ROAD MAP FOR 2021/22v6 MASTER TEMPLATE

SEPTEMBER 2021 V6

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Planning Note
2021/22 V6 of our Road Map has been created in light of the Government's guidance and new suite of guidance documents relating to the opening of schools for academic year 2021/22. The framework outlines the actions and strategies we have applied to secure our opening from September 1st. As has been the case throughout the pandemic, Raedwald Trust leaders undertake usual consultation with their communities, ensuring full understanding and discussion.

Our plans remain based on the hierarchy of measures recommended by the Scientific Advisory Group on Emergencies (SAGE). The DfE guidance supporting the government's mandate for safely opening schools https://www.gov.uk/government/publications/coronavirus-covid-19-local-restrictions-in-education-and-childcare-settings, https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools and https://www.gov.uk/government/publications/guidance-for-full-opening-special-schools-and-other-specialist-settings/guidance-for-full-opening-special-schools-and-other-specialist-settings remains under review and will be amended as new evidence emerges. This means that all Raedwald Trust planning documents will be reviewed in light of newly published guidance.   As has been the case since March 2020, we will continue to adopt a cautious approach. We continue to work closely with our legal advisors to support our risk reduction protocols.

It also remains the case that because this is a new virus, we cannot expect the science to be able to give us all the answers. Science can tell us (tentatively and with various levels of confidence) about specific risk. But it cannot tell us everything. As a result, we must be guided by the science and seek to do what is right based on the best evidence we have. As a trust, we remain committed to finding optimum solutions meaning we will work together with staff, regulators and families in the interests of our children and our collective future. We will continue to proceed with caution at the same time as prioritising face to face education balanced against COVID-19 transmission.

1. Principles and Context

Following the outbreak of COVID-19, and under the direction of the DfE (March 2020), Raedwald Trust academies were repurposed and reorganised throughout 2020 and 2021.   From 08 March 2021, our Road Maps to Opening Fully built on the strengths identified by our regulators, legal teams and professional associations. The principles underpinning our planning from the outset, detailed below, remain at our core and have been applied to the work we have undertaken to open the new academic year, September 2021.

   a. Principles for the Raedwald Trust Community
      i. The Trust values and ethos are central to all discussions
      ii. DfE and Public Health England guidance is monitored rigorously and applied in order to minimise the risk of transmission
      iii. Regular and frequent reviews are held between the Trust, leaders across the local area and national partners to ensure Trust actions are interrogated before implementation
      iv. Site leaders will ensure sites are well maintained, safe and clear by following rigorously the H&S Manual and COVID-19 Risk Assessments issued by the Trust.
      v. Site leaders will notify the CEO in the event that they are not able to fulfil the duties laid out in the H&S Manual, At A Glace Checklist, and COVID-19 Risk Protocols.

   b. Principles for Staff
      i. The safety of staff will be paramount to minimise the risk of transmission of infection
      ii. The staff risk register, maintained by Trust Business Mangers, is accurate, updated regularly and used to inform staff work streams and allocations.
      iii. Staff are well informed of all expectations in response to the pandemic both pre and post vaccine.

iv.   The well-being and health of staff engaged in all work streams is considered and appropriate support offered.

c.   Principles for Children and Families
   i.   The safety and safeguarding of children is of paramount importance. Stringent processes are sustained to offer both proactive and reactive action.
   ii.   The establishment of site based routines and behaviours will be shared with children and their families through newsletters, training and effective signage
   iii.   Full implementation of the Raedwald Trust Curriculum will ensure a high quality education programme, robust and flexible enough to provide learning continuity in the event of local lockdown or individual learner absence
   iv.   Families are able to access additional information about any of our onsite safety processes as required

The Raedwald Trust applies the following baseline control measures:
1.   Good Hygiene
2.   Appropriate cleaning
3.   Ventilation
4.   Testing, self-isolation and managing confirmed cases.

Key changes for Autumn 2021 include:

1.   There is no requirement for bubbles or reduced mixing in groups
2.   Face coverings are no longer recommended in education and childcare settings (recommendation for face coverings to be worn in dedicated school transport)
3.   Education and childcare settings are no longer asked to undertake routine contact tracing
4.   After 16th August, fully vaccinated adults and under 18s – regardless of vaccine status – will not need to self-isolate
5.   Two onsite tests will be offered at the start of the Autumn term, then a transition to twice weekly home testing will be applied. The DfE will review home testing at the end of September.

2. Calculating the Risk

Throughout this document, the risk has been established using the following criteria below.

Residual Risk rating High (H), Medium (M), Low (L)		Likelihood of occurrence		
		Probable	Possible	Remote
Likely impact	**Major:** Causes major physical injury, harm or ill-health.	H	H	H
	Severe: Causes physical injury or illness requiring first aid.	H	M	L
	Minor: Causes physical or emotional discomfort.	M	L	L

3. Broad Strategic Plans

The following section provides an overview of the measures that will evaluated by site leaders as they open fully.

Risk	Risk Prior to Action	Controls	
To minimise the potential spread of Covid-19		**Site access arrangements** • Controlled and supervised entry to buildings to ensure appropriate child and staff sanitisation is applied • Appropriate PPE is worn if identified in DfE guidance • Breaks are supervised in defined open outdoor areas or well ventilated spaces • PPE equipment available in designated room • Regular cleaning of shared areas throughout the day to minimise risk **Classroom and other learning spaces** • Classrooms receive a thorough clean according to DfE Guidance	

3a. Full Information Source & Considerations Undertaken by Leaders Across the Raedwald Trust

Health and safety	• Review health and safety risk assessments ensuring these are based on the Public Health System of Controls in the DfE guidance. More information about health and safety risk assessments in 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 require. If buildings are closed or have reduced occupancy, water stagnation can occur. This can increase the risk of Legionnaire's Disease. 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. Refer to the system of controls for guidance on keeping occupied spaces well ventilated.
	• 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)
	• Ensure there is a critical path decision making process/ contingency plan in case of a local outbreak.
	• Assess transport-related health and safety risks and how these can be mitigated.
	• Review the arrangements for Covid-19 asymptomatic testing, particularly in relation to onsite testing facilities in secondary schools (see the Schools Covid-19 operational guidance). Ensure adequate risk assessments are in place as required by RPA.
Pupils and parents	• Assess parental confidence and ensure processes are in place to communicate clear and consistent expectations around school attendance to families for academic year 2021/22
	• 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.

	• 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 <u>guidance on supporting children and young people's mental health,</u> <u>Every Mind Matters</u> and <u>advice for groups with specific mental health needs).</u>
Workforce and HR	• Review workforce audit. Some people on this list will remain under the care of their doctor or specialist, who are 'extremely clinically vulnerable' and may be advised not to return to the workplace/ school. Assess how many staff remain in this much smaller group and the impact on the workforce. Guidance on shielding and protecting people who are extremely clinically vulnerable is <u>here.</u> • Review specific <u>guidance for pregnant employees</u> because pregnant women are considered CV. In some cases pregnant women may also have other health conditions that mean they are considered CEV, where the advice for clinically extremely vulnerable staff will apply. • Assess how many staff may be at increased risk due to protected characteristics and disparities in outcomes; continue to meet equalities duties. See the <u>Equality Act 2010 advice for schools</u> for more information. • In light of this assessment, scrutinise how staff will be deployed. • Consider what arrangements might be put in place for staff wellbeing. <u>Education Support</u> provides a free helpline for school staff and targeted support for mental health and wellbeing.
Curriculum and timetabling	• 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 site, 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 • 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 <u>here</u>) • Scrutinise academy's published plans for how remote education will be offered (online learning resources <u>here</u>, Oak National Academy <u>here</u>, technology support <u>here</u>, guidance for parents on supporting home learning <u>here</u>, guidance for parents of children with SEND to support home learning <u>here</u> and EEF best evidence in remote learning can be found <u>here -</u> there is also a <u>summary</u> of findings and a <u>toolkit</u> to support home learning.

Policies and procedures	• Review at least the following policies and procedures and if you have addendums to policies consider whether these need to be amended or removed:
	     o Health and safety
	     o Child protection and safeguarding (safeguarding and remote education <u>here</u>)

	○ 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
Supply chains and contracts	- Scrutinise plans to reopen kitchens and compliance with the <u>guidance for food businesses</u> on COVID-19 - Reactivate and amend catering and/or cleaning contracts, - 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
Communications	- Plan and agree communications to staff, including but not limited to: ○ 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: ○ Attendance expectations ○ Uniform expectations ○ The curriculum ○ Transport ○ Dropping off and picking up ○ Parents/ carers visiting the school

The Public Health System of Controls

The system of nine controls is the set of actions schools MUST take, grouped into 'prevention' and 'response to any infection.'

There is a lot of detailed guidance about the system of controls including how to group children, measures within the classroom, measures elsewhere and measures for arriving at and leaving site. Sites must work through the system of controls, adopting measures in a way that addresses the risk identified in their assessment, works for their site, and allows you to deliver a broad and balanced curriculum. If you follow the guidance set out here, you will effectively reduce risks in the school or groups of schools and create an inherently safer environment.

A. Prevention	You must always: 1) Minimise contact with individuals who are required to self-isolate by ensuring they do not attend the school. 2) Ensure face coverings are used in recommended circumstances. 3) Ensure everyone is advised to clean their hands thoroughly and more often than usual. 4) Ensure good respiratory hygiene for everyone by promoting the 'catch it, bin it, kill it' approach. 5) Maintain enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents. 6) Consider how to minimise contact across the site and maintain social distancing wherever possible. 7) Keep occupied spaces well ventilated. In specific circumstances: 8) Ensure individuals wear the appropriate personal protective equipment (PPE) where necessary. 9) Promote and engage in asymptomatic testing, where available.
B. Response to any infection	You must always: 10) Promote and engage with the NHS Test and Trace process. 11) Manage and report confirmed cases of coronavirus (COVID-19) amongst the school community. 12) Contain any outbreak by following local health protection team advice

Find below our key data source website addresses, in full.

Actions and Guidance to open fully	https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools
Preparing for the wider opening of schools	https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june/planning-guide-for-primary-schools
Opening schools for more children and young people – initial planning framework for schools in England (archived)	https://www.gov.uk/government/publications/actions-for-educational-and-childcare-settings-to-prepare-for-wider-opening-from-1-june-2020/opening-schools-for-more-children-and-young-people-initial-planning-framework-for-schools-in-england
Actions for educational and childcare settings to prepare for wider opening from 1 June 2020 (archived)	https://www.gov.uk/government/publications/actions-for-educational-and-childcare-settings-to-prepare-for-wider-opening-from-1-june-2020
Implementing protective measures in education and childcare settings	https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings
Working safely during Coronavirus	https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/homes
Actions for schools during the Coronavirus outbreak	https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak?utm_source=7%20January%202021%20C19&utm_medium=Daily%20Email%20C19&utm_campaign=DfE%20C19
Covid 19 contingency framework for education and childcare settings	https://www.gov.uk/government/publications/coronavirus-covid-19-local-restrictions-in-education-and-childcare-settings
Covid 19 asymptomatic testing in schools and colleges	https://www.gov.uk/government/publications/coronavirus-covid-19-asymptomatic-testing-in-schools-and-colleges/coronavirus-covid-19-asymptomatic-testing-in-schools-and-colleges
Remote education	https://get-help-with-remote-education.education.gov.uk/
HSE PUBLISHED COVID-19 GUIDANCE	
How will the HSE regulate during COVID-19	https://www.hse.gov.uk/news/hse-regulatory-activity-during-coronavirus.htm
Summary Guidance	https://www.hse.gov.uk/news/assets/docs/working-safely-guide.pdf
RIDDOR Reporting of COVID-19	https://www.hse.gov.uk/news/riddor-reporting-coronavirus.htm
Face masks face fit testing	https://www.hse.gov.uk/news/face-mask-ppe-rpe-coronavirus.htm
Work equipment examinations and testing	https://www.hse.gov.uk/news/work-equipment-coronavirus.htm
How to manage legionella risk during COVD-19	https://www.hse.gov.uk/news/legionella-risks-during-coronavirus-outbreak.htm
Protecting home workers during COVID-19	https://www.hse.gov.uk/toolbox/workers/home.htm
Drivers welfare and hours of work	https://www.hse.gov.uk/news/drivers-transport-delivery-coronavirus.htm
First aid cover	https://www.hse.gov.uk/news/first-aid-certificate-coronavirus.htm
Talking with workers about preventing COVID-19	https://www.hse.gov.uk/news/assets/docs/talking-with-your-workers.pdf
Register for alerts	www.hse.gov.uk

OTHER GUIDANCE	
Comprehensive and up to date list of employees who are classified as clinically extremely vulnerable and clinically vulnerable	https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance/guidance-for-households-with-grandparents-parents-and-children-living-together-where-someone-is-at-increased-risk-or-has-symptoms-of-coronavirus-cov https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/874011/Stay_at_home_guidance_diagram.pdf)
	https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19
Risk assessment	https://www.hse.gov.uk/services/education/example-risk-assessments.htm

Appendix 1 – Detailed Risk register for

Assessment Created by: (enter name of person responsible on site)

Assessment created on:

Assessment covers: Staff, pupils, contractors, visitors, volunteers

Residual Risk rating High (H), Medium (M), Low (L)		Likelihood of occurrence		
		Probable	Possible	Remote
Likely impact	**Major:** Causes major physical injury, harm or ill-health.	H	H	H
	Severe: Causes physical injury or illness requiring first aid.	H	M	L
	Minor: Causes physical or emotional discomfort.	M	L	L

	Area for Concern (Children)	Risk Rating Prior to Action	Control Measures	In Place (Yes/No)	Further Action/Comment	Residual Risk Rating (H/M/L)
1.	Spread of Covid-19 Coronavirus (Generic – more detailed information below)		• Stringent hand washing taking place. • See hand washing guidance. • https://www.nhs.uk/live-well/healthy-body/best-way-to-wash-your-hands/ • Drying of hands with disposable paper towels. https://www.nursingtimes.net/news/research-and-innovation/paper-towels-much-more-effective-at-removing-viruses-than-hand-dryers-17-04-2020/			
2.	Is there access to enough sinks with hot water					

	and soap for the number of students and staff in school?	 			
3.	Appropriate signage alerting all staff, children to the need for high standards of hygiene is not in place	 			
4.	Action if children refuse PPE guidance or break site based arrangement	 	Child supervised during personal washing Further training is provided for child		
5.	Child develops Covid19 symptoms during the day	 	Cleaning takes place in the areas occupied by the child Protocols for the cleaning of the areas visited by child are adhered to		
6.	On entry to building identifying cleaning stations and appropriate use guidance	 	Children trained in the correct use of cleaning stations Children understand the impact and sanctions relating to the incorrect or lack of use of stations		
7.	Children who are vulnerable in terms of personal hygiene standards	 	Staff support the home environment in ensuring that personal hygiene habits are improved. Child's risk assessment updated and available on School Pod		
8.	Catering arrangements to avoid the risk	 	Normal lunch procedures apply		

	Area for Concern	Risk Rating Prior to Action	Control Measures	In Place (Yes/No)	Further Action/Comment	Residual Risk Rating (H/M/L)
	of the spread of the virus					
9.	Children do not display symptoms but later found to have the virus		Make family aware of their responsibilities with respect to self-isolation			
10	Curriculum coverage and delivery Arrangements for a child not able to attend face to face education		Pre-plan the areas of curriculum that can be delivered remotely or by independent learning. Pre-plan phased approach to curriculum delivery based on proportions of child attending over a given time to ensure student coverage and to keep children 'in-step'. Site arrangements take into account resource need such as Labs/workshops/ICT suites.			
11.	Maintenance of class room ventilation					
12.	Isolation of children contaminates area while waiting to be collected from site owing to family illness or child becoming unwell		Contact networks are used to warn those who may have been in contact			

	Area for Concern (Staff)	Risk Rating Prior to Action	Control Measures	In Place (Yes/No)	Further Action/Comment	Residual Risk Rating (H/M/L)
1.	Spread of Covid-19 Coronavirus		• Stringent hand washing taking place. • See hand washing guidance.			

	(Generic – more detailed information below)		• https://www.nhs.uk/live-well/healthy-body/best-way-to-wash-your-hands/ • Drying of hands with disposable paper towels. • https://www.nursingtimes.net/news/research-and-innovation/paper-towels-much-more-effective-at-removing-viruses-than-hand-dryers-17-04-2020/ • Staff encouraged to protect the skin by applying emollient cream regularly • https://www.nhs.uk/conditions/emollients/		
2.	Is there access to enough sinks with hot water and soap for the number of students and staff in school?				
3.	Supply and quality of PPE availability is insufficient in school		Where stocks are low and at risk of running out, Central Team are informed and appropriate plans are made to close down the site		
4.	Regime of cleaning within the site		All cleaning staff are specifically trained in deep cleaning		
5.	Appropriate signage alerting all staff, students to the need for high standards of hygiene is not in place				

6.	Safety protocols not clearly displayed and understood by all		Safety procedures are reviewed to ensure fidelity to the DfE guidance for AP settings can be adhered to at all times			
7.	Children who are vulnerable in terms of personal hygiene standards		Protocols exist for staff to support children who have personal hygiene issues Staff ensure that these children are using the hygiene stations appropriately Staff support the home environment in ensuring that personal hygiene habits are improved.			
8.	Dealing with the concerns of Unions and staff associations		Professional associations are included in discussions and informed of the rationale of key decisions Where necessary, HR professionals support staff relating to any concerns regarding their personal safety			
9.	Dealing with control measures responses		Through QA procedures, gaps in control measures are responded to rapidly At all levels, concerns regarding control measures should be reported and action taken where necessary There may be a consideration for a control measures group to be formed which involves senior and premises staff			
10.	Guidelines are not followed by a staff member		Response by line manager and, where necessary HR to correct the position Training is provided to ensure that the member of staff understands the rationale behind the protocol or procedure.			
11.	Dealing with communications with staff		The communication of control measures should be regularly tested by key staff Gaps in knowledge should lead to a training event for staff Any incident should be evaluated for learning and possible adaptation to systems			

			Communication systems should be reviewed			
12.	Issues arising from levels of staff absence		Site leaders analysis of staffing confirms the absence figures Staff availability drives the decision on numbers of students possible to teach in school Consideration of the safe redeployment of trust staff Decision on the site priority in terms of year group / proximity to examination / vulnerability and previous time in school A joint decision is based on the possibility of a medium-term adjustment to the timetable rather than any short-term changes to ensure that there is continuity. The rationale of the decision is shared widely to ensure understanding by all, including staff, students, parents and the public			
13	Maintenance of class room ventilation					
14	Vulnerable staff (those with underlying health conditions, pregnant women and BAME) risk infection		TBM aware of staff who may feel vulnerable and maintain contact regularly			
15	Support for staff working		Site and Trust vulnerable to action by Associations for perceived lack of care and safety Quality Assurance and Quality Control of all systems are well documented			

Appendix 2: Existing and Additional Control Measures by Site

COVID-19 Risks – existing and additional control measures Site: Document Owner: Date of Review:		
PREMISES	**Action required**	**By who and date**
Cleaning		
Have you considered what new cleaning regime will need to be implemented for Sept?		
Subject to security and fire risk can doors be kept open to reduce the need for contact and improve ventilation		
Could handles or frequently touched surfaces be covered to reduce surface contact		
Have you considered a general cleaning regime and more regular cleaning for specific risk areas such as welfare areas and communal areas		
Have you ensured the cleaning regime is well communicated to staff and pupils e.g. through signage		

Have you considered how signage will be adapted to aid the understanding of younger pupils?		
Have you considered measures to address activities that younger pupils may not be able to undertake independently e.g. washing their hands?		
What cleaning should be considered if an employee or pupil is diagnosed with Covid 19		
EQUIPMENT		
Can any equipment be replaced to reduce risk		
How is equipment to be cleaned and what is the frequency of that cleaning		

COVID-19 Risks- communicating with employees and others and keeping under review		
	Action required	**By who and date**
How will you ensure employees are consulted and workers views are taken into account at all stages		
Will staff require new or refresher training – how will this be delivered and documented		

How will you publish your risk assessment		
Are you aware of the arrangements for testing of staff and pupils with symptoms of Covid-19 and how do you communicate this to staff and parents?		
How will you promote good hygiene throughout the day including "catch it, kill it, bin it"?		