



Our Lady of Walsingham Catholic Trust

Full opening of schools September 2020 a decision-making framework for Trust schools

Our Lady of Walsingham Catholic Trust is founded on Catholic Christian values. We are based across the East Anglian counties of Suffolk and Cambridgeshire. As a Trust we recognise the individual identities and circumstances of our member schools whilst seeking to support them at all times and in particular during the Covid-19 pandemic. We also recognise that Headteachers, Heads of School and Executive Headteachers are in the best position to understand how their schools respond to the current situation and the Trust is here to guide them in their decision making and to enable them to carry out those decisions.

As a Trust we are members of the Confederation of Schools Trusts and we have been grateful for the excellent work that they have done in informing, supporting and guiding their members in recent weeks. This document is largely their work and we have adapted it to meet the specific needs of our Trust. As schools are being asked to open more widely, this framework outlines a series of strategic actions for our schools to take before decisions can be made about opening a school more widely in the safest possible way. It does not include all possible actions that could or should be taken in the specific context of each school and it is therefore intended to be adapted to meet the circumstances in which each school operates. It is intended to be a strategic framework to guide decision-making and we have therefore attempted to be concise.

If you follow the **system of controls** set out in annex A of this guidance, you will effectively reduce risks in your school and create an inherently safer environment - CST.

The strategic job now is to ensure a balance of risk – using the system of controls to prevent infection alongside ensuring pupils have a broad and ambitious curriculum.

The sections in the framework could be used as your governing body agenda. In each case, risks and actions to mitigate risks should be identified and recorded formally by the LGB. These will then be forwarded to the Trust board as the responsible body, legal entity and employer.

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We would like to re-assure you that the health and safety of our staff and children will be paramount over the coming weeks while we make best endeavours to serve the needs of our families as they navigate their own routes to eventual normality. Our Trust schools have responded professionally and in good spirit to the conditions they have found themselves in over recent weeks and we feel confident that we are best placed to respond in a balanced way which best meets the needs of all in the weeks to come.

Government Guidance for full opening: schools

Published 2 July 2020

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>

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Decisions and actions to take before opening the schools in your trust in September

Risk Assessment for St Laurence Catholic Primary School

Risk area	Actions	School context response / follow up actions
Health and safety	<ul style="list-style-type: none"> • Review health and safety risk assessments ensuring these are based on the Public Health System of Nine Controls in the DfE guidance summarised in annex A below. More information about health and safety risk assessments is set out in annex A of the DfE guidance. Consider using HSE managing risks and risk templates. • Ensure consultation has taken place with all staff and their representatives in line with HSE requirements • Ensure statutory site checks are carried out, if required (DfE guidance here. Additional advice on safely reoccupying buildings can be found in the Chartered Institute of Building Services Engineers' guidance on emerging from lockdown) • Commission cleaning of all sites using guidance on cleaning non-health care settings • Review arrangements to ensure good ventilation. Advice on this can be found in Health and Safety Executive guidance on air conditioning and ventilation during the coronavirus outbreak • Agree a policy and procedures should a child or adult fall ill with the coronavirus on site, fall ill having recently been on site and/or if a number of people fall ill related to a particular site (use DfE guidance on the system of controls, response to any infection points 7-9 here and guidance on testing here) • Ensure there is a critical path decision making process/ contingency plan in case of the need for further closures, or scaling back operations, to address local infections (local lockdown guidance can be found here) 	<ul style="list-style-type: none"> • School RAG rated H &S Risk Assessment is reviewed and adjusted where necessary to reflect current DfE guidance. Annex a summary is added to the document. H&S RA (including annex A) is shared with all staff and parents (by 2/9/20) • All staff are fully briefed on school H&S protocol documents and receive printed copies for reference. All staff have the opportunity to raise any concerns or queries and clarify understanding. All staff understand the importance of consistent adherence to guidance. • Usual pre start of school year site checks are carried out and any checks delayed due to period of partial closure are rescheduled and completed. • Thorough pre- new school year clean delegated to cleaners to include all classrooms, hall, staffroom, toilets, corridors and offices. • All staff are aware of importance of good ventilation and consider when organising classroom and learning spaces (e.g. school hall) • Cleaning contractors continue to thorough clean each classroom and shared spaces used at the end of the day. Additional cleaning throughout

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	<p>Assess transport-related health and safety risks and how these can be mitigated</p>	<p>the day (handles, toilets, table tops, resources) to be cleaned at lunchtime. Cleaning checklist to be displayed in classroom by 04/09/20</p> <ul style="list-style-type: none"> • Fixed entry/exit system for each Phase group via gates introduced and shared with staff to implement with children and parents. Additional social distancing reminder posters to be displayed on external notice boards, school entrances, staffroom and office spaces. Hygiene reminder posters to be displayed in all classrooms, staff room and toilets. • Convert the Studio space as a staffroom for the Year 3/4 and Y5/6 to use during break and lunchtimes • Remind staff that there should be no more than 6 people in a staffroom at any one time • Refresh knowledge of PPE guidance for schools if necessary. Designated isolation area Meeting Room add signage • Store cleaning equipment safely in classroom in a cupboard. Phase Leaders to check by 04/09/20 • Classroom toilets to be used, with handwashing supervised at all times. Hand gel by each entry point. • Timetable for staggered and zoned lunches and breaks to be issued to each “phase bubble” and adhered to in order to avoid clashes. Share timetable and zoned areas with staff doc by 03/09/20 • Children have access to fixed playground equipment within the allocated outdoor bubble
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		<p>space on a weekly rota with a decontamination period (3 days). Children wash their hands before and after use.</p> <ul style="list-style-type: none"> • Post Covid 19 Health & Safety Policy and school sickness management procedures are revisited by all staff. Ongoing strict adherence is positively self-monitored by all staff and school leadership. • Public Health England guidance relating to systems of control in the role of effective prevention and response to any infection in school is shared with staff (See Annex A) • NHS Test and Trace process is shared with school community (staff and parents). Update school display/class Covid 19 information folders as necessary with PHE/Cambs CC Covid symptoms flowchart. School to obtain written confirmation of any testing outcome (positive) to support effective critical path making decision process. • HsoS and EH to be immediate advised of any positive tests relating to Covid-19 of pupils attending school /staff either in school or at home. All confirmed cases reported as necessary via RIDDOR • HoS meets with Exec Head at least weekly and attends weekly Trust Head Operations Group Zoom • Staff/parents are re-signposted to national guidance on methods of transport to/from school (Phase Leaders/SBM by 1/9/20).
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		<p>Consider alternative provision for any school educational visits that would avoid the need to travel off site: any coaches used are regulated school transport vehicles.</p>
<p>Pupils and parents</p>	<ul style="list-style-type: none"> • Assess parental confidence and ensure processes are in place to communicate clear and consistent expectations around school attendance to families throughout the summer ahead of the new school year • Ensure appropriate support and arrangements are in place for pupils with EHC plans • Ensure that pupils most at risk of disengagement/most in need of additional support are identified and support is in place <p>Audit wider family services supporting mental health, bereavement, domestic violence etc in order to be able to signpost/refer families where required (Public Health England has published guidance on supporting children and young people's mental health, Every Mind Matters and advice for groups with specific mental health needs)</p>	<ul style="list-style-type: none"> • Issue parental letter from Trust CEO confirming all schools will be fully open from September 2020. Trust expectations reflect DfE guidelines on re-instatement of compulsory attendance: all children can return to school in September 2020 unless they are under the care of a specialist health care professional who advises otherwise. • Send communication to all parents (16/7/20) welcoming children back and explaining arrival/collection arrangements. • Escort Reception parents on the KS1 playground following social distancing regulations of 2m. Children dropped off by the multi coloured fence outside Robins and Wrens classes where they are met by the class teacher (9/09/20) • Audit and review existing lists of pupils most at risk of disengagement/most in need of additional support. • Contact all identified families on safe and well check list to personalise welcome back to school and identify and address any barriers • Make telephone contact with any parents of children not in school on 7/9/20 to identify reasons and identify and address any barriers to attendance. • Follow LA guidance on management and support of pupils with EHC plans

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		<ul style="list-style-type: none"> • Continue to signpost parents/children to relevant resources and other agencies where necessary and available in line with existing practice (in liaison with IM and HoS). • Regular newsletter to continue to highlight mental health support, school updates and good news • Continue with safe and well calls for any child who is under the care of a specialist health care professional and is unable to return to school (IM) • Children can bring in reusable lunchbox container for their packed lunch which parents wash each evening
<p>Workforce and HR</p>	<ul style="list-style-type: none"> • Review your trust’s workforce audit. The clinically extremely vulnerable list will be paused on 1st August. Some people on this list will remain under the care of their doctor or specialist and may be advised not to return to work. Assess how many staff remain in this much smaller group and the impact on the workforce – CST is seeking further clarification on clinical vulnerability • Assess how many staff may be at increased risk due to protected characteristics and disparities in outcomes. Consider using an Equalities Impact Assessment. CST will ask Stone King to update advice on this issue • In light of this assessment, scrutinise how staff will be deployed • If necessary and applicable in your circumstances, consider using longer assignments with supply teachers and agree a minimum number of hours across the academic year • Determine whether staff training is required prior to the full return of pupils in September 	<ul style="list-style-type: none"> • Meet with staff (Zoom or social distance meeting) who were unable to return to work on 1/6/20 to discuss views on returning to school in September by 15/7/20 • Adjust planned staffing profile 20/21 as necessary as an outcome of audit review. Update any existing staff individual risk assessments and/or create new for individual staff as required. • Draft risk assessment for September 2020 to be shared and open to consultation with SLT on 13/7/20 email/Zoom meeting • Draft risk assessment for September 2020 to be shared and open to consultation with all staff (Phase Leaders in phase teams including TAs and HoSs to Support staff by 15/7/20)

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	<ul style="list-style-type: none"> • Consider what arrangements might be put in place for staff wellbeing <p>Ensure designated safeguarding leads (and deputies) are provided with more time, especially in the first few weeks of term, to help them provide support to staff and children regarding any new safeguarding and welfare concerns and the handling of referrals to children social care and other agencies where these are appropriate</p>	<ul style="list-style-type: none"> ● Staff to be encouraged to raise any concerns in respect to the RA with line manager, HoSs or EH at earliest opportunity to support their own wellbeing ● Respond to any concerns on the PD Days following consultation with their Executive Headteacher on 3/9/20 ● Staffing and location of phase bubbles to be identified by HsoS ● Continue well-being measures already in place. ● Staff to read September 2020 risk assessment and ensure they know hygiene, cleaning protocols and timetable in the Phase Bubble group and allocated outdoor zone by 17/7/20 ● Staff deployment plan in Phase Bubbles with all staff by 17/7/20 ● Meet with MDS and TAs to share staff deployment plan in Phase Bubbles and cleaning protocols at lunchtimes on 7/9/20 ● Use the PD days at the start of the autumn term for any identified training in line with the risk assessments. (e.g. use of PPE in school setting, hygiene control protocols and any areas requested by staff) (3/9/20 and 4/9/20) ● PD days for teaching staff 3/9/20 and 4/9/20 prepare classrooms ready for when children return by 4/9/20 ● Reduce furniture in each class including Book Corners, etc
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		<ul style="list-style-type: none"> ● Meet with teaching staff to ensure consistent approach to key messages in relation to reopening 7/9/20 ● Remind staff about expectations in respect of movement around school, access to staff room, admin areas and toilets etc. Phase Leaders to remind staff within the Phase Bubble ● Remind staff about how to deal with a suspected Covid-19 case and the procedure w/c 14/09/20 ● All staff to follow guidance for the max number of adults in each area during break, lunchtimes and beginning and end of day ● Children timetabled to return to school 7/9/20 ● Continue to support all staff, including school leaders, in managing and monitoring their own well-being as a school priority. Remind/signpost staff to self-care resources, including the Employee Assistance scheme as well as continuing measures already in place (e.g. satellite staff room provision) ● Timetable regular supervision session for DSL/Deputy DSL with Exec Head
<p>Curriculum and timetabling</p>	<ul style="list-style-type: none"> ● Scrutinise the plans for identifying the most important missed knowledge and how this will be covered, within a broad curriculum in all subjects ● Ensure the curriculum remains broad and ambitious and that all pupils continue to be taught a wide range of subjects ● Ensure that there is a staffing plan and timetable for each school, including any special arrangements where necessary and practicable e.g. staggered starting and ending times of the school day, drop off and collection and/or break and lunch arrangements 	<ul style="list-style-type: none"> ● See all phase planning documents for Autumn 1. Plans to consistently reference use of: ● relevant Year group PiXL DDTR Autumn term transition package to identify and address gaps in curriculum knowledge and understanding in Reading, Maths and Phonics/SPaG ● PiXL wellbeing package supplemented by school PSHCE curriculum

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	<ul style="list-style-type: none"> • Scrutinise the plan for spending the trust’s allocation of tuition funding and ensure curriculum alignment and relevant training is in place (Education Endowment Foundation guidance can be found here) • Scrutinise plans for how remote education will be offered where a class, group or small number of pupils need to self-isolate, or where there is a local lockdown (online learning resources here, Oak National Academy here, technology support here, guidance for parents on supporting home learning here, guidance for parents of children with SEND to support home learning here and EEF best evidence in remote learning can be found here - there is also a summary of findings and a toolkit to support home learning. DfE has also published case studies using various methods to adapt the curriculum for remote education to best meet the needs of pupils and adapt teaching practice for remote education and keep pupils engaged • Review the approach to physical activity within the school day, ensuring pupils remain in consistent groups where possible, sports equipment is thoroughly cleaned between each use, contact sports are avoided and outdoor sports are prioritised where possible, and large indoor spaces used where not, maximising distancing between pupils and paying attention to cleaning and hygiene. <p>Review your before and after-school provision and plan whether/ how to restart these in the autumn term. And ensure where school is aware that parents are using external providers, that the school makes best endeavours (such as seeing the provider’s risk assessments) to consider how such provision will work alongside their wider protective measures, including keeping children within their year groups or bubbles where possible.</p>	<ul style="list-style-type: none"> • PoR transition unit “Here We Are: Notes for Living on Planet Earth” by Oliver Jeffers • Autumn term year group RE curriculum in order to support staged and flexible reintroduction across course of term/year of Power Maths, IPC and subsequent intervention plans/programme • Whole school Collective Worship via Zoom every Monday 2.50pm led by HoS or IM • Await further guidance in terms of optimising delivery of DfE offers of support to meet identified needs of individual pupils and cohorts • Engage with Trust rollout to complete school implementation of Microsoft 365 as a platform for remote learning. Access centrally delivered training (HoS and school Computing Leader by 17/7/20). Facilitate training for all staff (1st half of Autumn term 2020) • Revisit revised Oak Academy offer to align where possible alongside school planned curricular Programmes of Study. • Plan for delivery of high quality home learning, implementing agreed Trust protocol for home/school remote education (end September 2020) • Timetable staggered drop off and pick up times for parents/careers • HoS and Phase Leaders share Physical Education recommendations document with Phase Bubbles and Just Do Sport (PE PPA Cover)
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		<ul style="list-style-type: none"> • Timetable indoor and outdoor PE sessions ensuring hall/outdoor games spaces are used by one phase bubble only and equipment is cleaned between individual class use (Phase leaders/HoS by 3/9/20) • Meet with providers of after school wrap around provision (3/9/20). A copy of the risk assessment will be requested and reviewed • Where school is aware of external care providers (childminders), a copy of the setting Risk Assessment will be requested and reviewed (delegated to SBM)
<p>Policies and procedures</p>	<ul style="list-style-type: none"> • Review at least the following policies and procedures and if you have addendums to policies consider whether these need to be amended or removed: <ul style="list-style-type: none"> - Health and safety - Child protection and safeguarding (safeguarding and remote education here) - Attendance - Behaviour - Exclusions - Pastoral/Welfare • Consider whether enhanced safeguarding and welfare provision needs to be put in place – plan for the potential increase in disclosures and welfare needs including mental health • Amend procedures for fire drills • Assess whether any other trust and/or school-based policies and procedures need to be reviewed and amended <p>Consider whether any delegations in your scheme of delegation need to be amended or stood down</p>	<ul style="list-style-type: none"> • Review current arrangements and amend as necessary. Share any adjustments with all staff and update class Covid 19 information folders (Operational Phase Bubble pack) as necessary • Existing Policy annexations to remain in place (apart from safeguarding (see below)). This as a contingency against further short notice closures. • Changes to Safeguarding and Child Protection Policy and Covid – 19 addendum. New policy will be shared with all staff at safeguarding refresher training (HoS 03/09/20) and disseminated to Governors for remote ratification. • Fire safety walk completed by Heads of School and Business manager by 4/9/20. • Review and adjust fire evacuation arrangements as necessary to ensure isolation of individual phase bubbles at fire muster point. • Direct and refresh staff to established Safeguarding practices e.g. logging concerns on ‘My Concern’ 3/9/20

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		<ul style="list-style-type: none"> ● During period of reopening the school all phase bubble groups to reinforce embedded school expectations of behaviour as well as changes to daily routines and new models of working necessitated by Covid-19. To include reinforcement by modelling and practice of new routines with age appropriate explanation. Focus on handwashing, good hygiene, independency of pod when moving around school site, class seating arrangement, eating lunch and play and procedures
Supply chains and contracts	<ul style="list-style-type: none"> ● Scrutinise plans to reopen school kitchens and compliance with the guidance for food businesses on COVID-19 ● Reactivate and amend catering and/or cleaning contracts, including bringing staff out of furlough where necessary if this has not already been done ● Reactivate supply chains if this has not already been done ● Ensure there is free school meals provision over the summer (see DfE's summer food programme) ● Check suppliers know and understand the system of controls and hygiene arrangements ● Agree approach to any scheduled or ongoing building works in relation to safety 	<ul style="list-style-type: none"> ● Request a copy of catering company's Risk Assessment following Government guidance. HoS to check and feedback any adjustments (by 17/7/20) (SBM) ● Extend the cold 'grab and go' lunch or hot option (wb 07/09/2020) ensuring school nutritional standards are maintained ● FSM vouchers ordered for eligible families to cover Summer holiday 2020 (SOM) ● Cleaning contractors to continue with high level end of day cleaning including touch points wb 7/9/20 obtain risk assessment from cleaning company and check it meets school health and safety minimum requirements ● SBM to share lunchtime timetable with catering company ● Cleaners are aware of school risk assessment of enhanced cleaning requirements and social distancing expectations delegated to SBM

<p>Communications</p>	<ul style="list-style-type: none"> ● Plan and agree communications to staff, including but not limited to: <ul style="list-style-type: none"> - Arrangements for keeping staff and pupils safe - Staff deployment and attendance expectations - Curriculum and timetabling - Workload and wellbeing - Training ● Plan and agree communications to parents/carers, including but not limited to: <ul style="list-style-type: none"> - Attendance expectations - Uniform expectations - The curriculum - Transport - Dropping off and picking up - Parents/ carers visiting the school <p>Agree the frequency of communications with parents or delegate to school-level</p>	<ul style="list-style-type: none"> ● Staff business meetings (information sharing - briefings etc) to be held at the start of each staff meeting from 14/09/20 ● Staff CPD sessions will be in the school hall, forward facing and staff seated 2m apart from 14/09/20 ● PPA time to start on 10/09/20 being taken in school and schools should endeavour to provide a sufficiently large space to maintain 2m distancing where possible to allow teams to work collaboratively. ● Ensure sufficiency and clarity of additional school specific contextualised info to parents in relation to changes in operation of school day, routines, and curriculum offer and school site in response to Government guidance. ● School website to reference/archive all September re-opening information sent to parents ● School office to continue to be contacted by email or telephone wherever possible. Class teachers can be contacted by class parents via email address already established and in use. ● School newsletter to continue to be issued at least every other week
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Decisions and actions to manage the financial and educational impacts and regulatory and accountability environments

<p>Financial impacts</p>	<ul style="list-style-type: none"> ● Ensure additional cost pressures due to COVID-19 have been identified and recorded for future budgeting and reimbursement. These relate to increased premises-related costs; support for free school meals for eligible children who are not attending school and where those costs are not covered by the FSM national voucher scheme and additional cleaning costs etc. ● Maintain an overview of impact on reserves and review reserves policy ● Maintain an overview of impact on three-year financial strategy
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	<ul style="list-style-type: none"> ● Explore additional sources of income ● Heighten awareness around risk of exposure to fraud(see Fraud Control in Emergency Management: COVID-19 UK government guide)
Educational impacts	<ul style="list-style-type: none"> ● Keep educational impacts under review – ensure a plan is in place to assess educational impacts, specifically gaps in learning, and that the plans address these in the short and medium term
Regulatory environment	<p>The Trust will:</p> <ul style="list-style-type: none"> ● Consider the implications of Eileen Milner’s letter to Accounting Officers which advises on the requirements for financial returns, and the AFH requirements, during the COVID-19 crisis ● Agree a plan for internal scrutiny – ESFA has confirmed that it is at boards’ discretion whether remote checks are feasible and helpful in managing risk during COVID-19 ● Agree the arrangements for external audit and associated returns - ESFA has confirmed that the current timetable should remain ● Keep under review the statutory timescales for returns that have been paused or deferred - ESFA published guidance on reducing burdens which includes a full list of returns that have been cancelled, paused or deferred
Accountability environment	<p>The Trust will:</p> <ul style="list-style-type: none"> ● Scrutinise the executive’s arrangements for teacher assessments and the submission of grades for public examinations (FAQs on the decision around public examinations here. Ofqual has also published information about how GCSEs, AS and A levels will be awarded this summer, an update on summer 2020 GCSEs, AS and A level grades for students in year 10 and below and for private candidates and guidance for teachers, students, parents and carers ● Review the arrangements for school and trust accountability and the performance management policy in the light of DfE guidance on how school and trust external accountability will be handled this year. (Schools and trusts will not be held to account based on exams and assessment data from summer 2020 and data will not be used by others, such as Ofsted and local authorities, to hold schools and trusts to account)

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