

Haileybury Turnford COVID-19 Risk Management Plan: 2020-21
for Stage 3 of responding to the COVID-19 Pandemic – from March 2021

HaileyburyTurnford

Stage 1: Summer Term 2020 from June 2020 re-opening to the end of the summer term

Stage 2: Autumn Term 2020 full re-opening from September 2020 until March 2021

Stage 3: Spring Term 2021 full re-opening from March 2021

Context:

This is Stage 3, Version 2 of the school's Risk Management Plan for 2020-21 from March 2021 and the re-opening of Haileybury Turnford following the period of school closure for schools in England, other than to vulnerable students and children of for critical workers who have continued to attend school throughout national restrictions since the start of the spring term in January 2021. This version has been updated 14/05/21 in response to updated Government guidance issued to be effective 17/05/21.

It will be subject to adjustments in line with further government guidance as it is published. This version of the Risk Management Plan was presented for scrutiny and approval to the Governing Body of Haileybury Academy Trust in their meeting on 4th March 2021.

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

The following conditions have been and remain at the forefront of decision-making when implementing the full re-opening plan:

- The health and safety of all students, staff, parents, carers and the community
- The availability of school staff and 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 full re-opening of secondary schools in England, ensuring that robust risk assessments are in place and are kept up to date accordingly.

Risk management planning is reviewed regularly; led by the Principal, Vice 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 for re-opening and subsequent risk management arrangements can only be made by the governing body.

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Curriculum provision in school	<p>Lead:</p> <p>Herts for Learning (HfL): Rachel Macfarlane & School Effectiveness Advisors (SEA) (secondary) Rachel.macfarlane@hertsforlearning.co.uk</p> <p>Liz Shapland (core subject team) Liz.shapland@hertsforlearning.co.uk</p> <p>Becky Cox & special HIPs (special) Becky.cox@hertsforlearning.co.uk</p> <p>Timetabling support: Jim Borchers Jim.borchers@hertsforlearning.co.uk</p> <p>Haileybury Turnford: Danielle Newman, Assistant Principal</p> <p><u>All phases</u></p> <ul style="list-style-type: none"> • What adaptations to the in-school curriculum are you making in the light of lock-down and lost learning? <ul style="list-style-type: none"> • Will teaching routines and timetabling/curriculum organisation need revisions? • How will you maintain a broad and balanced curriculum whilst addressing gaps? • Do the reopening plans carefully re-sequence learning to ensure the focus is upon at least meeting age-related standards? • What support do curriculum leaders need to ensure that the plans are carefully constructed and are understood by teachers? • Would there be any circumstances in which you might temporarily reduce the number of subjects being studied by particular learners in order to focus on closing gaps? If so, how will you temporarily adapt the curriculum and what 	<ul style="list-style-type: none"> • All middle leaders will identify key learning missed and will address gaps on return to school. • We will follow the normal curriculum and keep a broad and balanced offer for all Key Stages. Year groups will be zoned with teachers moving unless students need to go to a specialist room for their learning. • Learning gaps will be addressed within the subject area, by revisiting and reviewing core learning in lessons, or outside of lesson time with additional support and interventions. • Yes, as most adaptations will be incorporated into existing schemes of learning. • Time with their teams and discussion with line managers. • This is not the current plan for the majority of learners. Some withdrawal will take place for COVID-19 catch-up interventions once careful identification

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	<p>plans will you put in place to scale up the curriculum offer for these learners by summer 2021?</p> <ul style="list-style-type: none"> • How will you encourage all teachers to share responsibility for helping learners catch up on key skills e.g. reading? • Will you need to make any adaptations to the curriculum in subjects like music, drama and PE to comply with your protective measures planning (e.g. more outdoor activities, no big group music activities)? • How will you adapt your curriculum in instances where more than one group usually learns together (e.g. assemblies, extra-curricular clubs, breakfast and after school provision)? • Will you need to make any adaptations to your curriculum in subjects where fieldwork (especially residential) is not feasible? https://www.gov.uk/government/publications/coronavirus-COVID-19-travel-advice-for-educational-settings/coronavirus-travel-guidance-for-educational-settings • Have you made plans to respond to the DfE/Ofqual consultation on exams in 2021? • Have you scheduled time for subject specialists to respond to and adapt GCSE/ A level curriculum plans in September (consultation results due in August)? 	<p>of students has taken place and staffing finalised for interventions.</p> <ul style="list-style-type: none"> • Reading and literacy will form a key focus for training and will also be incorporated into tutor time as well as being highly prioritised in lessons (as part of our consistent approach to lesson delivery). • PE will occur as much as possible outdoors and changing facilities will be adjusted to avoid overcrowding and manage cleaning. For music the singing elements of the course will be moved to later in the academic year, should this be possible at this point (i.e. summer term). Risk assessments for all practical subjects will specify arrangements in detail. • Assemblies will be virtual in most cases. Co-curricular clubs will be based around year group bubbles. • Where exam boards have removed this element, there will be no fieldwork trips. Any retained fieldwork should it take place will be conducted locally following all current guidance or virtual experiences will be developed into the curriculum as necessary. • Yes. Middle leaders are responding to the specific implications for their subjects, which included a Middle Leaders' meeting to launch this work on 2/3/21. • Yes. Through staff training and meeting time throughout the academic year.

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	<p>EEF guidance on use of additional COVID-19 catch-up fund: https://t.co/d8LYGoEC4b</p>	
<p>Curriculum provision at home (incl. digital learning and support for parents)</p>	<p>Lead: HfL: Secondary: Liz.Shapland@hertsforlearning.co.uk Special: Becky.cox@hertsforlearning.co.uk Ed Tech Team: Catherine.tallis@hertsforlearning.co.uk Chris.bramwell@hertsforlearning.co.uk Haileybury Turnford: Danielle Newman, Assistant Principal</p> <p><u>All phases</u></p> <ul style="list-style-type: none"> • How will you ensure that the remote learning provided for any learner unable to return to school is of the highest quality, aligns with in-school provision and is regularly marked/fed back on? • How will you deploy staff resources to continually refine and improve the remote learning offer? • How will you ensure that you are ready to switch your curriculum delivery for all or part of your learner population if necessary (in case of a local lockdown)? 	<ul style="list-style-type: none"> • All students will be expected to be in school so remote learning will be used for revision etc. If there is a year group bubble lockdown, all work will be delivered via Microsoft Teams according to the school timetable. • Year Achievement Coordinators will coordinate work arrangements for any individual students not able to attend school due to self-isolation or shielding reasons. Work will be provided using Class Charts, the Oak National Academy and other appropriate subject-based resources. • Training for Microsoft Teams will continue across the next year and a Lead Practitioner will be assigned to lead on this work. CPD sessions will be provided and students will also receive training. • IT infrastructure has been put in place, ensuring that all staff and all students have access to Microsoft Teams. Students without technology are being provided with this via the DfE laptop scheme, COVID-

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	<ul style="list-style-type: none"> Do you have a remote learning policy/set of expectations, communicated to and understood by all staff? <p>Does your remote learning provision:</p> <ul style="list-style-type: none"> Teach a planned and well sequenced curriculum so that learning is built incrementally, with a good level of clarity about what knowledge and skills are intended to be taught and practised in each subject? Provide frequent opportunities for students to benefit from clear explanations of new content, delivered by a teacher in the school or via high quality curriculum resources and/or videos Gauge how well students are progressing through the curriculum, using questions and other suitable tasks Enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments including, where necessary, revising material or further simplifying explanations to ensure understanding Ensure remote provision is not overly reliant on long term projects or internet research activities Avoid unnecessary demands on parental help or support to sustain, unless the students' age or stage of development makes this necessary? 	<p>19 catch-up fund, laptops from Herts for Learning and also from the school's IT donation scheme.</p> <ul style="list-style-type: none"> Yes. This was developed in the summer term, 2020 and updated in autumn term 2020. The remote learning plan has been developed and is published in full on the school's website. Yes, with the use of agreed HT teaching slides for all lessons and following the school's Remote Learning Policy.
Assessing gaps in learning and planning for getting back on track	<p>Lead: HfL: Assessment Team: Ben Fuller Ben.fuller@hertsforlearning.co.uk Secondary: Liz.Shapland@hertsforlearning.co.uk Haileybury Turnford: Danielle Newman, Assistant Principal</p>	

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	<p><u>All phases</u></p> <ul style="list-style-type: none"> • Recognising the ongoing debate around getting back to new learning quickly versus taking time to rebuild relationships and get learners ready for learning: • When assessment does take place, are you encouraging teachers to use 'low-stakes, low-threat' techniques, for example small group activities where they can listen to the children discuss and ask them questions to probe their understanding? • Are your staff sufficiently skilled in formative assessment techniques, so that they can use a range of quick (or indeed immediate) approaches to exploring knowledge, understanding, skills and misconceptions – and adapt teaching accordingly? 	<ul style="list-style-type: none"> • Discussion held with senior and middle leaders and back to school plans planned to address the balance between re-building relationships with getting back to new learning quickly. • Yes. Updated assessment calendar developed for 2020-21 to reflect requirements post-closure, with the strong need for low-stakes testing and regular intervals to support understanding of student progress. • Yes and further training will be implemented, building on training this term, including 3/3/21.
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 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 Haileybury Turnford: Maxine Goodes, Vice Principal <u>All phases</u></p>	<ul style="list-style-type: none"> • Staff redeployment to alter the pastoral structure to ensure Assistant Year Achievement Coordinators for each year group will continue to the end of the summer term.

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	<ul style="list-style-type: none"> • How prepared are you for different and potentially challenging student behaviours as a result of the lockdown experience? • Will you need to revise any rules, rewards and sanctions? How will you communicate these to learners, staff and parents/carers? Will staff require additional training? • How confident are your leaders and staff of the student wellbeing issues you will need to address in September? • And are they sufficiently skilled and confident to address them? • How will you develop student security and resilience? 	<ul style="list-style-type: none"> • Updated Home-School Agreement in place. • Assemblies and induction for all students on return to ensure all routines are well understood. • New arrangements for monitoring student achievements and behaviour using Class Charts. • New arrangements for lesson support/removal and paybacks in place, to take place within year group bubbles. • Virtual meetings and information for parents, with regular additional communication using letters, videos, website and social media. • A good understanding of student wellbeing issues was developed through individual meetings with many families after the first lockdown. There will be open and swift communication with families as it becomes apparent to do so from the start of the re-opening period. • Student security and resilience will be supported by the pastoral structure, through routines and procedures, consistently applied, and through the planned tutor programme. • The sixth form, Years 12 & 13, are bubbled together. Some of their teaching takes place in the Sixth Form Centre however some involves moving around the main school. <p>To mitigate them crossing bubbles use of face coverings will be worn whilst moving around the school, and from the return to school from 8/3/21, this will be supported by</p>

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	<ul style="list-style-type: none"> Students assessed as clinically extremely vulnerable. 	<p>face coverings being worn at all times in indoor areas, including in classrooms.</p> <p>Effective 17/05/2021 the Government guidance is updated. Students will no longer be required to wear a face mask when inside.</p> <p>Staff will continue to wear a face mask when indoors and unable to maintain appropriate social distance from students/each other.</p> <p>This will be reviewed if there is either a local area or a bubble spike of positive covid-19 cases.</p> <ul style="list-style-type: none"> A small number of students have been assessed as clinically extremely vulnerable. Their risk assessments and medical records have been updated in consultation with their parent/carer.
Staff wellbeing	<p>Lead:</p> <p>HfL: Wellbeing Team https://www.sendgateway.org.uk/index.cfm Karin.Hutchinson@hertsforlearning.co.uk HR Team HRservices@hertsforlearning.co.uk</p> <p>Haileybury Turnford: Jayne Jarvis, HR Manager</p> <ul style="list-style-type: none"> Are you clear about who will need additional support and of what nature? What strategies do you have in place to prioritise staff wellbeing and promote high staff morale? Do all staff have a strong support system around them? 	<ul style="list-style-type: none"> Yes – this will build on individual risk assessments each member of staff completed last term, and they continue to be updated accordingly. Staff wellbeing will continue to be a focus. Senior staff to check in with those they line manage informally. All line managers to do the same across the school. Yes - through the structure and systems developed by HR. There is also a termly Staff Forum & Wellbeing meeting which is an open meeting for any staff to attend.

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		<ul style="list-style-type: none"> The redeployment of some support staff roles will continue to support students in learning zone bubbles and ensure appropriate management systems are in place which in turn provides support for staff wellbeing.
Special Educational Needs & Disabilities (SEND)	<p>Lead: HfL: Louise Barrell louise.barrell@hertsforlearning.co.uk Haileybury Turnford: Maxine Goodes, Vice Principal</p> <p><u>All phases</u></p> <ul style="list-style-type: none"> How have you adapted your remote learning provision to meet the needs of any learners with SEND? How well placed are you to meet the new (and perhaps different/additional) needs of all your students with SEND? For students who cannot articulate their own needs, how have you liaised with parents/carers to ensure that they get the support they require? 	<ul style="list-style-type: none"> Very regular support for SEND students and families who were the most vulnerable during school closure; contact from Flex/SEND Coordinator and/or other members of SEND team; additional IT provided as necessary; resources differentiated and prepared to support individual students. Personalised support to continue from SEND team with most vulnerable students (including EHCP students); with in-class support, intervention support and regular close contact with families. EHCP students all have IT provision which can be used in lessons where appropriate. Very regular contact and communication with families will continue throughout the spring term.
Attendance	<p>Lead: HCC: Richard Woodard Richard.woodard@hertfordshire.gov.uk West Attendance Duty Telephone number: 01442 454778 Email: attendancedutywest@hertfordshire.gov.uk East Attendance Duty Telephone Number: 01992 555261</p>	

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	<p>Email: attendancedutyeast@hertfordshire.gov.uk</p> <p>Haileybury Turnford: Maxine Goodes, Vice Principal</p> <p><u>All phases</u></p> <ul style="list-style-type: none"> • How will you communicate the expectation that ALL students (except those with exemption from their doctor) are expected to be in school every day to students and their parents/carers? • How will you guide and advise those families anxious about returning to school, including BAME families? • How will you communicate with and guide and advise vulnerable families? • How will you incentivise 100% attendance? • How might you use additional government funding to support with increasing attendance levels? • How and in what circumstances will you impose sanctions for non-attendance? • Will you need to make any adaptations to your attendance policy and procedures? 	<ul style="list-style-type: none"> • Parents who are anxious about returning to school including BAME students will be invited to attend a meeting with a pastoral lead. • We will share all government guidance. We will work with families - not against them - to encourage and facilitate attendance. Issuing fines for non-attendance without good reason will only be used as a last resort. • Safeguarding and pastoral staff worked closely to support students from vulnerable families to attend the school's provision whilst closed, and to ensure they attend school on a full-time basis from March 2021. • Through Attendance Rewards, Achievement Points, Certificates and lottery draw. • Government funding will be used to provide support with breakfast club and small group interventions. • The time we will close the AM session for registration purposes will be more flexible to take into account staggered year group starts and individual public transport issues if a genuine issue for specific students. • Our attendance expectations will be for every student to attend for at least 96% and above of the time.

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	<p><u>Support:</u> Contact the attendance duty line which is open every day during term time or your school's Local Authority Attendance Officer for advice, guidance and assistance</p>	<ul style="list-style-type: none"> • Expectations and procedures will be shared with all parents before reopening, and at virtual meetings early in the spring term to Easter. • Reviewed the Attendance Officer's role and updated procedures on X coding and increased liaison with the sixth form team. • A member of staff not in school due to being clinically extremely vulnerable is working with the pastoral teams and Attendance Officer to maintain contact with students who are not in school due COVID-19.
Safeguarding	<p>Lead: HfL: Sam Orsborne (Secondary) Sam.orsborne@hertsforlearning.co.uk Haileybury Turnford: Maxine Goodes, Vice Principal <u>All phases</u></p> <ul style="list-style-type: none"> • Given that educational provision is likely to continue to be impacted throughout the 2020–21 school year, have you adapted your safeguarding arrangements and policy to reflect this? Is your approach sufficiently flexible to adapt to ongoing change (is a review process planned)? 	<ul style="list-style-type: none"> • The Child Protection Policy includes an updated section to take into account live lessons and virtual learning. Safeguarding arrangements have been adapted to take into consideration remote learning. There will be a half termly review process, led by the Designated Safeguarding Lead (DSL) and DSL safeguarding team. • KCSiE was updated in September 2020 and again in January 2021 following Brexit. All staff were required to undergo update training and asked to

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	<ul style="list-style-type: none"> • Have leaders checked that staff understand any new arrangements and feel appropriately supported to implement them, following any change to procedures? • Where support staff are deployed to support catch-up arrangements (and are therefore working with students less well known to them), have they been fully informed of any relevant safeguarding issues? • Where staff are redeployed to work in regulated activity, have the required checks been carried out? • Have you ensured that your remote learning provision is safe? https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-COVID-19 • Where educational trips and visits go ahead, have related risk assessments addressed the additional risks posed by COVID-19? 	<p>confirm in writing that they have read and understood Part 1 and Annex A of KCSIE 2020 and responses will be stored by the HR Manager. Updated safeguarding training on 3/3/21.</p> <ul style="list-style-type: none"> • Routine safeguarding updates will take place during staff briefings throughout the academic year. • Vulnerable student meetings will be timetabled in the calendar to ensure relevant information sharing about students who have safeguarding issues. • Every staff member will have Level 1 HCC Safeguarding training and will have completed Prevent online training. • All staff have received guidance and training about how to deliver remote learning. Remote Learning protocols have been established and a new Remote Learning Policy is in place. • No educational trips or visits are currently planned for 2020-21. Should they take place; risk assessments would cover additional risks posed by COVID-19 and these would be added to EVOLVE where all trip planning takes place. <p>The updated guidance from 17 May will permit day and UK based residential trips. These must take place with students remaining in their school bubble group. If we undertake any trips there will be a Risk Assessment compiled and approved prior to the organisation of the trip.</p>

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	<ul style="list-style-type: none"> With the numerous changes to procedures over the last year, are you reassured that routine safeguarding activity is taking place as expected? Given that safeguarding related activity is likely to have increased in recent months, leaders should ensure that safeguarding records are up to date. <p><u>Keeping children safe in education</u></p> <ul style="list-style-type: none"> KCSiE was last updated in January 2021. There is currently a consultation on proposed changes to KCSiE taking place. This website sets out the current status and summarises the main changes: https://safeguarding.network/keeping-children-safe-education/ 	<p>For further information consult https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/985138/10_May_Schools_Guidance.pdf</p> <ul style="list-style-type: none"> The pastoral team holds regular meetings to discuss vulnerable groups and individual students to share information and updates. The pastoral team routinely call and check specific students with vulnerabilities. A half-termly review of safeguarding takes place when the DSL team meet to evaluate systems and processes All safeguarding records are up to date and recorded on the school's secure CPOMs system.
Human Resources (HR)	<p>Lead: HfL: HR Team: Dave Windridge HRservices@hertsforlearning.co.uk Haileybury Turnford: Jayne Jarvis, HR Manager</p> <p><u>All phases</u></p> <ul style="list-style-type: none"> How will you support staff whom are no longer deemed as 'shielding', and those no longer eligible to work from home (as they are not clinically extremely vulnerable) to feel safe to return to school? <p>HFL HR Services will continue to provide refreshed resources and FAQs on the HCC Grid CV19 pages, as a landing page for school leaders to access and use. Individual</p>	<ul style="list-style-type: none"> Staff who have not been in school as they have been shielding have been invited into school to work in school for a few hours and see how the school is operating to provide them with support and confidence with their return to school.

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	<p>risk assessment templates are also accessible, together with specific guidance documents on e.g. Pay & Appraisal and remote recruitment.</p> <ul style="list-style-type: none"> • What staff resource is available to you to build into your iterative plans? • How are you using risk assessments to establish clear parameters and controls for safe working practices for all staff on-site in your setting? • How will you monitor the wellbeing of individuals being supported while they continue to be offsite - but technically still available for work? • What contingencies can you put in place, within your school plans, in the event of an individual becoming unable to attend on-site – should they develop symptoms or contract CV19 or need to self-isolate? • For individuals not working on-site, who will be remote team points of contacts and what are the agreed arrangements for regular contact? How will phased returns be addressed as individual situations change? 	<ul style="list-style-type: none"> • Regular online meetings for support staff and faculties. • HR Manager has shared wellbeing info with staff throughout lockdown and this will continue to happen throughout the spring term. • We are expecting all staff to be in school from 8/3/21 other than the small number of CEV staff who are still shielding. There are currently no staff who are CEV and shielding (17/05/2021) • Every member of staff has completed a personal risk assessment to ensure support can be provided at an individual basis to meet personal circumstances. • COVID-19 Risk Assessments sit on top of standard Risk Assessments. For example Health & Safety arrangements and specialist department Risk Assessments. • If any individual has to self-isolate, or cannot be in school for other reasons, we will use phone calls and Microsoft Teams by HR Manager and/or line managers to provide support. • If an individual has COVID-19 symptoms they and their household should immediately self-isolate and get tested. Dependant on the individual's role in school will affect how their duties are managed. • Phased returns will be agreed with the HR Manager, and will be agreed on an individual basis to fit the circumstances.

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	<ul style="list-style-type: none"> • How will these staff feature in your plan to still feel connected e.g. for delivery of remote support to students and/or developing resources for other members of staff to deliver to students? • For members of staff on-site, how will you maintain regular check-ins, to ensure queries or anxieties can be understood and addressed? • How will you ensure undated/amended plans, revised risk assessment outputs and comms updates are cascaded quickly and effectively to all staff? • Are you keeping forums, committees and mechanisms in place to capture staff concerns in order to address them and manage any potential issues • How will you monitor and address adverse issues that arise should an individual not comply with your controls and plans? How will you resolve these quickly without creating risk to others maintaining your protocols, or diverting disproportionate resources? • How will you continue to support staff wellbeing? • Extremely clinically vulnerable people who have been informed, by letter, that they are shield throughout lockdown 	<ul style="list-style-type: none"> • It will be agreed what duties staff members would carry out from home, and what Microsoft Teams meetings, training etc. they would join to keep in touch. • Telephone calls are likely to be used for this contact, from either the line manager or HR Manager. • All updated documents will be shared via email and placed on the Whole Staff Team files section on Microsoft Teams. There will also be a weekly virtual Staff Briefing and other year group and faculty team weekly briefings/meetings. • There is a termly Staff Forum & Wellbeing meeting, but the senior team operate an 'open door' (direct email contact) policy for all staff for issues to be raised. • Issues will be addressed swiftly and sensitively, and informally where possible to do so. The school will use HR services at HfL to take appropriate advice as necessary to support the resolution of any issues. • HR Manager has shared wellbeing information with staff throughout lockdown and this will continue to happen throughout the academic year. The Staff Forum & Wellbeing group met virtually during the latest lockdown and will continue to meet on a regular basis. • 3 members of staff are in receipt of letters informing them that they are extremely clinically vulnerable (ECV). ECV people have been informed that they no

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		longer need to shield and these colleagues have returned to work
Financial implications	<p>Lead:</p> <p>HfL: Business Management Team: Jane Gibson jane.gibson@hertsforlearning.co.uk Financial Services: Cheryl Faint Cheryl.faint@hertsforlearning.co.uk</p> <p>Haileybury Turnford: Jane Howard, Business Manager</p> <p><u>All phases</u></p> <ul style="list-style-type: none"> • How will you (SLT and governors) utilise the government funding for 1:1 tutoring to best support students' learning and progress? • How will you (SLT and governors) strategically plan to ensure that you utilise the additional COVID funding to maximise impact? • In light of the clarification on what costs will be covered and what will not, have you considered your school's risks around income , staffing costs and other expenditure and modelled the impact on this year's budget ready for your revised budget forecast in September? 	<ul style="list-style-type: none"> • Assessment of needs across Y7-Y11 when students return to school and based on early information from lockdown and recent virtual meetings/re-orientation visits to school. Intervention groups to address gaps in learning. To be coordinated by Ms K Just. • Support students where emotional/social issues etc. have affected their ability to engage with their education through counselling services and other pastoral services and external agencies etc. as required. • We will track the impact of all interventions using very clear criteria, coordinated by Ms K Just, and amend and alter future support and interventions as necessary. • Risks: Lettings income, catering income due to changes to service, increased costs re. cleaning, provision of sanitiser, wipes etc. • As a consequence of the lockdown, Schools Plus have had to cancel all out of hours hire of facilities for an extended period. This will result in a loss of income for the school.

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	<ul style="list-style-type: none"> Have you conducted a full financial impact analysis of COVID-19 on your school and how does this impact on your 3/5 year financial planning? 	<ul style="list-style-type: none"> As part of 2020-21 budgeting and forecasting process which will be submitted to the ESFA on time. Future planning also in place despite the significant uncertainties about the medium term.
Health & Safety	<p>Lead: HCC: James Ottery James.Ottery@hertfordshire.gov.uk Haileybury Turnford: Jane Howard, Business Manager</p> <p><u>All phases</u></p> <ul style="list-style-type: none"> H&S FAQs will continue to be updated on the HCC Grid CV19 pages. An updated version of the current risk assessment will be provided for March opening. Ensure your risk assessment is reviewed in light of DfE guidance. Have you consulted staff on your revised risk assessment? Have you shared the risk assessment with all staff? 	<ul style="list-style-type: none"> We will be using external support from our Health & Safety consultants, Judicium, to support our risk assessment processes. All risk assessments will be available for stakeholders on request and will be updated accordingly as necessary during the spring term. This risk management overview document will be published on the school website and updated accordingly as necessary during the spring term, responding to all issues as necessary. All arrangements and risk assessments fully follow the current DfE full re-opening guidance and will continue to do so at all times. Staff have been consulted on previous versions of this document. Key documents are shared on Microsoft Teams. The document is available in full to all staff, including local union representative.

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	<ul style="list-style-type: none"> Where possible, consider publishing it on your website to provide transparency of approach to parents, carers and students (HSE would expect all employers with over 50 staff to do so). How will you monitor that the controls identified in your assessment are effective? <p>Prevention</p> <ul style="list-style-type: none"> Have you re-iterated to all in the school community not to come into the school if they have coronavirus (COVID-19) symptoms, or have tested positive in the last 7 days? What to do the case of a suspected or confirmed case of COVID-19? <p>https://www.gov.uk/government/publications/COVID-19-stay-at-home-guidance</p> <p>Minimising contact</p> <ul style="list-style-type: none"> What is your approach to grouping children going to be? How will these 'bubbles' be kept consistent and separate from other groups? 	<ul style="list-style-type: none"> The overview document is published on the school's website. Controls identified will be reviewed at senior leadership team meetings which take weekly and by governors' Finance & Resources Committee. Actions will follow as necessary. Ongoing engagement and consultation with all stakeholders will take place to ensure the effectiveness of all controls identified. We reiterated the guidance to all when school reopened on 8/3/21 and continue to make this point on a regular basis. This guidance has been shared by HR Manager and will continue to be shared in writing with staff confirming in writing that they understand what they must do if they have COVID-19 symptoms, or have tested positive. They must not remain in school and urgently get a test if not had one. Student will be grouped in year group "bubbles". Students in Y7-11 will be in year group bubbles, and the sixth form will be in one bubble. They will be kept separate from other bubbles. There will be specific physical learning zones in different parts of the school for each bubble, there will be staggered start and ends to the day, and different break and lunchtime arrangements to

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	<ul style="list-style-type: none"> Have you communicated clearly to staff the degree of physical distance you require between adults and between adults and learners (ideally 2m)? And how you expect staff to respond to challenges such as: <ul style="list-style-type: none"> Interacting one to one and in small groups with learners Intervening in case of dangerous behaviour/need for physical restraint Viewing and feeding back on learners' work Demonstrating and role modelling? What other measures/adaptations will you need to put in place to keep groups apart e.g. staggered start and end times to the school day, staggered breaks and lunches, revised circulation arrangements, revised rooming schedules, revisions to the timetable, rearranged furniture, revised assembly schedules, revised allocation/use of resources? 	<p>keep bubbles separate from each other. In Y7-9 students will be taught in tutor group bubbles as much as possible.</p> <p>Updated guidance was issued to staff prior to 8/3/21; reflecting the latest government guidance.</p> <ul style="list-style-type: none"> Specific duty arrangements are in place for break and lunchtimes; some support staff redeployment will be in place (including additional Assistant Year Achievement Coordinators to support the management of students in learning zones and with their return to school); circulation and routes around the building have been altered and are shown with signage; new rooming arrangements are in place for teachers to move to different classes and learning zones; the timetable has been amended for different year groups; desks are facing forwards in all classrooms where possible; assemblies will take place virtually in tutor rooms, but on occasions year group bubbles will meet in the hall for assemblies with good ventilation (doors and windows open); resources will be cleaned frequently between use with different groups of students and not shared between bubbles without cleaning. Ventilation. In line with government guidance we are teaching with internal doors open. External doors and

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	<ul style="list-style-type: none"> Has the water system continued to be flushed through (weekly) over the summer? (If not, additional disinfection of the system will be required before the building is occupied.) <p>https://www.hse.gov.uk/coronavirus/legionella-risks-during-coronavirus-outbreak.htm</p> <p>School Visits</p> <ul style="list-style-type: none"> If non-overnight domestic educational visits are planned, how will these be undertaken in line with keeping children in their consistent groups? <p>Training</p> <ul style="list-style-type: none"> Have you reviewed any H&S training needs / refresher training which is overdue (e.g. asbestos authorising officer, first aid etc.)? <p>https://www.hse.gov.uk/co</p> <ul style="list-style-type: none"> Guidance in case of a local lockdown: <p>https://www.gov.uk/government/publications/local-lockdowns-guidance-for-education-and-childcare-settings?utm_source=bc514255-6eb0-4cc0-b5d2-</p>	<ul style="list-style-type: none"> Yes, with records kept by the Site Manager. No school visits are currently planned. Specific risk assessments will be put in place following all COVID-19 guidance should any take place in due course. Guidance has been updated (17/05/21) to allow day and UK residential visits to take place. If the school undertakes any trips there will be a trip specific Risk Assessment compiled in advance and the participating students will all be from the same bubble. <p>Further guidance can be found: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/985138/10_May_Schools_Guidance.pdf</p> <ul style="list-style-type: none"> All training is up to date and further training booked in accordingly. First Aid training was updated in July 2020 using a virtual training course for first aiders. All guidance will be fully followed if a local lockdown is announced. There would be immediate remote learning on Microsoft Teams for all year groups following the school timetable.

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	<p>d4146339f7a2&utm_medium=email&utm_campaign=govuk-notifications&utm_content=immediate</p> <ul style="list-style-type: none"> • Latest HSE advice: https://www.hse.gov.uk/coronavirus/index.htm 	
Cleaning/ hygiene	<p>Lead: Haileybury Turnford: Jane Howard, Business Manager</p> <p><u>All phases</u></p> <ul style="list-style-type: none"> • Have you reviewed the cleaning schedule for the school and ensured this covers frequently touched surfaces and areas used by multiple groups? • How will you ensure that facilities shared by more than one group (e.g. toilets, canteen, minibus, PE equipment, outdoor play equipment, specialist teaching rooms) are cleaned regularly? • Will you review your school equipment policy in terms of what you allow learners to bring into school? • Will you need to deploy more staff to carry out regular cleaning? • Will you need to train staff on expectations and procedures? • Will you need to increase supplies of sanitiser, bins, tissues etc.? 	<ul style="list-style-type: none"> • Yes, with regular, ongoing meetings between Business Manager and Cleaning Manager to keep all cleaning schedules under review. • There are cleaning schedules in place for facilities shared by more than one group which will be monitored by the Cleaning Manager. • Students have been told to bring minimal equipment into school – they can bring their school bag, books, pencil equipment etc. but should not routinely share equipment. • There are revised cleaning schedules are in place to ensure regular cleaning, with more cleaning staff in school throughout the school day compared to normal. • Cleaning staff will all be briefed and trained accordingly to understand and carry out cleaning and following cleaning schedules. This will be led by Cleaning Manager. • Yes. Supplies are bought and ready for the start of term. • The school has sourced plentiful supplies of sanitiser and has dynamically responded to improve hygiene since the start of term, including purchasing additional freestanding sanitiser units to place in high traffic areas.

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	<ul style="list-style-type: none"> Will you need to train all students re 'catch it, bin it, kill it'? Will you add to your signage/messaging? Will you require additional sanitiser stations or wash basins? Will you require additional supervision of toilets, wash facilities etc.? Is everyone in your school community clear about what action to take in terms of testing and tracing in the case of an outbreak of COVID-19? https://www.nhs.uk/conditions/coronavirus-COVID-19/testing-and-tracing/ In the event of an outbreak and the need to decontaminate: https://www.gov.uk/government/publications/COVID-19-decontamination-in-non-healthcare-settings 	<ul style="list-style-type: none"> Yes – through signage and messaging from tutors and through assemblies. Signage has been updated across the school to reflect lockdown guidance and the introduction of mask wearing in communal areas. Yes - sanitiser stations in place, around school in key areas and at entrance to learning zones; sanitiser available in all classrooms. This will be managed through redeployment of staff during lesson time in learning zones and through the break and lunchtime duty rotas. Expectations will be communicated frequently, following all guidance which is current at the time. Arrangements will be made with the Cleaning Manager to decontaminate/deep clean accordingly following all guidance provided at the time.
Care routines	<p><u>All phases</u></p> <ul style="list-style-type: none"> Are all staff clear about the circumstances in which PPE is required? 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 	<ul style="list-style-type: none"> Staff Training took place on 3/3/21; previous staff training this academic year included information about the requirement to wear PPE for specific staff and/or in specific circumstances. Updates provided to specific staff as necessary carrying out roles requiring PPE (including testing).

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		<ul style="list-style-type: none"> PPE is available in the medical area for staff. There will be clarity about when it must be worn by staff in this area of the school. Some staff will wear visors e.g. some duty staff, some teaching staff depending on the nature of the risk.
Personal Protective Equipment (PPE)	<p>Lead: HCC: Tania Rawle Tania.Rawle@hertfordshire.gov.uk Louise Carter Louise.carter@hertfordshire.gov.uk Haileybury Turnford: Jane Howard, Business Manager</p> <p><u>All phases</u></p> <ul style="list-style-type: none"> Do you have procedures in place for the safe disposal of face masks worn by learners on their way to school? If learners are travelling off site during the school day on public transport or on school transport in 'mixed/multiple' groups, do you have sufficient face coverings? Do you have sufficient PPE? Are all staff clear about the circumstances in which PPE is required? <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</p>	<ul style="list-style-type: none"> There will be a plentiful supply of lidded bins on site for the disposal of tissues, disposable masks etc. Bins will be adjacent to the entrance points. Non-disposable face coverings will be put in a plastic bag and placed in the student's school bag throughout the day which will be done at the entrance to school. Our current plans do not include any off site travel for students during the day other than Year 11 Combined Cadet Force students travelling by minibus to Haileybury. They are all in the same bubble, but windows will be opened and students asked to wear a face covering for the journey when CCF re-starts in due course. The school has sufficient PPE for our requirements. We will ensure that there is clarity around when PPE should be used.

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	childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe	<ul style="list-style-type: none"> We are using a video of how to don/doff PPE to ensure safe usage for specific staff users. https://www.youtube.com/watch?v=-GncQ_ed-9w
Premises adaptations	<p>Lead:</p> <p>HCC: James Ottery James.Ottery@hertfordshire.gov.uk</p> <p>Haileybury Turnford: Jane Howard, Business Manager</p> <p><u>All phases</u></p> <ul style="list-style-type: none"> Have you ensured maximum ventilation around the site? Will you need to make any adaptations to ensure that learners from different groups do not come into more contact than is unavoidable (e.g. in catering, circulation and social areas)? Will you rearrange furniture in teaching spaces to reduce face to face contact? Air-conditioning and ventilation: 	<ul style="list-style-type: none"> Staff will be asked to open windows and to have them open during the day; doors will also be propped open to aid ventilation around the site other than some fire doors which will remain closed. Break and lunch times will be staggered and adaptations will be made to how and where food is served in the canteen. Tables will be removed to reduce cleaning and transmission risks. Plastic cutlery will be used to reduce transmission risks. Each bubble will have specific social spaces for break and lunchtime. Furniture in classrooms to be reorganised so that desks face the front where possible. There will only be a small number of exceptions in practical settings and in some IT rooms. The risk of air conditioning spreading COVID-19 is low. We will continue use air-conditioning in those classrooms that have it. Instead doors and windows will be opened to use

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	<ul style="list-style-type: none"> • Work equipment examination and testing: 	<p>a fresh air supply and we will not use any air re-circulation systems to circulate air between rooms.</p> <ul style="list-style-type: none"> • Annual checks will take place in accordance with the school's schedule and coordinated by the Site Manager working with the Business Manager. Those missed due to lockdown and companies not operating will be scheduled as soon as they can be booked in. Much updating has continued to take place during the recent lockdown.
Free School Meals (FSM)	<p>Lead: HCC: Juliet Whitehead Juliet.whitehead@hertfordshire.gov.uk Haileybury Turnford: Niall Megaw, Assistant Principal</p> <p><u>All phases</u></p> <ul style="list-style-type: none"> • This updated guidance explains how schools can support students eligible for free school meals during the coronavirus (COVID-19) outbreak: 	<ul style="list-style-type: none"> • During periods of national lockdown all eligible families were issued with Edenred vouchers throughout school closure. • If an entire year-group bubble is closed by the school for COVID-19 control reasons the school will ensure that those students in the year group eligible are issued with vouchers for FSM for the local closure. • School will encourage all those eligible to take up FSM to do so. Details will be communicated regularly and also via the school's website.
Transport	<p>Lead: HCC: Jayne Abery Jayne.Abery@hertfordshire.gov.uk Anne Hardy (Road Safety and Sustainable Travel Manager) Active & Safer Travel Team Anne.hardy@hertfordshire.gov.uk Haileybury Turnford: Jane Howard, Business Manager</p>	

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	<p><u>All phases</u></p> <ul style="list-style-type: none"> Will you stagger school start and end times? Do you have arrangements in place outside the school gates to ensure social distancing as students arrive/depart, e.g. markers/signage, implementing one-way systems, opening alternative entrances? Do you have protocols in place to minimise adult-to-adult contact as the children enter/leave the school site? To reduce traffic congestion and improve road safety around the school site, have you promoted walking and cycling to school? 	<ul style="list-style-type: none"> School start and end time to be staggered for different year groups and different entrances/exits being used; flexible arrival/departure for sixth formers without lessons at different times during the school day with signing in/out arrangements in place for them. Use of additional entrance/exit routes will be in place. Markings on the floor externally and internally. Signage around the school and at entrance/exits. Each Year Group has an allocated start/end time and an allocated entrance/exit Majority of our students walk to school. We will encourage this however recognise that some parents/carers will prefer to drive their child to school to minimise opportunities to mingle on the way to/from school. To reduce travel disruption and congestion around school, we previously shared the official guidance with parents/carers. www.intalink.org.uk/safeschooltransport
Visitors	<p>Lead: HfL/HCC: James Ottery James.Ottery@hertfordshire.gov.uk Haileybury Turnford: Maxine Goodes, Vice Principal</p> <p><u>All phases</u></p> <ul style="list-style-type: none"> Is your school policy in line with government guidance and SAGE advice? 	<ul style="list-style-type: none"> School will continue to limit visitors so that only essential people access the building. The school is reinforcing this message so that only crucial visits that cannot be conducted via an online means occur. All visitors should be by appointment only and the person they are visiting will collect them from reception, remain

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	<ul style="list-style-type: none"> Is it clearly communicated and understood by all (and communicated to visitors in advance)? 	<p>with them whilst they are on site and return them to reception to leave.</p> <ul style="list-style-type: none"> All visitors must use sanitiser on arrival and departure. All visitors should read and follow the guidance for visitors displayed in reception. COVID-19 expectations are on the reception door. Communication to take place to reinforce expectations. <ul style="list-style-type: none"> Parents/carers Staff Visitors – in advance of their visit, communicated to them via the person they are meeting
Comms (with parents and the media)	<p>Lead: HfL: HCC Press Office Tania Rawle tania.rawle@hertfordshire.co.uk Haileybury Turnford: Robin Newman, Principal</p> <ul style="list-style-type: none"> How will you engage with families to allay anxieties about returning to school, to encourage communication about lock down experiences and to assess with families lost learning and gaps? How will you communicate your school's protective measures planning to families? How will you communicate any changes to your rules and sanctions? And your equipment policy? 	<ul style="list-style-type: none"> As already described in previous sections: individual communication with vulnerable families. Via letters from school which are reinforced at regular intervals, using a range of strategies – PowerPoint slides, virtual meetings, letter sent by email, social media. Any changes will be communicated via email and text to ensure as many families receive information; students will be told by their tutors should further changes occur.

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	<ul style="list-style-type: none"> • How will you communicate your expectations of learners' behaviours on the way to and from school (in terms of social distancing, wearing of face coverings on public transport etc.) to students, parents and carers? And how will you encourage/facilitate/incentivise walking and cycling? • How will you communicate your procedures for drop offs and pick-ups? • How will you communicate procedures and expectations in case of a child becoming ill with suspected COVID in school (including test and trace actions)? 	<ul style="list-style-type: none"> • Via letter sent by email before prior to students returning to school, and repeated once the term is underway. • Via letter. The school day, start/end times, break and lunch times will be the same as they were in the autumn term. • Via letter. The procedure will remain the same as in the autumn term.