teaching? Post teaching? • What other needs will there be? <p>Reading:</p> <p>Supporting vulnerable children and young people during the coronavirus (COVID-19) outbreak guidance</p> <p>Tackling the disadvantage gap during the Covid-19 crisis The Children’s Commissioner 22 April 2020</p> <p>Visible Learning Effect Sizes When Schools Are Closed: What Matters and What Does Not John Hattie April 2020</p> <p>Social mobility and covid-19 Implications of the Covid-19 crisis for educational inequality. Dr Rebecca Montacute April 2020</p> <p>COVID-19 and home schooling: the crisis has exacerbated and highlighted existing educational inequalities Carl Cullinane April 2020</p> <p>Improving outcomes for disadvantaged and vulnerable learners. Marc Rowland 30 April 2020</p> <p>Dan Nicholls 5th April 2020 Urgent Action Required addressing disadvantage</p> <p>Support:</p> <p>Your SEA can support you via an arranged consultancy call.</p> <p>They can conduct a remote PP review.</p>	<ul style="list-style-type: none"> • Moving forward these students will be prioritised and, depending on uptake of places, may be offered more than one session a week in school. • Once we have further guidance from the government re. opening in September, we will put together a bespoke plan for this group re interventions and support.

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TRANSITION		
Transition to Year 7	<p>Lead HfL: Rachel Macfarlane Rachel.macfarlane@hertsforlearning.co.uk HT: Maxine Goodes, Vice Principal & Danielle Newman, Director of Teaching & Learning</p> <ul style="list-style-type: none"> • Have you liaised with your primary head colleagues to adapt arrangements for Year 6 to 7 transition? • What information will you require from primary schools? In the absence of KS2 SATs, what performance data will you request? Will you request a best piece of work for Year 6 students to take to secondary? • How will you replace the meeting with each Year 6 and their parent(s)/carer(s)? How will you familiarise the Year 6s with your school site and introduce them to key staff (virtual tour?) • How will you communicate key messages to them? Details of equipment and uniform requirements? Learning you want them to complete over the summer break? • Will any of your staff visit your feeder primary schools for transition activities/discussion/data collection? <p>Support: Your SEA can support you via an arranged consultancy call</p>	<ul style="list-style-type: none"> • Primary Leads have received an online Google Docs Form to complete by 5/6/20. • The transition booklet will be made available for parents on w/c 1/6/20. • Parents and students will have an opportunity to ask questions, seek support and reassurance. • 18/6/20 an online 'Transition Meeting' PowerPoint and recording will be available for families. • Parent and student questions will be answered at the end of the 'Transition Meeting' session (pre-recorded). • A virtual school tour will be completed by July. • A 'welcome' booklet for students introducing each of the Tutors will be available for all students by 8/6/20. • Staff will not visit primary feeder schools.
FINANCIAL IMPLICATIONS		

STAGE 1: SHORT TERM

- Arrangements for a partial re-opening and for face to face sessions for up to 25% of Year 10 and Year 12 students at any one time and for the continued supervision of vulnerable students and those students whose parent is a critical worker and cannot be cared for safely at home.
- These arrangements apply only until end of summer term 2020 at present.

Category of issue	Support available, resources, questions to consider	Haileybury Turnford Action
<p>Budget Setting</p>	<p>Lead HfL: Jane Gibson jane.gibson@hertsforlearning.co.uk HT: Jane Howard, Business Manager</p> <ul style="list-style-type: none"> • What are the financial implications of the virus? • Have you ensured that these are built into your budget as far as is practicable? • Have you calculated the costs of new cleaning routines, lost income from lettings etc.? <p>Reading: https://www.gov.uk/government/publications/actions-for-educational-and-childcare-settings-to-prepare-for-wider-opening-from-1-june-2020 School funding: between financial years 2010 to 2011 and 2020 to 2021</p>	<ul style="list-style-type: none"> • The virus will result in losses due to loss of lettings income. There will be additional costs for IT Software, increased hygiene e.g. sanitiser units and sanitiser, signage, catering. • The full year forecast is recalculated with every month's management accounts to establish the school's financial position. This information is shared with the governors' Finance & Resources Committee. Various scenarios have been modelled, and further modelling of the financial implications of closure will take place regularly as more clarity comes from updated government guidance. • There is a live document tracking the additional costs in readiness for reclaiming the costs from the Department for Education.

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Category of issue	Support available, resources, questions to consider	Haileybury Turnford Action
<p>Sickness Insurance/Pay</p>	<p>Lead HfL: Business Management Team: Jane Gibson jane.gibson@hertsforlearning.co.uk HR Team: hrservices@hertsforlearning.co.uk Tel. 01438 844873 HT: Jane Howard, Business Manager</p> <ul style="list-style-type: none"> • What are the implications for sickness insurance and sick pay? Have you modelled a % of staff isolating during the coming months? • What will the cost of supply be? 	<ul style="list-style-type: none"> • Staff will be paid in accordance with usual pay and conditions. • Sickness insurance will be used as appropriate. • The decision has been made not to use ad hoc supply staff. Their work involves them going into different environments and we consider the risk of them carrying or having asymptomatic COVID-19 is too high. • Long term supply staff are being paid in line with the school's commitment to them i.e. to the end of the summer term. These staff are working on the rota in school as appropriate.

Appendix 1

Proposed structure of the school day

- Our vulnerable students/children of critical workers' provision is all day until 3.00pm. They remain in school for lunch to take place at 1.00pm.
- Year 12 provision may be different to this proposal depending on the number of students who indicate their willingness to return to school for face-to-face teaching from w/c 22/6/20 and the assessment of their needs following individual meetings w/c 15/6/20.

	Vulnerable students/children of critical workers' provision		Year 10/Year 12	
	Group A	Group B	Group 1	Group2
Arrive	8.30-8.40		9.10 - 9.15	9.40 - 9.45
P1			9.15 - 9.45	9.45 - 10.15
P2			9.45 - 10.30	10.15 - 11.00
Break	10.45-11.00	11.15-11.30	10.30 - 10.45	11.00 - 11.15
P3			10.45 - 11.30	11.15 - 12.00
P4			11.30 - 12.15	12.00 - 12.45
Lunch	12.45-13.30	13.00-13.45		
P5				
Classroom	DT3 (KS3)	DT2 (KS4)	PY1	MU2
Break	Dining Hall (also for lunch from 1.00pm)		Field	Astro
Break (if raining)			Gym	Hall

- We are planning to split Year 10 into 4 groups with students only attending on one day of the week. On each of these days there will be either 1 or 2 small teaching groups depending on the number of students who choose to attend school.
- Each group will be in one day a week – Monday to Thursday.

- On Fridays from w/c 22/6/20 the school will only have the vulnerable students/children of critical workers' provision group in and the cleaning team will intensively clean the rooms used Monday to Thursday by other groups.
- If we have exceptional high Year 10 take up of places in school, we will have a group in on Friday too.
- Year 12 final decisions will be taken following individual meetings w/c 15/6/20. All sixth form meetings and subsequent lessons will take place in the Sixth Form Centre only.

Example images of hand sanitiser units and adjustments to ensure social distancing



Russell Matcham, Chair of Governors also visited the school on 11th June to 'walk the site' with Jane Howard, Business Manager to view and discuss the risk management planning, ready for re-opening on 15th June.

