

COVID-19 Recovery Guidelines for All Hillingdon Schools

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Introduction

All schools in Hillingdon must comply with the legal requirements set by the DfE. Each DfE guidance document states whether schools have flexibility within the requirements.

This document has been produced using national guidance at the request of the Schools' Strategic Partnership Board to support a shared interpretation of the DfE's guidance and to adopt a consistent approach across the borough. This is a difficult time for schools and the Local Authority is available to provide additional support to help schools.

The Government's COVID-19 [Recovery Strategy](#) (11.05.2020) sets out the three steps to easing the lockdown:

Step 1: From 13th May

- All workers to continue to work from home wherever possible
- If work cannot be undertaken from home, individuals will be allowed to go to work
- Paid childcare (for example nannies and childminders) can take place, to enable those who need to go to work to do so
- People can now spend time outdoors subject to: not meeting up with more than one person from outside their own household; continued compliance with social distancing guidelines and good hand hygiene

Step 2: No earlier than 1st June

- A phased return to early years settings and schools, beginning with children in early years settings, Reception, Year 1 and Year 6 in smaller class sizes
- Secondary schools and further education colleges should prepare for some face to face contact with Year 10 and 12 pupils who have key exams next year. Further secondary guidance to follow.
- The Government's ambition is for all primary school children to return to school before the summer for a month if feasible
- Re-opening more local public transport in urban areas, subject to strict measures
- Re-opening of non-essential retail
- Permitting cultural and sporting events to take place behind closed-doors

Step 3: No earlier than 4th July

- Open at least some of the remaining businesses and premises that have been required to close

The plan also sets out the details of the supporting programmes the government is developing in order to enact the plan, support the NHS, Care Homes and the most vulnerable. These include testing, tracing, scientific and medical research, economical support and further safety guidelines. Testing guidance for staff has been made available to schools.

The Government has released a set of [FAQs](#) to go alongside the new recovery strategy.

Preparation guidance for schools

Guidance to support schools during COVID-19 is available through the [LA FAQs](#) and [LEAP portal](#). There are key pieces of DfE guidance produced to enable schools to plan for reopening, and these are detailed below.

1. [Opening schools planning framework](#)

The DfE has created this framework:

- to help school leaders and trusts to start to think through the steps they might need to take to open their schools for more pupils
- as a starting point from which schools and trusts may choose to develop their own plans

This framework will be developed further and the DfE will work with the profession to produce more detailed guidance ahead of 1 June 2020, alongside updates to existing guidance as necessary.

2. [Planning guide for primary schools](#)

This planning guide builds on the planning framework above and provides school leaders with the 'next-level down' of detail from the planning framework.

This guide has been designed by school leaders for school leaders. It is intended to provide a step by step guide for those responsible for mainstream primary schools to prepare for extending their opening to include all pupils in Reception, Year 1 and Year 6 from the week commencing 1 June, alongside priority groups ([vulnerable children](#) and the [children of critical workers](#)). Eligible children should be offered a full-time place. Schools are not required to use this guide, and may choose to follow alternative approaches to preparing for wider opening, or to use some sections of this guidance alongside other approaches. We hope that some of these suggestions will be helpful to headteachers who are leading this important work, to support their own decision-making.

Staffing guidance is contained within this planning guide.

3. [Actions for schools to prepare for wider opening](#)

Guidance for schools and settings to prepare for wider openings from 1 June. The guidance details the rationale for the year groups which have been prioritised, the latest science and how to manage the risk and rate of transmission of COVID-19.

No earlier than the 1st June:

- Schools will only begin to re-open if the five key tests set by the government justify the changes at the time.
- Primary schools will reopen to children in Nursery, Reception, year 1 and year 6, alongside priority groups.
- Secondary schools, sixth form and FE colleges to offer some face-to-face support to supplement the remote education of year 10 and year 12 students.
- Early years providers, including childminders, to re-open to all children. Childminders can look after children of all ages, in line with usual limits on the number of children they can care for.
- Alternative Provision settings to mirror the approach being taken for mainstream schools and including face-to-face support for years 10 and 11 students.
- Special schools, special post-16 institutions and hospital schools to work towards a phased return of more children and young people without a focus on specific year groups.

4. Implementing protective measures in schools

Protective measures to be implemented in order to manage the phased re-opening. This guidance states that every setting should:

- Carry out a risk assessment before opening
- Primary pupils can't be expected to remain 2 metres apart
- Undertake increased cleaning
- Reduce 'pinch points' (such as staggering parents dropping children off at the start and collecting at the end of day)
- Utilise outdoor space
- Implement smaller group and class sizes - the basic principle is that classes should be halved and can be led by TAs, capped at 15. Groups of children should stay together and not mix with other children at the school
- Set up corridor dividers and toilet limits
- Testing will be available for pupils and their families and classes should be sent home for self-isolation if there is a positive test.

5. Parents and carers reopening supportive guidance

The DfE's information to parents/carers has been updated with the details of the phased re-opening of schools. This should help schools work with their parents / carers in advance of reopening to set out the alternative arrangements in place during COVID-19.

Model letters to support parent / carer communications will be released by the DfE shortly.

6. Further guidance for **EYFS, Secondary and Special Schools** will be released by the DfE shortly and these will be added to the LA FAQs on LEAP.

Summary of DfE requirements

1. Vulnerable children continue to be expected and encouraged to attend provision where it is appropriate for them to do so.
2. Special schools, special post-16 institutions and hospital schools will work towards a phased return of more children and young people without a focus on specific year groups.
3. Ambition is to bring back all primary-age children by the end of June, so all children have a month in school before the traditional summer break.
4. No requirement for face masks or face coverings, except for those staff that work closely with the children (i.e. intimate care needs). Face masks, disposable gloves, a disposable apron and a fluid-resistant surgical face mask should be used by staff that are supervising children that are ill/showing symptoms in school while waiting for parents / carers to collect.
5. Shielding children should not attend school.
6. Shielding (clinically extremely vulnerable – those with a GOV. letter) adults should not attend school.
7. Clinically vulnerable individuals who are at higher risk of severe illness (for example, people with some pre-existing conditions as set out in the ‘staying at home and away from others (social distancing)’ guidance have been advised to take extra care in observing social distancing and should work from home where possible.
8. If a child/young person or staff member lives in a household with someone who is extremely clinically vulnerable, as set out in the guidance on shielding, it is advised they only attend an education or childcare setting if stringent social distancing can be adhered to and, in the case of children, if they are able to understand and follow those instructions. This may not be possible for very young children and older children without the capacity to adhere to the instructions on social distancing. If stringent social distancing cannot be adhered to, the DfE does not expect those individuals to attend. They should be supported to learn or work at home.
9. Class sizes - no more than 15 children in any room at any time. They should be with 1 teacher (and 1 TA, if needed).
10. Groups of children must not mix together or come into contact, and children within a group should remain 2 metres apart, if they can. This is harder to enforce for early years and primary age children cannot be expected to remain 2 metres apart from each other and staff.
11. If there is a shortage of teachers, a teaching assistant can lead a group, under the guidance / supervision of a qualified teacher.
12. If there are not enough classrooms/staffing available, then children might be offered other local schools. If necessary, settings have the flexibility to focus first on continuing to provide places for priority groups and then, to support children’s early learning, settings should prioritise groups of children as follows:
 - *early years settings - 3 and 4 year olds followed by younger age groups*
 - *infant schools - nursery (where applicable) and reception*
 - *primary schools - nursery (where applicable), reception and year 1*
13. Updated risk assessments need to be done.
14. Desks and seats need to be separated as far as possible.

15. Timetable - choose which lessons/activities will be delivered. Plan outdoor lessons, where possible. Not the normal curriculum.
16. Reduce movement around the school - groups are to stick to 1 room during the day.
17. Stagger break and lunchtimes so they groups are not mixing together/moving around the school at the same time.
18. Stagger drop-off and collection times – children to arrive/collected at different times.
19. Drop-off and collection times – protocols for adult to adult contact needs to be minimal. A plan needs to be in place for meeting/collection points and timings for each group.
20. Toys and equipment should not be used by other groups and should be cleaned between groups (further EYFS guidance to follow).
21. Unnecessary items in classrooms should be removed and stored elsewhere in the school.
22. Remove all soft furnishings, toys and soft toys that cannot easily be cleaned every day (further EYFS guidance to follow).
23. Reduce any unnecessary usage of buses/coaches/taxis for children arriving to school (further DfE guidance to follow).
24. No visitors/staff/children/families/contractors can enter the building if they have symptoms.
25. Only 1 parent/carer can escort a child to school, if they cannot walk to school on their own.
26. Parents/carers cannot enter the site and/or gather at school gates and doors.
27. Contact all contractors (food, cleaning, maintenance etc) to ensure they are aware of protocols.
28. Discuss additional cleaning requirements with cleaning contractors and agree additional time/money for this.
29. Same staff to work with their groups as much as possible. They are, in effect, being reassigned new teachers for the remainder of the year, if possible.
30. Where possible, let the groups remain in the same classroom for the duration of the term that they are in school. For secondary schools, some classes may need a specialist teacher.
31. Hand sanitiser in all classrooms and other learning environments (refer to PPE guidance).
32. Bins emptied throughout the day.
33. Doors propped-open, and rooms need to be well ventilated with windows open, where safe to do so (taking into consideration fire and safety and safeguarding).
34. Divider down the middle of the corridor to ensure people only walk on one side of it - a barrier for groups as they walk down the corridor, if possible.
35. Limiting the number of students who use the toilet facilities at one time.

36. Exercise and breaks – go outside. Each group not to mix and to stagger the times.
37. Outdoor equipment/apparatus/play equipment/climbing frames should not be used unless school can guarantee it will be cleaned between each group and each evening too.
38. Dining hall can be used as long as groups are kept apart and do not mix. Otherwise, food to be brought to the children in their classrooms.
39. Stagger the use of the staff room and the office for staff/children.
40. Limit children/staff taking things home and then back to school.
41. Don't share stationery or resources. Shared areas and surfaces need cleaning daily, and disinfected/bleached frequently.
42. Encourage parents and children to cycle or walk to school.
43. If anyone has symptoms compatible with coronavirus at school, they must be sent home. They will need to self-isolate for 7 days, or until tested negative.
44. If a child is waiting to be collected, they should be kept in a room on their own (or supervised depending on their age) with the door closed and a window open. If this child/adult needs to go to the toilet before being collected, they should use a separate toilet and it must be thoroughly cleaned/disinfected afterwards before anyone else can use it.
45. PPE should be worn by staff supervising children that need direct personal care or when working with children displaying symptoms, until the children can return home.
46. If a child or adult shows symptoms and tests positive for Covid-19, then the whole group that the children was in must be sent home and they must self-isolate for 14 days.
47. If other cases are then also confirmed at the school, then PHE will advise the HT/school on next steps/possible closure.
48. SRP - Settings may need to carry out a risk assessment, if it is deemed that a child or young person may not be able to follow instructions, to determine what mitigations need to be put in place and whether, in rare circumstances, they should stay at home. For those children and young people with a social worker, our expectation is that they should attend their educational setting unless a risk assessment concludes they will be safer at home.

Reopening considerations

Initial considerations

- How schools implement guidelines will depend on the uniqueness of the community that they serve, the numbers on roll, the size and facilities, staff available etc.
- Schools will need to develop a plan and adopt a range of operational procedures which meet the current needs of their school. Similar schools should collaborate to share good practice.
- Schools will need to ensure that they have clear plans at an operational level.

First set of cohorts to return

- DfE asks schools to consider prioritising the year groups returning in order of Nursery, Reception, Year 1, Year 6.
- Schools could stagger opening / closing times by splitting the register, allowing siblings to come to school at the same time.
- Year 6 will have completed their learning as no SATs - need to receive transition support so less urgent than the lower years.
- Transition to Secondary – documentation side being handled, remote (virtual) visits need coordinating as physical induction visits will not take place.
- Year 5 should be a priority year group to return to in the next phase as they will need to make up lost time. Most of the curriculum for year 6 is completed by Christmas or the latest Spring half term, 2nd half Spring is for revision and SATs prep, hence Year 5 need to be making up time.
- Schools should provide lunch for eligible low income FSM children and Universal Infant FSM if resources allow.

Opening Schools Planning Framework

The DfE framework below is not an exhaustive list and not all aspects mentioned will be relevant to every setting. Schools and trusts will need to make their own judgments on how to plan for the safe opening of their settings based on their knowledge of their school community and premises.

Theme	Key action list <u>extracted from DfE guidance</u>
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Children and parents	Identify likely numbers of pupils returning and agree required staffing resources and approach and liaise with your local authority on your plans.
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In special schools, specialist post-16 and hospital schools only, agree which additional pupils will return irrespective of year groups to achieve a phased return.

Plan content and timing of communications to parents and pupils (including discussing attendance expectations and other specific things that parents should do to help prepare returning pupils, for example, arrangements for drop-off/collection).

Plan to resume taking attendance registers and continuing to complete the online educational setting status form to provide daily updates on how many children and staff are in school.

Plan how children of critical workers and vulnerable children will be accommodated alongside returning year groups and encourage attendance (unless they are extremely clinically vulnerable and shielding, or medical advice or further guidance suggests they should not attend).

Agree what returning support is available for vulnerable and/or disadvantaged children (including any dual-registered students) and put in place provision for the return of pupils with special educational needs and disabilities (SEND) in conjunction with families and other agencies and engage with partners who will help to provide that support, for example, local authorities.

Agree what safeguarding provision is needed in school to support returning children (e.g. where new issues have arisen, or existing ones escalated) and consider any necessary changes and referrals as more children return to school, including those with problems accessing online offers. Check for revised protocols from your local authority and update safeguarding policy if necessary.

Update behaviour policies to reflect the new rules and routines necessary to reduce risk in your setting and agree how to communicate this to school staff, students and parents and review uniform expectations.

Work with your catering supplier to ensure meals are available for all children in school. Also, consider your arrangements for those year groups still out of school and eligible for benefits related free school meals.

Agree whether breakfast clubs, lunch clubs and after-school clubs can operate (in line with the [implementing protective measures in education and childcare settings](#) guidance), and under what terms.

Staff
(teachers,
support staff
and non-
teaching staff)

Decide content and timing of staff communication(s) including if bringing staff in in advance of pupils returning is necessary.

Consider options if necessary staffing levels can't be maintained (including school leaders and key staff like designated safeguarding leads and first aid providers).

Identify staff who can't return to school at this point (for example, those who are extremely clinically vulnerable or those who are clinically vulnerable or living with someone who is extremely clinically vulnerable **and stringent social distancing cannot be adhered to on site**) and how they can work from home (for example, supporting remote education). (Additional clarification added in staffing section).

Agree any flexible working arrangements needed to support any changes to your usual patterns (for example, staggered start/end times).

Agree staff workload expectations (including for leaders).

Decide what staff training (either delivered remotely or in school) is needed to implement any changes the school plans to make (for example, risk management, curriculum, behaviour, safeguarding).

Put in place measures to check on staff wellbeing (including for leaders).

Protective measures and hygiene

Read the guidance on [implementing protective measures in education and childcare settings](#) and agree how this will be implemented in your school, including agreeing on any necessary updated health and safety policy and risk assessments.

Decide the physical and organisational structures needed to limit risks and limit movement around the building(s) (for example, classroom layouts, entry and exit points, staggered starts and break times, class sizes, lunch queues, use of communal staff areas). Agree how safety measures and messages will be implemented and displayed around school.

Decide what an enhanced cleaning schedule looks like and how it will be implemented in your school (for example, how often, when/if an additional clean is necessary) and how you will ensure sufficiency of supplies.

Decide the approach to enhance hygiene (for example, toilet use, hand washing) and decide on policy related to usually shared items (for example, books, toys, practical equipment).

Plan the school level response should someone fall ill on site (in line with relevant government guidance).

Make arrangements for the very small number of cases where personal protective equipment (PPE) supplies will be needed: if your staff provide intimate care for any children or young people and for cases where a child becomes unwell with symptoms of coronavirus while in their setting and needs direct personal care until they can return home.

Pupil wellbeing Plan likely mental health, pastoral or wider wellbeing support for children returning to school (for example, bereavement support) and discuss with your local authority what wider support services are available. Work with your local authority to secure services for additional support and early help where possible (for example, around anxiety, mental health, behaviour, social care, or changes to mobility), and consider how these might apply to pupils and students who were not previously affected.

Learning Agree what learning is appropriate (including the relationship between face-to-face and remote education), for example, identify curriculum priorities, agree revised expectations and required adjustments in practical lessons, and any approaches to 'catch up' support.

Work with your local authority or trust (and where applicable NHS Clinical Commissioning Group) and families to identify what provision can be reasonably provided for in line with education, health and care (EHC) plans.

Agree ongoing learning offer for eligible pupils who can't attend school, as well as offer for those that continue to be out of school.

Agree ongoing approach for learning offer for vulnerable children and children of critical workers who are in school but not in the returning year groups.

Other Work with other school based-provision as necessary (for example, nursery, considerations SEN unit) to ensure policies are aligned where they need to be.

Agree approach to any scheduled or ongoing building works.

Plan arrangements with your suppliers and check they are following appropriate social distancing and hygiene measures (for example, food suppliers, grounds maintenance, transport providers), including when in school.

Ensure you have considered the impact on staff and pupils with protected characteristics, including race and disability, in developing your approach.

SEND Guidance

	Mainstream	SRPs	Special
<p>CYP with EHCPs who are vulnerable https://www.gov.uk/government/publications/coronavirus-covid-19-send-risk-assessment-guidance/coronavirus-covid-19-send-risk-assessment-guidance</p>	<p>CYP with EHCPs who are deemed as vulnerable (i.e due to complex medical needs) should have a risk assessment *carried out to ascertain whether a school setting is more appropriate than the home setting (March - May 2020)</p>		
<p>CYP with EHCPs https://www.gov.uk/government/publications/actions-for-educational-and-childcare-settings-to-prepare-for-wider-opening-from-1-june-2020</p>	<p>Return to school phased from 1st June 2020 on key year groups (R, Yr1, 6) CYP with EHCPs should not be discriminated against when these year groups return</p>	<p>An expected increase regardless of year group for those CYP returning to SRPs in readiness for the 1st June. Risk assessments should be used to encourage attendance into settings*</p>	<p>Special schools, special post-16 institutions and hospital schools will work towards a phased return of more children and young people without a focus on specific year groups. Risk assessments should be used to encourage attendance into settings*</p>

**Risk assessments should include what provision can be reasonably provided*

Local Authority Support

Education Service

Please contact the Education Service for further support, information or guidance at education@hillingdon.gov.uk.

Link Officers

Allocated Link Officers are available to support schools with all general queries and will also signpost to relevant services.

LEAP

[LA FAQs](#) document is regularly updated along with our Coronavirus guidance page on [Hillingdon LEAP](#).

Staff Self-Declaration Template

Private and Confidential

In order to assist with plans for a phased school re-opening, please complete this form to indicate to the school your current circumstances. Please circle **YES** or **NO** as applicable to each of the following questions.

Name:			
Email:		Phone No:	
1. Do you believe you have Covid-19 or are you showing symptoms of Covid-19? Recommended period of isolation: 7 days https://www.nhs.uk/conditions/coronavirus-covid-19/self-isolation-advice/ Please provide an Isolation Note obtainable here: https://111.nhs.uk/covid-19 You must not attend work and must remain at home during this period. You should notify the school once you have recovered and are well enough to return to work.		YES We recommend that if you have symptoms that you apply for a test https://www.gov.uk/apply-coronavirus-test If you have been tested and are awaiting a result, please notify the school immediately.	NO
2. Do you have anyone in your household who is showing symptoms of Covid-19? Recommended period of isolation: 14 days https://www.nhs.uk/conditions/coronavirus-covid-19/self-isolation-advice/ As you are an essential worker, members of your household are eligible for a test and we recommend they are tested as soon as possible https://www.gov.uk/apply-coronavirus-test You must not attend work but you should work from home where this is possible. Please discuss with your manager the work you should undertake. Please provide an Isolation Note if you are NOT working from home: https://111.nhs.uk/isolation-note/		YES If yes, please indicate the date when the 14 day isolation period will end: If you develop symptoms yourself during this period of isolation you must inform the school as soon as possible. We also recommend that you apply for a test https://www.gov.uk/apply-coronavirus-test	NO
3. Do you fall into the clinically extremely vulnerable group? (you will have received a shielding letter from the NHS if you are in this category) https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19 Recommended period of shielding: 12 weeks from receipt of the letter.		YES If yes, please provide a copy of your shielding letter as soon as possible. If you receive any further letters extending your shielding period, please notify the school as soon as possible.	NO

<p>You must not attend work, but you should work from home where this is possible. Please discuss with your manager the work you should undertake.</p>			
<p>4. Are you in the clinically vulnerable group?</p> <p>Clinically vulnerable individuals are those at higher risk of severe illness (for example, people with some pre-existing conditions as set out in the guidance below).</p> <p>https://www.gov.uk/government/publications/staying-alert-and-safe-social-distancing/staying-alert-and-safe-social-distancing#clinically-vulnerable-people</p> <p>You should work from home where possible. Please discuss with your manager what work you should undertake.</p> <p>If you cannot work from home, your line manager will discuss with you the safest available on-site roles. You should stay 2 metres away from others wherever possible. You may, if you wish, choose to take on a role that does not allow for this distance if you prefer to do so.</p> <p>If you have to spend time within 2 metres of other people, the school will carefully assess and discuss with you whether this involves an acceptable level of risk.</p>		<p>YES</p> <p>If yes, please provide brief details:</p>	<p>NO</p>
<p>5. Is there someone in your household who is in the clinically extremely vulnerable group (see 3 above)?</p> <p>You should work from home where possible. Please discuss with your manager what work you should undertake.</p> <p>You will only be asked to attend work if stringent social distancing measures can be adhered to guidance-on-shielding-and-protecting-extremely-vulnerable-persons</p>		<p>YES</p> <p>If yes, please provide brief details:</p>	<p>NO</p>
<p>6. Is there any other reason, other than those listed above, which you believe means you cannot attend work?</p> <p>Appropriate protective measures will be put in place for all staff as far as possible to ensure the risk of transmission is reduced and to protect their health and safety at work.</p>		<p>YES</p> <p>If yes, please provide brief details:</p>	<p>NO</p>
Signature:		Print Name:	
Date:			

(All information will be treated as confidential and managed in accordance with relevant data protection legislation and guidance. You have a right of access to information held on you under the Data Protection Act 2018)

Risk Assessment Template for Schools and Settings

<p>Introduction</p> <p>Due to guidance from Public Health England, all children with significant underlying medical conditions have been asked to stay at home from March 23rd 2020 onwards for a period of 12 weeks. It is likely that in most cases education provision leaders and parent(s)/ carer(s) will be in agreement about where the child is safer, therefore removing the need to complete a written risk assessment.</p>	
<p>Reason for completing this risk assessment</p> <p>Schools and settings are being asked to complete this risk assessment if they have concerns regarding their health needs or safeguarding risks. Please add Yes/No in the boxes below to show the reason for completing this risk assessment.</p>	
<p>1. Education provision leaders believe the pupil or student is safer at school, but the parent (s)/ carer (s) believe their child is safer at home</p> <p>This would include, but not be limited to children who have a social worker including children in need, children who have a child protection plan and those who are looked after by the local authority. If the child has a social worker and education provision leader and social worker believe they are safer at school, but the parent (s)/ carer (s) believe their child is safer at home, leaders should complete Part A: health risk assessment <u>and</u> Part B: safeguarding risk assessment. They should then share this risk document with the child’s social worker.</p>	<p><Insert Yes/No></p>
<p>2. Education provision leaders believe the pupil or student is safer at home, but the parent (s)/ carer (s) believe their child is safer at the education provision</p> <p>School leaders should complete Part A: Health Risk Assessment. It is likely education provision leaders will complete this with support from an educational health professional, such as a school nurse.</p>	<p><Insert Yes/No></p>
<p>3. Education provision leaders and the parent(s)/carer(s) believe their child is safer at home</p> <p>If the child does not have a social worker, education provision leaders are likely to support the parent/carers’ decision that the child is safer at home. Leaders may have some lower level safeguarding concerns and choose to monitor the</p>	<p><Insert Yes/No></p>

situation. School leaders should complete Part B: Safeguarding Risk Assessment.		
Pupil/Student Details		
Name of pupil:	DOB:	Education provision:
Does the pupil or student have an EHC plan? <Yes/no>	Does the pupil or student have a social worker? <Yes/no>	Do parent (s)/ carer (s) believe the pupil or student is safer at the educational provision or at home? <School/home>

Part A: Health Risk Assessment (It is likely education provision leaders will complete this with support from an educational health professional, such as a school nurse)			
	Specific health needs	COVID 19 risk to pupil/student	Control Measures
1. Health risk			
	Aggressive or non-aggressive behaviour that causes increased risk to pupil/student and others	COVID 19 risk to pupil/student and others	Control Measures
2. Behaviour which impacts health risk	<i>For example:</i> <ul style="list-style-type: none"> • <i>Urinating, defecating outside of toilet</i> • <i>Playing with bodily fluids or spitting at others</i> • <i>Mouthing equipment</i> • <i>Licking</i> • <i>Close proximity to others faces</i> • <i>Scratching</i> • <i>Biting</i> 		
Conclusion of health risk assessment: <The pupil or student is safer at the education provision>/ <The pupil or student is safer at home>			

Brief rationale:

Part B: Safeguarding Risk Assessment		
Specific safeguarding needs	Safeguarding risk if at home for four weeks or more	Control Measures
	<i>For example: Danger to themselves if at home? Danger to their family if at home? Danger to the community if at home?</i>	
Conclusion of safeguarding risk assessment: <The pupil or student is safer at the education provision>/ <The pupil or student is safer at home>		
Brief rationale:		

Part C: Conclusions
Conclusion of health risk assessment: <The pupil or student is safer at the education provision>/ <The pupil or student is safer at home>
Conclusion of safeguarding risk assessment: <The pupil or student is safer at the education provision>/ <The pupil or student is safer at home>/ <not completed>
Overall conclusion: <The pupil or student is safer at the education provision>/ <The pupil or student is safer at home>/
Overall brief rationale (When both a health and safeguarding risk assessment has been completed, the overall conclusion may be a complex traded off decision. Headteachers must consult with a health care professional, a social worker, and a local authority education officer to support this decision. At this point, there should be consideration given to whether the child’s parent is a critical worker): <insert>

Part D: Monitoring and Liaison Arrangements while the child is at home
Risk Assessment Review statement (This may be a suitable date of review, coupled with a commitment to review in light of new information):
Monitoring arrangements while child is at home: <daily>/<weekly>/<fortnightly>/<monthly>/other (specify)>
Liaison plan while child is at home: Please give details of the safeguarding arrangements while the child is at home.

Risk assessment completed by (signature)	Name	Job title	Date
Risk assessment quality assured by (Headteacher signature) (Required when a health and safeguarding risk assessment has been completed)	Name		Date

Mainstream and AP Preparation for School Reopening Framework

This framework has been produced to support Schools in their preparation for re-opening after a period of closure to all but vulnerable children, children with an EHCP and the children of critical workers. This guidance is based on the assumption that schools will re-open in phases, attendance will be voluntary, at least to begin with, and that students and staff will be required to adhere to a level of social distancing,

Possible Scenarios:

1. Partial/Phased Re-opening

Based on DfE guidelines as of 15.05.2020. Schools must refer directly to DfE guidance for current requirements.

- a. All year groups back to school but on a rota i.e. different days/ times/ weeks
- b. Priority year groups first, full time or part time / rota system
- c. Younger children first
- d. Working parent children first
- e. Will critical worker/vulnerable children currently in school remain in.

2. Full return

- a. All students in school at the same time after a prolonged period of closure (social distancing guidelines are key here)
- b. Following a period of partial/ phased re-opening as above (the latter is more likely)

Schools should assess how many pupils and staff can be on site at any one time. This decision should be informed by the size and set up of the school site, individual risk assessments and guidelines for safety and social distancing.

Run through each list and pull-out those that apply to your setting and context, thus creating a new bespoke and manageable list in each area relevant for your school or academy.

This framework should be read alongside DfE and PHE Guidance.

Theme	Planning for Staff coming in (things that can happen now)	Planning for Pupils coming in (Whole school planning in advance of pupils and staff coming in)	Partial Re-opening Phase Pupils and staff are in school and at home (depending on scenario)	Ongoing (Longer term)
Buildings/ Facilities	Updated overarching school risk assessment in place – with responsible individuals identified.			

	<p>Health and safety check undertaken of the premises/facilities and building compliance, especially if school has been closed, e.g.</p> <ul style="list-style-type: none"> • Water treatments • Fire alarm testing • Repairs • Grass cutting • PAT testing • Fridges and freezers • Boiler/ heating servicing • Internet services 			
	<p>First aid arrangements in place.</p>	<p>First aid requirements met for any pupils who will be in school.</p>	<p>Reviewed and expanded as the numbers of CYP in school increases.</p>	
	<p>PPE requirements (sanitiser and soap) understood and appropriate supplies in place.</p>	<p>Long term approach to obtaining adequate PPE supplies in place.</p>		
	<p>Approach to providing food during partial re-opening determined and food safety procedures in place.</p>		<p>Approach reviewed and expanded as the numbers of CYP in school increases.</p>	
	<p>Clothing expectations reviewed to ensure clothes worn are easily washable (e.g. no ties).</p>	<p>Consider approach and expectations to school uniform.</p>		

		<p>Approach for pupils to arrive at school:</p> <ul style="list-style-type: none"> • School transport • Family transport • Public Transport • Walking • Cycling 		
		<p>Approach to avoiding children and young people congregating and breaching social distancing is in place.</p>	<p>Reviewed and updated as more CYP come into school.</p> <p>Request support from local police on roads/routes close to school to encourage social distancing</p>	
Cleaning	Enhanced Cleaning schedule has been created.			
	Capacity of cleaning staff is adequate to enable enhanced cleaning schedule			
	Cleaning response to a confirmed or suspected COVID19 case is agreed.			
	Adequate cleaning supplies in place and longer-term arrangement for continual supply is in place.			
		Sufficient time enabled for enhanced cleaning schedule i.e.		

		all staff leaving school by a certain time to enable cleaning to take place.		
COVID-19 infection control	<p>Approach to confirmed COVID19 cases in place: during school day</p> <ul style="list-style-type: none"> • Which staff member/s should be informed/ take action • Area established to be used if an individual is displaying symptoms during the school day and needs to be isolated • Cleaning procedure in place • Arrangements for informing parent community in place 			
	<p>Approach to confirmed COVID19 cases in place: outside of school hours</p> <ul style="list-style-type: none"> • Approach to relocating CYP away from certain parts of the school to clean, if possible • Cleaning procedure in place 			

	<ul style="list-style-type: none"> • Arrangements for informing parent community in place 			
Social Distancing	Measure corridors and classrooms to determine the safe number of staff and CYP that can be on site if the 2m distance is to be adhered to.		Door to be propped open at start and end of session so that students do not need to open it.	
	Measure classrooms to determine how many pupils can safely use each room.	Classrooms prepared e.g. desks re-arranged to allow for social distancing	Equipment sharing is at a minimum. If sharing is necessary i.e. IT, cleaning procedures in place.	
	Consider other areas of the school to be re-purposed as classrooms e.g. halls, gyms etc.			
	Office spaces re-designed to allow office-based staff to socially distance. Rotas in place if not possible.			
	Social distancing plan in place for staff return, considering also meetings and training.	Social Distancing Plan in place for pupil return, to consider: <ul style="list-style-type: none"> • Staggered school drop off/pick up times and locations (if possible) • Staggered or limited amounts of moving around the school/ corridors • Classroom redesign 		

		<ul style="list-style-type: none"> • Break and lunch times are staggered. Plans for social distancing during these times in place, such as when queuing for lunches • Toilet arrangements 		
	Consider the entry and exit routes to the school and whether any physical changes and/or signage are required to allow social distancing.		On arrival, students move straight to "Home Room" and sit at named table and wait for rest of class to arrive/class to begin.	
	2-meter markers are present on floors.			
	<p>Approach to potential breaches of social distancing in place, including in the case of repeat or deliberate breaches:</p> <ul style="list-style-type: none"> • Handwashing • Cleaning • Conversations with parents • Inability to sustain placement if persistent • Code of conduct to be signed by students and parents • Regular reminders given; posters in all 			

	<p>classrooms + work spaces.</p> <ul style="list-style-type: none"> Risks assessments around students who might struggle to follow expectations 			
		Approach to assemblies – if still occurring, plan in place to manage social distancing.		
		Social distancing plans communicated with parents, including approach to breaches.		
		Timetable adaptations considered to allow for social distancing, least travel around school etc	Consider individualised pupil timetables.	
HR/Staffing	Staffing numbers required for different scenarios have been determined including support staff such as facilities, IT, midday and office/admin staff.	<p>Agreed staffing numbers and rota in place.</p> <p>All staff clear on working arrangements.</p>		
	Approach to absence reporting and recording in place. All staff aware.			
	Approach for staff who are shielding is in place, communication arrangements			

	in place with those staff and their role in continuing to support the working of the school is clear.			
	Approach for staff who are vulnerable but not in receipt of a shielding letter or live with those who are shielding.			
	Capacity to continue remote provision alongside in-school provision has been determined.	Arrangements for the ongoing delivery of remote provision are in place.	Review of the effectiveness of blended remote and on-site learning.	
	Options for redeployment of staff to support the effective working of the school have been considered			
	Plans to respond to increased sickness levels. Cover arrangements for leaders in place.			
	Approach to support wellbeing, mental health and resilience, including bereavement support.	How staff are supported to follow this within their own situations and that of pupils and colleagues is clear.		
	Arrangements for accessing testing, if and when necessary, are in place.			

	Staff are clear on returning to work guidance.			
	The approach for inducting new starters has been reviewed and updated in line with current situation.			
	Training plan in place for staff on new approaches.			
	Arrangements to return any furloughed staff in place.	Furloughed staff return.		
	Any staff contracts that need to be issued, extended or amended considering the current situation have been.			
	Any HR processes that were in-train prior to or put on hold due to the COVID19 emergency, have been appropriately resolved.			
Pupil Re-orientation <i>back into school after a period of closure/ being at home</i>	Rationale for the chosen model is clearly articulated and understood by staff members.			
	Communicated to families.			
	List of all critical worker parents up to date, including			

	those who haven't yet taken up the offer of provision.			
	Response for siblings not included within the phased return cohort.			
		Share changed timetables and blend of in school / at home learning		
		<p>Approach to preparing pupils for a return to academic work and new social situations is developed and shared by all teaching staff.</p> <p>This includes bringing together pupils who have remained in school during closure and those at home</p>	Assess and celebrate the non-academic achievements of pupils whilst at home/ during school closure.	
		Approach to supporting wellbeing, mental health and resilience, including bereavement support.		
		Re-orientation support for school leavers is developed.		

		<p>Consideration of the impact of COVID19 on families</p> <ul style="list-style-type: none"> • Financial • Increased FSM eligibility • Referrals to social care and other support • PPG/ vulnerable groups 		
Partial Re-opening	<p>All students have access to technology.</p> <p>Consider learning from the remote learning offer that has been in place during closure.</p>	Blended approach between physical and remote learning developed	Consider staff streaming core lessons from school and upload.	
		Pupil rota in place to reflect blended learning		
		Risk Assessment/s reviewed and updated – jointly with education and CSC		
		Approach to visitors in place, including premises lettings		
		Response for children with shielding letters		
Transition into new year group		Online/ website support for families and young people around transition.		

<p><i>What will need to be different this year because of COVID19?</i></p>			<p>Share changed timetables and blend of in school / at home learning</p>	
			<p>Plan for transitions between school years taking into account what needs to be different due to partial opening, remote and face to face:</p> <ul style="list-style-type: none"> • EY to Primary • Primary to Secondary • Vulnerable children • Children with SEND • Physical and sensory needs, including adaptations, equipment etc (lead in times) • Post 16 • School Leavers 	
<p>Safeguarding</p>	<p>Risk assessments in place and welfare checks being undertaken.</p>	<p>Risk assessments and welfare check process reviewed and updated in response to partial re-opening.</p>		
		<p>Preparation for supporting pupils and receiving disclosures (process reminder, refresher training, TPP training).</p>		
		<p>Approach to responding to the safeguarding elements of Mental health and wellbeing – safeguarding elements.</p>		

		Updated Child Protection Policy in place.		
			Supporting families with vulnerable CYP to attend.	
			Welfare checks for those not in school are happening, actions taken where necessary.	
Curriculum / on-site learning environment		<p>Approach to individual baseline assessment of progress/ gap analysis and how to respond to different 'levels' of progress is developed.</p> <p>How can these be done virtually for children who are not on-site?</p>	Consider how these can be undertaken at the next phase of re-opening and any actions taken.	
	<p>Consideration has been given to what activity is more difficult/ not possible to be undertaken with social distancing in place?</p> <p>Each activity should be risk assessed and should not be run unless the risks can be mitigated</p> <ul style="list-style-type: none"> • PE • Practical science lessons 	<p>Whole school approach to adapting curriculum (S/M/L term), including:</p> <ul style="list-style-type: none"> • Wellbeing curriculum • recognising 'non-curriculum' learning that has been done • capturing pupil achievements/ outcomes 		Consider how remote learning will be developed so it improves and compliments on-site learning for all.

	• DT/ FT			
		Ensure all staff are trained and supported in front of classroom delivery style and aware of how best to provide students with additional support.		
		Consider adaptations to learning environment.		
		All students instructed to bring a water bottle each day. Water fountains not in use or strict social distancing and cleaning arrangements in place.		
		How will the school displays be adapted for the phased approaches to the curriculum?		
	Student behaviour policy reviewed and amended where necessary in line with the current circumstances.			
	Examination grades for students in current year 11 and 13 (plus any other years which were entered early).	Re-sits for GCSE/ A-Level for current years 11/13 (and those entered early).	Arrangements for exams for 20/21	
CYP with SEND		Approach to provision of the elements of the EHCP including health/therapies.		

			Annual reviews.	
			Requests for assessment.	
Attendance	Approach to encouraging attendance (dependant on scenario) Consider parental choice re sending children into school – share guidance and advice.	Clarify staff roles and responsibilities for attendance the school’s response to challenging non- attendance.	Support for families who are not attending	
	Consider support for parents where rates of PA were high before lockdown			
	Consider staggered start times and transport arrangements	Registration arrangements for staggered start times		
		Review CME arrangements	Penalty notices	
Communications	Communications with staff around the re-opening plan, returning, initial rotas etc			
	Consider consultation with parents about how to alleviate their fears about sending their children to school.	Consider consultation with pupils regarding feeling safe during re-opening.	Evaluation of pupils’ preparation and response to return to school.	
		Communications with parents: <ul style="list-style-type: none"> • Plan for partial re-opening • Social distancing plan 	Pupil communications around: <ul style="list-style-type: none"> • Changes to timetable • Social distancing arrangements 	

		<ul style="list-style-type: none"> Wellbeing/ pastoral support/ support and acknowledgement to parents of home learning 	<ul style="list-style-type: none"> Staggered start times Expectations when in school and at home 	
		<p>What on-going weekly/regular communication could be used to ensure parents are kept well-informed</p> <p>Letters, website updates, social media</p>		
			Approach to end of year reports/ parents evening.	
Governors/ Governance	Prioritise meetings and decisions that need to be taken	Virtual governing body meetings	Monitoring plan for governors	
	Governors are clear on their role in the planning and re-opening of the school	Approach to communication between Leaders and governors is clear and understood.		
	Certain aspects of governance are on-hold in order to deal with the immediate situation, these are agreed and clear with all governors and there is a plan for then these will be reviewed and potentially reinstated.			

	Governors are clear on their role in providing support to leaders in the current situation.			
	School leaders are clear on what governors need to know and how frequently they receive information.			
School events, including trips	The school's annual calendar of events has been reviewed and decisions made on cancelling or going ahead with events in the immediate term.	Plan in place for reviewing future events.		Plan for re-instating school trips.
Finance	Understand any additional costs incurred due to COVID19.	Claims submitted for reimbursement for example, increased premises related costs; additional cleaning; support for FSM		
	Understand any loss of income, including evaluating the impact of lettings and the financial implications of possibly not restarting.			Consider a phase approach to re-instating lettings.
	Insurance claims, including visits/trips booked previously.			
	Reintroduction or re-contracting services, such as: <ul style="list-style-type: none"> • Cleaning 			

	<ul style="list-style-type: none"> • IT support • catering 			
	Consider any support that may be brokered through working together, for example, partnerships, trusts etc.			

Early Years Settings Preparation Reopening Framework

Possible Scenarios:

- **Full re opening with Nursery and EYFS**
- **Partial/Phased Reopening** that would be bespoke to setting and dictated by risk assessment based on considerations from the framework.
 - a. All children back to their early years setting but, on a rota, i.e. different days/ times/ weeks
 - b. Working parent children first
 - c. 4 year olds due to transition into school in September first
 - d. FREE funded children first (i.e. 3 - 4 year olds)

Theme	Planning for Staff coming in <i>(things that can happen now)</i>	Planning for children coming in <i>(Staff are in setting)</i>	Ongoing <i>(Longer term)</i>
Logistics	Updated setting risk assessment in place	Risk assessments carried out on ongoing basis	
	Inform LBH and Ofsted of intention to re-open		
	Liaison with premise landlord on ability to re-open (i.e. if in public building still in lockdown)		
	Health and safety check undertaken of the premises/facilities and building compliance, e.g. water treatments if the building has been closed.		
	First aid arrangements in place.		

	<p>Approach to confirmed COVID19 cases in place:</p> <ul style="list-style-type: none"> • in setting time • outside of setting time 		
	Hygiene / cleaning supplies (i.e. sanitiser and soap) understood and appropriate supplies in place.		
	Process for cleaning in place and adequate cleaning supplies available.	Regular cleaning undertaken during sessions	
	Food safety procedures in place.		
		First aid requirements met for any children who will be on site	
	Inform Insurance Company of intention to re-open - check Insurance Cover detail / requirements		
Social Distancing	Social distancing plan in place for staff i.e. for breaks, considering also meetings and training.		
	2 metre markers are present on floors for parents/carers to enable social distancing when dropping off and picking up.	Staggered setting drop off / pick up times and locations (if possible)	
		Social distancing plans on drop off / pick up communicated with parents.	

	Consideration of creating consistent groupings of children and staff		
HR/Staffing	Staffing numbers required for different scenarios determined		
	Approach for staff who are shielding.		
	Approach for staff who are vulnerable but not in receipt of a shielding letter or live with those who are shielding.		
	Plans to respond to increased sickness levels.		
	Approach to support wellbeing, mental health and resilience, including bereavement support.		
	Response to testing and returning to work.		
	Induction for new starters.		
	Training plan for staff on new approaches.		
	Arrangements to return any furloughed staff.		
		Agreed staffing numbers in place.	Reviewing staff contracts re: hours / working patterns

		Staff rota in place.	
Children Re-orientation <i>back into setting after a period of closure/ being at home</i>		Approach to preparing children for a return to routine, learning and new social situations.	
		Approach to supporting wellbeing, mental health and resilience, including bereavement support.	
		Consideration of the impact of COVID19 on families <ul style="list-style-type: none"> • Financial • Referrals to social care and other support • EYPP/ vulnerable groups 	
Partial Re-opening	When furlough scheme ends, consideration on staff hours / working patterns	Rota in place for children (if necessary)	
		Risk Assessment/s reviewed and updated – support in place from LBH EYFS Team.	
		Approach to visitors in place in line with guidance	
		Response for children with shielding letters	
Transition		Online/ website support for families around transition linked in with schools and	

<p><i>What will need to be different this year because of COVID19?</i></p>		<p>support from LBH Admissions Team.</p>	
		<p>Plan for transitions:</p> <ul style="list-style-type: none"> • New staff in room • New routines • Change of room / adult : child ratios • New setting as previous not yet open / permanently closed • EYs to Primary • Vulnerable children • Children with SEND <p>Physical and sensory needs, including adaptations, equipment etc (lead in times)</p>	
<p>Safeguarding</p>		<p>Welfare check process amended in response to partial re-opening</p> <p>Ongoing keeping in touch requirements for Vulnerable children/ TAF meetings with social care and wider partners</p> <p>Prioritising vulnerable children where possible to attend the provision if this is agreed as the preferred option for them</p>	
		<p>Process in place for referrals to social care.</p>	

	<p>RE check on validity of current Designated person (I3) training and L2 safeguarding training</p> <p>Ensure Safeguarding Policy is reviewed to reflect current guidance</p>	<p>Updates to DBS Process for new starters. Consider document validation over video calls with original docs presented on return to work (scan docs for submission)</p> <p>Preparation for disclosures (process reminder, refresher training, TPP training). Settings must continue to have a practitioner designated to take lead responsibility for safeguarding. It is acceptable for the safeguarding lead to not be based on-site if this is not practical, for example they may be working from home, or be based at another setting, as long as they are still available to provide support, advice and guidance to staff.</p> <p>Updated safeguarding guidance available on Hillingdon Safeguarding Children Partnership and LEAP.</p> <p>Consider sharing online safety / web browsing guidance for children using the internet at home</p>	<p>Access to relevant and updated DBS process</p> <p>Regular review of training options for Safeguarding level 2 and 3 – along with specific Covid-19 guidance</p>
		<p>Approach to responding to the safeguarding elements of</p>	

		Mental health and wellbeing – safeguarding elements.	
		Consider NSPCC resources aimed at young children who may have worries re CV or when dealing with loss / bereavement (loss of structure, accessing friends, routine as well as bereavement)	
EYFS and learning environment		Setting up planning i.e. do you need to consider removing some of the equipment/resources so that cleaning is more manageable? Some could be rotated in and out of storage.	
		Daily Routines planning i.e. which routines and procedures are familiar and comforting to the children that are easy to implement now? Which will need adapting? Are you able to spend as much time outside as possible?	
		Review of known people that will collect children, this may have changed i.e due to lack of grandparent support	
		Consider adaptations to learning environment following	

		government guidance on planning and organisation.	
Children with SEND / Additional Needs	Re-establish contact with other professionals working with children	Updating One Plan, SaLT & other therapy programmes etc Liaise with parents re: days/times child will attend – ensure appropriate staff member/levels are in place	
	Alerting the SEND Advisory Service to access Inclusion and/or SEN Funding		
Attendance	Contact parents to understand their expectations	Preparations for social distancing measures for drop off / pick up Communicate changes re: drop off/pick up arrangements with parents Share Safe Operating Procedures etc with staff and parents	
Communications	Communications with staff around returning, coming off furlough, initial rotas etc		
		Communications with parents: <ul style="list-style-type: none"> • Plan for partial re-opening • Social distancing plan for drop off / pick up • Wellbeing/ support and acknowledgement to 	

		parents of home learning	
Finance	Understand any additional costs incurred due to COVID19.		Review impact of financial position and cashflow position
	Analysis of current financial position	Undertake an analysis and impact of variable costs incurred whilst staffing levels and child occupancy increases.	Plan for managing future costs in light of any changed income levels i.e. purchasing consumables and covering operating costs Analysis on impact on any Reserves
	Submit any eligible insurance claims		Review of any changes to policy costs or cover
	Review of business model – and any necessary changes needed in current operating levels	Different operating hours or level of service may need to be offered / considered	

Any new guidance released by the [DfE](#) supersedes the information within this document.