

School Recovery Guidance in Response to Covid-19

12th May 2020

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Introduction/Purpose

This guidance has been written following the Prime Minister's announcement about schools reopening. It has been written using DfE, HSE and PHE guidance available on 12 May 2020. Schools should ensure that they refer to the most recent national guidance when they are carrying out risk assessments and updating their procedures. This is not intended to replace national guidance.

This guidance is meant to support school leaders in the decisions that they need to consider before the phased reopening of schools begins. However, changes to policy and practice must be signed off by responsible bodies (Academy Trusts, Diocese, Governing Bodies).

Integral to the success of a revised plan of operation is communication with parents, carers and the broader community to enhance their understanding of the new way of functioning. Consideration, whilst reading this document, of how you will communicate with stakeholders would be a worthwhile task.

Our recovery from this pandemic is likely to take a long time as we are unlikely to be able to return to our old normal way of operating until most of the population has contracted the virus or been vaccinated. It may be that we need to be flexible in what we plan for and be able to adapt to changing circumstances, constantly resetting our services and responding to national or local demands before we are able to design our new normal. Rather than considering returning to normal, we will need to look at doing things differently for some time.

Whilst the guidance in this document has focused on local authority maintained schools, it may be used for all schools within Lincolnshire. Government guidance states alternative provision settings should mirror the approach being taken by mainstream schools. Special schools, special post-16 and hospital schools will work towards a phased return without a focus on specific year groups.

Developing Capacity

Throughout your planning it is important you consider how you mitigate risk by promoting social distancing.

A key factor in considering how your school will function whilst adhering to social distancing is ascertaining the capacity of your school and the impact of this on the delivery of the school's services. By mapping the space within your school you will establish how many pupils and adults can be accommodated within the guidelines, the impact of social distancing on each space's purpose and whether there is a need to re-establish its use. In considering how space in your school can be used, you will be enhancing capacity whilst mitigating the risk to staff and pupils through maintaining social distancing measures. The school suitability survey (found on [Concerto](#) - If you are unsure how to access Concerto and/or your floor plans please see the how to guide on page 12.) can be used as a starting point in measuring capacity.

You will need to consider:

- Classrooms – total number of pupils and adults, required ratios, use of entry and exit. By moving/rearranging furniture, capacity may be extended. Government guidance states maximum number of 15 per group
- Corridors – this may determine flow around the school
- Shared spaces – can they be utilised as additional learning spaces
- Halls – is it possible to use this as learning space, additional flow space, lunch arrangements etc.
- Staff room – impact on staff rest and well-being, additional learning space, flow space
- Kitchen – impact on meal capacity for within your school and for those you serve
- Outside learning spaces and the use of outside as learning spaces
- Safe room – allocated space for suspected cases prior to returning home; safe practice, equipment, ease of access.

As schools reopen to increasing numbers of pupils over time, the capacity will need to be considered carefully and adapted as necessary. If at any point a school's capacity cannot meet the expectations of Government please contact your Locality Lead in the first instance.

Property Use (Not education specific)

This section provides guidance on mitigating risk by promoting the maintenance of social distancing with a particular focus on the management of people and space through the school day.

Once you have ascertained the capacity of the school building, including outdoors, and determined how many people can safely be in the school building, leaders will need to consider how staff and pupils can manoeuvre through the school property whilst maintaining social distancing measures. This will be different for each school and some things you may wish to consider are:

- Class sizes – no more than 15 children in any room at any time. They should be with 1 teacher (and 1 TA, if needed). Groups of children must NOT mix together or come into contact, and children within a group should remain 2 metres apart, if they can
- A one way system, possibly including different entrance and exit doors for pupils – brief transitory contact, such as passing in a corridor, is low risk
- Staggered start and finish times to reduce the numbers of pupils using the entrances at any one time. This may need additional communication with parents and supervision to promote social distancing of parents as well as pupils. Perhaps restrictions on who can come onto the premises and whether parents leave their children at a different point to usual
- Tell parents and young people their allocated drop off and collection times and the process for doing so, including protocols for minimising adult to adult contact (for example, which entrance to use and only one parent accompanying where necessary)
- Changes to the school timetable over the week to allow access for more groups of pupils to access education on the school site
- Clear signage throughout the school, including demarcating 2 metres and any one way systems. This would include the school car park
- How furniture is organised to increase capacity in spaces and demarcate a 2 metre distance. This would include for the teacher and other adults in a room. *(See section on curriculum for further guidance on potential use of technology to support learning)*
- Staggered playtimes, toilet breaks and lunch sessions. Schools will need to be creative with the organisation of the school timetable to manage the essential needs of all safely
- How the playground is used to mitigate risk and promote social distancing, this could include guiding pupils in the types of games they could play
- How deliveries from essential suppliers and maintenance will be managed. This may be through, for example, providing suppliers with your social distancing measures which may include allocating a time slot for delivery/when not to deliver

- How furniture, PE mats and signage are used in the school hall to demarcate 2 metres and a one-way flow system. Again, creative timetabling of this space will be key in mitigating risk
- Where school kitchens provide meals for other schools, plans will need to be put in place. Measuring space for safe working practices in the kitchen may lead to functioning at reduced capacity due to numbers of staff, distance of work surfaces and supply of goods. This will need to be carefully mapped and, where meals cannot be supplied to another school, communicated as soon as possible to ensure that alternative arrangements can be made.
- Review premises use for lettings and make decisions about whether these will be stopped/some restarted/fully operational again. (May have financial implications for schools as well as in 'normal' times, care for pupils for working parents)

Pupils will need to be taught how to safely move around the school in this new world. It may be helpful to have an encouraging word or phrase that is used consistently to quickly remind staff and pupils they are not maintaining 2 metres distance (such as 'remember your bubble'/ 'bubble').

For early years pupils, additional consideration will need to be given to the cleaning of play equipment and toys and how social distancing can be best maintained during indoor and outdoor provision and when moving around the school.

Once a system has been established you may wish to consider how the new system can be communicated to your school community. Video may be a good solution to this along with visual plans. This will enable pupils, parents/carers and the broader community to visualise what social distancing looks like in the new operation of the school and support their child in reintegration.

Hygiene

Hygiene is an essential part of mitigating risk and so hygiene routines need to be built into every element of the above. These may include:

- Sanitiser/washing hands on entry to/exit from the school building and each room
- Standard working procedures for employees in charge of 'a space'
 - Define roles and responsibilities and frequency of the hygiene routines, including areas such as pupil and staff toilets, corridors, all doors, staff room, all handles etc.
 - List the 'jobs' that will be undertaken to ensure hygiene routines are robust, for example: clean down desks, door handles etc. at the start and end of each session.
- Guidance on cleaning materials and equipment use, additional training in line with HSE may be required <https://www.hse.gov.uk/coshh/>
- More frequent checks, routines and replenishment of cleaning stock so consider whether additional working hours need to be in place for cleaning staff

Robust hygiene management is central to social distancing measures and, on rare occasions where 2 metres cannot be maintained, a key safeguard in mitigating risk to staff and pupils.

Guidance

Managing School Premises: <https://www.gov.uk/government/publications/managing-school-premises-during-the-coronavirus-outbreak/managing-school-premises-which-are-partially-open-during-the-coronavirus-outbreak>

Educational Settings: <https://www.gov.uk/government/publications/guidance-to-educational-settings-about-covid-19/guidance-to-educational-settings-about-covid-19>

Social Distancing: <https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-social-distancing-in-education-and-childcare-settings/coronavirus-covid-19-implementing-social-distancing-in-education-and-childcare-settings>

Good Estate Management for Schools: <https://www.gov.uk/guidance/good-estate-management-for-schools>

Protective Measures guidance:

<https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings>

Actions for education and childcare settings to prepare for wider opening from 1 June 2020: <https://www.gov.uk/government/publications/actions-for-educational-and-childcare-settings-to-prepare-for-wider-opening-from-1-june-2020/actions-for-education-and-childcare-settings-to-prepare-for-wider-opening-from-1-june-2020>

Property Management

Ensuring your building is safe for use

Closing a building for a prolonged period can bring risks with it; depending if those risks have been managed during the lockdown will depend what is required before the building is brought back into use.

Main areas of risk are:

- Legionella management
- Pest Control
- Building damage
- Missed Statutory maintenance inspections including insurance inspections
- Fire Safety

Schools in Statutory Essential Maintenance Scheme (SEMS)

If your school is part of the Statutory Essential Maintenance Scheme (SEMS) you must contact the Property Service Centre (psc@vincifacilities.com) to notify them of the intended reopening date. They will then identify what statutory maintenance has been missed and arrange with you to get this resolved. This will determine what date your school can reopen.

In addition to this, there will be activities you will need to undertake and we have simplified these into a checklist for you in Appendix A, page 10.

Schools not in SEMS

If your school is not in SEMS, you will need to inform your facilities management provider of your planned reopening so that they can assist you to ensure that your building is safe for use.

Legionella Management

Legionella can cause similar symptoms to Covid-19. It is therefore important that you are confident that this has been managed.

Weekly flushing regime

If your school has been used as it would under normal circumstances then it is likely that you have been managing this risk as the system is being flushed but you should still review your risk assessment to identify if there are any little-used outlets so you can check if they have been flushed. It is, however, more likely that only part of the school has been used so those areas not in use should have been flushed.

All flushing activity needs recording.

During reduced use of any building, a weekly flushing regime needs to be implemented and recorded.

If this cannot be evidenced please contact the Property Service Centre if you are in SEMS, or your Facilities management provider for advice on what action is required.

It is advisable that those in a high risk category do not carry out the flushing activity.

Monthly water monitoring

This monthly activity should have continued during lockdown. If that is not the case, contact the PSC (for schools in SEMS) or your facilities management provider, who will be able to advise what action is required.

Pest Control

Closed buildings or parts of buildings not in use can result in an increase in pest control issues. It is important to check that there is no evidence of this as part of your building reopening process.

Missed statutory Maintenance Inspections/Insurance Inspections

It is essential that statutory maintenance inspections have not been missed. If that has occurred as a result of lockdown these need to be rearranged before the building can be used. These are referred to as PPM (planned preventative maintenance). This also includes HSB Insurance inspections. If maintenance or an insurance inspection has been missed this could mean that your building is non-compliant and you may not be covered on your insurance.

Schools in SEMS – any missed PPM will be checked by the PSC.

Schools not in SEMS - please refer to your Facilities management provider.

Fire Safety

To ensure fire safety, the following need to be carried out before reopening;

- Fire alarm test
- Visual check of fire extinguishers
- Emergency light test
- Review fire risk assessment – if you are making any changes to the schools operation ie one way system, using additional areas of the school, you will need to review your Fire risk assessment.
- Review fire evacuation plans
- Review fire procedure

Building Damage

Check your building for any damage/attempted break in in advance of reopening.

Additional Advice

If you require floor plans of your school these are available on Concerto - these may be required for planning occupancy levels and one way systems.

If you are unsure how to access Concerto and/or your floor plans please see the how to guide in Appendix B page 12.

More detailed information on maintenance arrangements can be found in [good estate management for schools](#), in the section on [maintenance checks and testing](#). Further guidance is also available on [site security](#).

If you require advice on any building related issues please contact your LCC Asset advisor. If you are unsure who your asset advisor is please follow the link below:

<https://www.google.com/maps/d/viewer?mid=1dkMGIvRluYV6GDwkJrHVff37q0ITCEGS&usp=sharing>

Contact numbers for the Asset Advisers:

- Debbie Wilkinson - 07990 746880
- Terry Mason - 07917 505781
- Michael Rickard - 07920183743
- Claire Shaw - 07799 071104

Property Service Centre – 01522 555555 option 3 or psc@vincifacilities.com

Building Checklist

Please note that this is not exhaustive and you should apply your usual building checks following the summer holiday closure period

Activities	Reasons	Responsibility	<input checked="" type="checkbox"/>
Legionella management			
Review Legionella Risk Assessment	Identify the risks and what action is required	Facilities management contractor/ Vinci Facilities if in SEMS	
Flushing of all outlets including low use outlets	This involves flushing the outlets (Taps /Showers etc) for a minimum of 10 minutes or until the temperature at the outlet stabilises and is comparable to supply water. Legionella risk if the system has been left unattended for any length of time. This should have been carried out weekly and recorded.	School	
Run washing machines or dishwashers through a cycle	This ensures that any standing water is flushed through	School	
Fire Safety			
Test fire alarm	Identify any faults	School	
Check Fire extinguisher's	Check they have not been tampered with and are in date	School	
Review Fire Risk Assessment	Identify whether any changes may affect the FRA	School – contact competent contractor if a new risk assessment is required	
Review evacuation plans	Identify if evacuation plans need altering	School	
Review Fire Procedure	Update if there are any changes as a result of reduced numbers/staff levels etc	School	
Maintenance inspections			
Contact Property Centre/Facilities provider	To identify what maintenance has been missed/is due. Carry out any property maintenance work	School	
Check Insurance inspections are up to date	Identify whether equipment such as lifts can be used	School	

General			
Test disabled toilet alarm(if applicable)	To determine if there are any faults	School	
Test panic alarm (if applicable)	To determine if there are any faults	School	
Test Lift Alarm(s) (if applicable)	To determine if there are any faults	School	
Check for Evidence of Pest Infestation	Infection Control	School	
Check Building Fabric	Identify if there has been any damage	School	
Check hot water boilers	Identify any issues	School	
Adjust heating settings	Likely to need adjusting to summer settings	School	
Check mechanical and electrical equipment	Check all are functional – organise repair if required	School	
Check PAT testing dates	Ensure electrical equipment is safe to use	School	
Check Drinking water dispensers	Check with your contractor what course of action is required as water would have been sat in the system	School	
Check drink hot water boilers	Check for any lime scale or water quality issues	School	
Cleaning			
Review cleaning schedule and requirements	Identify what additional cleaning is required and whether a deep clean is required prior to reopening	School	

'How to' Guide for Concerto

Where can I view Concerto?

To access Concerto, copy and paste the URL below:

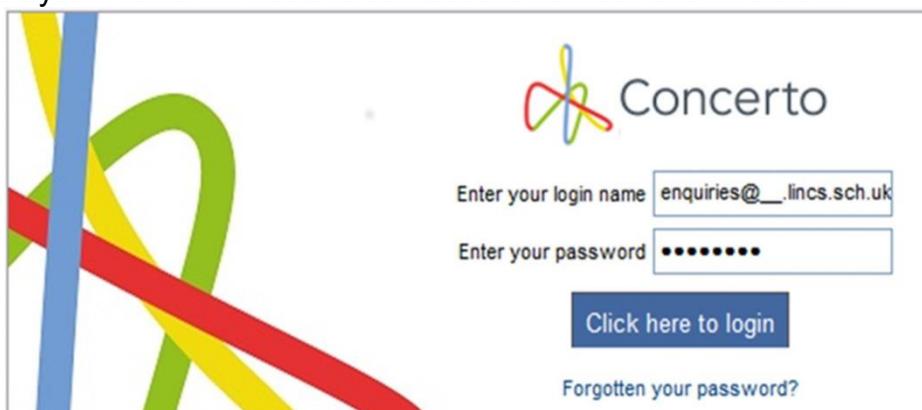
<https://vincimouchel.concerto.co.uk>

What are the login details for my school?

Login Name: This is your school's generic email address. Example: enquiries@.....lincs.sch.uk. Password: This is your school's unique DCSF number e.g. 925/3005 . (disregard if you have already logged into Concerto and reset your password to something different)

* Please ensure the password includes the hyphen after the 925 Lincolnshire number.

** Be aware that after 5 unsuccessful attempts at entering your password, you will be locked out of the system and will need to contact the number shown below.



Who do I contact if I have any problems with Concerto?

Your first point of call should be to contact the Property Service Centre on (01522) 555555 – Option 3 who will then direct you to the appropriate person to deal with your request. Alternatively you can email your enquiry to psc@vincifacilities.com

What will I see when I log in?

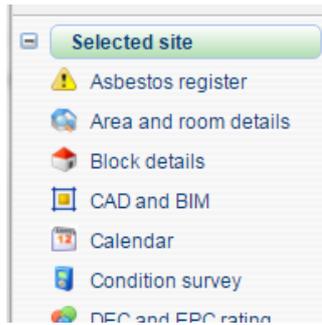
Once logged on to Concerto you will be able to view information about your school by way of a row of tabs:



Site information

Description Registered Title Number LL245917. [LCC Freehold part of site].
A modern-style school built in 1986, built in cavity brick with a pitched tile roof. The site was built on 19/03/1973.
The school buildings and playground were transferred to the Diocesan Trust on 03/08/19

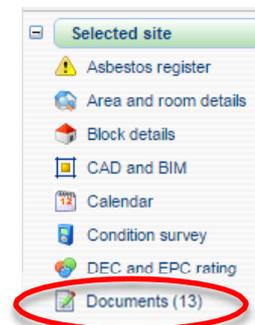
You can also access the various modules of Concerto via the "Selected Site" menu on the left hand side:



How do I access documents, including asbestos surveys, school site and floor plans?

Click on the Documents module of the main menu to access the Document Register:

A list of documents will now be available which you can save a copy of onto your PC:



Description	Uploaded by	Date/Time	Ver
 CE Primary School Portfolio 1015.pdf (Current)	Simon Hardy	12/10/2015	0

Food Facilities and Preparation

As you start to plan for your school to re-open, please ensure due consideration is given to school kitchen and food preparation facilities. You will need to ensure that health and safety and statutory compliance is adhered to as normal, for example HACCP routines, provision of allergen information for all food provided, pest control and deep cleaning of the kitchen prior to re-opening. Please refer to DfE guidance provided below for further details:

<https://www.gov.uk/government/publications/covid-19-guidance-for-food-businesses/guidance-for-food-businesses-on-coronavirus-covid-19>

It is preferred that schools provide hot school meals where practically possible for children attending school. These meals should be compliant with the School Food Standards in order to protect nutritionally vulnerable children. Please continue with existing food parcel/voucher arrangements for free school meals children not attending school.

For support/advice on any of the above please contact:

foodeducation@lincolnshire.gov.uk

Health & Safety

As schools begin to re-open to some pupils, it is important to ensure you are mitigating risk by promoting maintenance of social distancing wherever possible. Health and Safety and related policies will need to be added to/adapted to include aspects linked to COVID-19 management.

Risk Assessments

Ensure there are regularly reviewed risk assessments for all areas of the school and school site – are these still appropriate? What needs adding? Do they include things like regular cleaning of spaces and resources where pupils have been? Robust hygiene measures are key to mitigating risk to staff and pupils and should be captured in the risk assessments.

Where 2 metre distances are more difficult to maintain, robust hygiene measures will be key in mitigating risk to staff and pupils. Currently, the use of PPE is not routinely recommended for use in schools. Instead advice is to practise good hand hygiene and social distancing to minimise the risk of infection. The guidance below seeks to emphasise and reassure employers that for the majority the most effective way they can ensure that their employees are safe at work is to, where possible, alter business-as-usual ways of working to ensure social distancing can take place.

<https://www.gov.uk/government/collections/coronavirus-covid-19-personal-protective-equipment-ppe>

Robust, regularly reviewed risk assessments will help leaders to reassure staff, Governors and parents that the school is a safe environment to be in and that all potential risks have been identified and managed. A sample risk assessment which you may adapt is included as Appendix B.

Where a pupil has additional risk factors or concerns (e.g. health, behaviour, SEND etc.) individual risk assessments should be written/reviewed to minimise and manage risk appropriately. This could be a pupil PSP for example. Individual PSPs and risk assessments will need to consider additional measures that will need to be followed (e.g. use of de-escalation techniques; working in a separate space) if 2 metres distance cannot be maintained. Children, young people and students whose care routinely already involves the use of PPE due to their intimate care needs should continue to receive their care in the same way. For further advice on writing these, please contact your SEND or BOSS case worker.

An Early Years risk assessment might also be helpful, outlining specific risks and actions taken to manage those risks for younger pupils e.g more difficulty in social distancing, the need to provide first aid or intimate care, use of outdoor play equipment and resources, removal of those items that are less easy to regularly clean, etc.

Plan to revisit and review all risk assessments regularly, and identify who is responsible for doing this as the school re-opening moves through the phases and pupil attendance increases.

Suspected Covid 19 Cases on Site

Staff, young people and children should stay at home if they are unwell with a new, continuous cough or a high temperature to avoid spreading infection to others. Otherwise, those who are eligible or required to attend should attend education or work as normal.

Where a pupil or member of staff becomes unwell whilst in the building, and displays symptoms of coronavirus (persistent dry cough and a high temperature), they should be isolated until they can go home and the following procedures undertaken;

- Self-isolate for 14 days, or until tested negative.
- 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 toilet before being collected, they should use a separate toilet and it must be thoroughly cleaned/disinfected afterwards before anyone else can use it.
- If a child becomes unwell with symptoms of coronavirus while in their setting and needs direct personal care until they can return home, a face mask should be worn by the supervising adult if a distance of 2 metres cannot be maintained. If contact with the child or young person is necessary, then gloves, an apron and a face mask should be worn by the supervising adult. If a risk assessment determines that there is a risk of splashing to the eyes, for example from coughing, spitting, or vomiting, then eye protection should also be worn
- If a child or adult shows symptoms and tests positive for CoVid-19, then the whole group of must be sent home and they must self-isolate for 14 days.
- If other cases are then also confirmed at the school, then PHE will advise the HT/school on next steps/possible closure.

Guidance for cleaning: <https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings>

You should refer staff with symptoms for testing and advise parents whose child is symptomatic to do the same. This can be done by self-referral via this link - [Apply for a coronavirus test](#) or via employer referral. In order to do an employer referral you will need to obtain a login by emailing portalservicedesk@dhsc.gov.uk with your organisation name, nature of the organisation's business, region, names (where possible) and email addresses of the 2 users who will load essential worker contact details. Once employer details have been verified, 2 login credentials will be issued for the employer referral portal. Further details here: <https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested>

Once track and tracing is set up, the school will need to follow the guidance on this.

- Contact HealthProtectionTeam@lincolnshire.gov.uk if a case is confirmed for additional advice about cleaning the site and whether any closure is needed.

- If there is a confirmed or suspected case, HSE guidance states you must only make a report under RIDDOR (The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013) when:
 - an unintended incident at work has led to someone's possible or actual exposure to coronavirus. This must be reported as a dangerous occurrence: <https://www.hse.gov.uk/news/riddor-reporting-coronavirus.htm>
 - a worker has been diagnosed as having COVID 19 and there is reasonable evidence that it was caused by exposure at work. This must be reported as a case of disease
 - a worker dies as a result of occupational exposure to coronavirus
- LCC maintained schools need to complete a PO3 (as they would normally for day to day incidents) and send it through to LCC to be evaluated as to whether it needs RIDDOR reporting. The PO3 hard copy form has now been updated to include a COVID 19 option to select (confirmed COVID19 or Suspected COVID 19) <http://www.lincolnshire.gov.uk/professionals/downloads/file/1516/hsa17-riddor-reporting-of-covid-19>
- Non LCC schools are able to access the RIDDOR assessment flowchart, see next page, to ensure the same consistent approach to deciding whether to elevate to a RIDDOR report or not. However, these schools will need to make the RIDDOR report themselves.
- Contact your contractors and suppliers to check on any special interim arrangements in place due to coronavirus (COVID-19).

Further information and contacts:

PHE Guidance:

<https://www.gov.uk/government/organisations/public-health-england>
[PHE guidance](#)

<https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings>

Employment Issues

Managing Vulnerable Staff Groups

The Clinically Extremely Vulnerable group may include the following or live in a household with individuals with the following:

1. Solid organ transplant recipients.
2. People with specific cancers:
 - people with cancer who are undergoing active chemotherapy
 - people with lung cancer who are undergoing radical radiotherapy
 - people with cancers of the blood or bone marrow such as leukaemia, lymphoma or myeloma who are at any stage of treatment
 - people having immunotherapy or other continuing antibody treatments for cancer
 - people having other targeted cancer treatments which can affect the immune system, such as protein kinase inhibitors or PARP inhibitors
 - people who have had bone marrow or stem cell transplants in the last 6 months, or who are still taking immunosuppression drugs
3. People with severe respiratory conditions including all cystic fibrosis, severe asthma and severe chronic obstructive pulmonary (COPD).
4. People with rare diseases that significantly increase the risk of infections (such as SCID, homozygous sickle cell).
5. People on immunosuppression therapies sufficient to significantly increase risk of infection.
6. Women who are pregnant with significant heart disease, congenital or acquired and/or are in their third trimester.

Employees who fall in this group should have been contacted to tell them they are clinically extremely vulnerable. They must not attend work and arrangements made for homeworking where this is possible. If not possible they will continue to receive normal pay.

The Clinically Vulnerable group is the following:

1. aged 70 or older (regardless of medical conditions)
2. under 70 with an underlying health condition listed below (that is, anyone instructed to get a flu jab as an adult each year on medical grounds):
 - chronic (long-term) mild to moderate respiratory diseases, such as asthma, chronic obstructive pulmonary disease (COPD), emphysema or bronchitis
 - chronic heart disease, such as heart failure
 - chronic kidney disease
 - chronic liver disease, such as hepatitis
 - chronic neurological conditions, such as Parkinson's disease, motor neurone disease, multiple sclerosis (MS), or cerebral palsy
 - diabetes
 - a weakened immune system as the result of conditions such as HIV and AIDS, or medicines such as steroid tablets
 - being seriously overweight (a body mass index (BMI) of 40 or above)

- pregnant women

It is advised they only attend an education or childcare setting if stringent social distancing can be adhered to. If it is not, then a risk assessment must be undertaken to ensure that individual employees can work safely in schools in accordance with government guidelines. If this cannot be achieved, after consultation with the employee, then arrangements for homeworking should be made where possible.

It is very important that employees feel safe to work and arrangements are kept under constant review. If they cannot homework or work safely in school then they should remain at home and receive normal pay.

Absence from Work

Where employees are concerned about an increase in time spent at school or a return to work then they should be re-assured of the measures being taken to ensure their safety. If they decide that they cannot come in then this should be regarded as absence without pay.

If future NHS track & trace identifies an employee has been in contact with someone who has symptoms then they will be required to self-isolate in accordance with government guidelines and work from home where possible remaining on normal pay regardless.

Any employee developing Coronavirus symptoms should remain at home and focus on their recovery. Normal sick pay provisions will apply in such circumstances. Relief staff may also be entitled to Statutory Sick Pay (SSP) subject to normal qualifying criteria.

You are, however encouraged to consider suspending any target or triggers within your sickness absence management policy for any absences connected with the virus.

Childcare

The current circumstances may cause problems for employees meeting their own childcare needs. Employees will be expected to continue to be available for work as much as they possibly can and therefore arrange alternative childcare wherever possible. Staff in your school are critical workers so they should be able to access a school place or childcare place.

Where this is not possible, we would encourage you to discuss their individual circumstances to identify possible solutions to enable individuals to continue working, for example, working from home if operationally possible, a different working pattern or a temporary reduction in hours.

Alternatively, an individual can request unpaid leave of absence with authorisation at your discretion.

With a query regarding available before and after school childcare please signpost families to/access <https://lincolnshire.fsd.org.uk/kb5/lincs/fsd/home.page>

If schools would like any advice and support on providing out of school care please contact EYCC@lincolnshire.gov.uk

Relief and Zero Hours Employees

Relief and zero hours staff working a set pattern or have had work already offered and accepted, should continue to be paid regardless of whole or partial closure of the school.

In accordance with the guidance issued on 9th April, you will have already calculated a 12 week average for your relief staff working ad hoc hours. You should continue to use this figure to pay individuals on a monthly basis

Individuals can be asked to fulfil the work they are being paid for as schools gradually reopen and more work becomes available.

Resuming or Continuing HR Processes

Whether recruitment exercises are undertaken will depend on the role that is vacant and the urgency with which it needs to be filled and consideration given to the practicalities of undertaking selection and induction processes. Can selection panels adequately assess an individual's suitability for a post via virtual interview or held within necessary social distancing guidelines.

In the case of disciplinary or grievance issues if the employee in question is attending work then the investigation stage of these processes can continue ensuring appropriate social distancing measures are adhered to during any interviews. Where the employee, or their union, is unable to come into school the investigation interview can be undertaken, by agreement, through telephone or video conferencing facilities.

In the case of employee capability the process must be meaningful and can only be pursued if the circumstances are such that the areas of concern and specific targets that have been set can be realistically achieved and that appropriate levels of support/training provided throughout any monitoring period.

Redundancy or restructurings will need to be delayed until meaningful consultation can be held with all staff in scope of proposals with trade unions most likely challenging the fairness of the process otherwise.

Performance management advice was provided in an update to schools on 28 April with appraisals for support staff able to continue as normal for professional development purposes.

Schools should continue to manage absence, which is unrelated to coronavirus, through the Absence Management Policy. This can be done through telephone or video conferencing by agreement where the employee is unable to come into the work place.

Deployment of Staff

It is for the Head Teacher to deploy staff as appropriate so as to meet the needs of the school.

Unless the contract of employment specifies a year group/key stage, an individual can be asked to work in a different area of the school. Support should be provided to aid with this transition and to ensure the individual feels equipped to undertake this work.

In the case of federated schools: If teachers have a federated clause in their contracts that states they may be required to work at either site within the Federation, then they can be required to work across those schools to support children located at a different site to their normal work base. Where a teacher's contract does not contain this clause, this cannot be enforced but can be achieved by voluntary means.

For support staff in Community and Controlled Schools, (and Foundation/Aided schools who have adopted the 2015 Pay & Reward Collective Agreement), the Local Scheme Conditions of Service states:

"Employees may be required to work, either temporarily or permanently, at any other location specified by the Council which is within a reasonable distance (reasonable being determined solely by the Council) as the needs of the business reasonably requires. An employee's usual place of work may be changed on reasonable notice."

Support for Employees

It is recognised that this is a challenging and potentially emotional time for all employees working in schools. A range of health and wellbeing advice was issued on 8 April.

The Employee Support & Counselling service can offer telephone or video calls to schools that purchase the service to give emotional support with issues about Coronavirus or other problems. Individuals can make first contact by email emp.supportandcounselling@lincolnshire.gov.uk

A counsellor will arrange to telephone for an initial telephone assessment. If further appointments are required they can be arranged by telephone or video conference.

Implementing protective measures in education and childcare setting:

<https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings>

Further information and contacts

LCC guidance on employee support:

<http://www.lincolnshire.gov.uk/professionals/downloads/file/374/employee-support-and-counselling-policy-and-procedure?fileID=374>

Guidance on shielding: <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>

Help with funding: <https://www.gov.uk/government/publications/coronavirus-covid-19-financial-support-for-schools/school-funding-exceptional-costs-associated-with-coronavirus-covid-19-for-the-period-march-to-july-2020>

Staffing & Curriculum

Government guidance states:

'Where year groups are returning to school, we would expect school leaders and teachers to:

- Consider their pupils' mental health and wellbeing and identify any pupil who may need additional support so they are ready to learn
- Assess where pupils are in their learning, and agree what adjustments may be needed to the school curriculum over the coming weeks
- Identify and plan how best to support the education of high needs groups, including disadvantaged pupils, and SEND and vulnerable pupils
- Support pupils in Year 6, who will need both their primary and secondary schools to work together to support their upcoming transition to Year 7

Schools should use best endeavours to support pupils attending school as well as those remaining at home, making use of the available remote education support.

Staffing

Leaders will need to determine who is available for work in school and the staffing level needed to operate with the increasing numbers of pupils in school and maintaining social distancing. Ascertain the minimum staffing you will require on a daily basis, ensuring specific early years ratios are adhered to, including having a paediatric first aider on site where possible.

Check:

- Support staff required to effectively manage the return of pupils to school.
- Leadership capacity to support staff while increasing numbers of pupils attend school.
- Key staff availability for work – site staff, first aiders (including paediatric), fire marshals, team teach trained staff etc.
- Review the capacity and availability of cleaning staff to meet the increased need for cleanliness and hygiene of the premises and ensure there is an assigned person to monitor increased stock levels for cleaning, toilet and hygiene products, first aid, soap and hand sanitiser.

Consider how you will involve staff in setting up the new working arrangements, planning training and writing guidance.

Draft staff rotas to ensure all safe working practices can be maintained with minimum contact through the phased return of pupils. Pay particular attention to any arrangements/routines that have been altered as a consequence of Covid-19 (e.g. increased hygiene routines). Regularly review arrangements and prepare for significant staff absence and necessary cover. Review arrangements for communicating with staff including systems to ensure smooth transition where there are midweek staffing changes.

Provide the guidance and training to help staff keep themselves safe, such as;

- staff working with a different year group
- understanding trauma informed practice
- Organisation of socially distanced teaching arrangements - there are likely to be teaching groups spread across a number of classrooms, possibly supported by teachers from different year groups and/or TAs. Video links could be used to provide the same lesson in more than 1 room to ensure consistency for the same year group.
- Ensure arrangements are manageable for a sustained period of time where groups of children, and their workspaces, remain the same and there is no cross-over.

Transition from Care into Education

Things to consider: based upon your review of practice during the open for childcare period and DfE guidance.

Home Learning

Given that home learning is likely to be on-going for some time, review current arrangements. Provide consistency where at all possible for all groups of pupils. Evaluate how effective the home learning offer is and how consistent it is with learning in school. Agree who will be responsible for the setting of and follow up of home learning, especially where staff have taken on teaching responsibilities in new year groups.

Personal development and wellbeing for all pupils returning to school

This is going to be an important aspect to consider in your plans for pupils returning to school. (see Mary Meredith's thought-provoking blog, Returning pupils– Five Ways to help children heal when schools return <https://marymered.wordpress.com/>.) For vulnerable pupils, review current level of knowledge about these pupils and use this to inform provision/pastoral support to prepare for their return and ongoing support thereafter.

Children with a disability should be risk assessed and consideration given to any reasonable adjustments that can be made to ensure they can safely access school. Schools should consider what arrangements they have in place for pupils who fall into the very vulnerable group where it is not deemed safe for them to return to school at the present time.

Classroom routines and expectations

Build upon the safe working routines you have established during the recent period of open for childcare and also the successful routines you use following the return to school at other times in a school year. Agree whole school approaches for staff and pupils including classroom routines, movement around the school, social distanced socialisation, hand washing, behaviour, and dealing with concerns.

Academic starting points and curriculum

Establish how you will determine which pupils have been disadvantaged/benefitted from home learning. Consider the curriculum adaptations needed to take account of this. Take into account how pupils' learning will be balanced appropriately with personal wellbeing. Agree what reasonable expectations and adaptations are needed to the curriculum in the current circumstances including checking and review arrangements.

Consider:

- Adjustments needed to the curriculum for 2020/2021 to ensure the phases of re-opening can be accommodated safely and that pupils are able to cope academically, personally, socially and emotionally.

- That the curriculum offer reflects the personal, social and emotional needs of pupils, giving them a chance to talk, share and 'off load' their worries in a way that will support them to move on to a place of feeling more secure and emotionally stable. emotionally and personally following long periods of time not in school,
- The rationale for adaptation of curriculum content. It is likely that the curriculum will need to be adapted to reduce coverage while transition to full education for pupils is in progress.
- Identifying gaps, particularly those related to access to home schooling and differing approaches between being at home and at school.
- Whole school approach to teaching during the phases of reopening - ensure there are opportunities for pupils to share their home and school experiences as an integrated part of their current education.
- Expectations for the quality of education- how this will be different through increasing phases of admitting pupils.
- How leaders work towards meeting pupils' entitlement to a curriculum through the phases so pupils are prepared and emotionally 'ready' to learn again

Transitions

There will be a need to develop clear strategies for key transition points. You might like to consider the following as start points

- Policy for new Early Years intake for September 2020 - how can induction arrangements happen and could this process be moved to online?
- Liaison with next phase schools, so that pupils' transition from primary and secondary provision/infant to junior provision is considered and how this will be communicated with the appropriate settings and parents/carers.
- Pupils' transition into sixth form and further education settings are considered - What are the transition arrangements and how are pupils/students informed?
- The transition from home learning to return-to-school - what might this look like at various stages of re-opening? Considered the consistency and expectations that are appropriate for the context of families' capacity to continue to support at home? The needs of pupils with SEND and their needs transferring to other settings and/or moving into different year groups with unfamiliar staff members.

Living with Covid-19 in our world

The school environment will be a very different setting to the one pupils, staff and parents will be used to. As well as the mental wellbeing of the school community you might like to establish ways of involving that community in developing those new routines. Routines at home will have been different for everyone during lockdown and there may be a sense of isolation with loss, neglect and loneliness felt to varying degrees. You might like to consider what additional resources can be given to support all staff and pupils to manage and deal with personal circumstances while supporting them through to the new form of normal. What parent consultation may be needed to alleviate their fears about sending their children to school? Is there a role for technology

in this? Don't forget to review the annual calendar of events to agree when decisions will be taken about cancellation or going ahead and communicated accordingly.

Getting to the "new normal" will take a long while and some of the school community will find the process harder than others. However, out of adversity comes opportunity and the schools positive approach to managing this change will be essential

Ofsted

When inspections resume, the indicators are inspectors will look at how well schools are helping pupils to catch up, including looking at where they were, where they needed to be and how the curriculum has been adapted to support their needs. If you are due an inspection, or are now overdue, please contact your Locality Lead to discuss this.

Online Learning:

https://www.gov.uk/guidance/adapting-teaching-practice-for-remote-education?utm_source=764bd106-089e-4d86-abb9-b878073c2c3d&ut

<https://www.bbc.co.uk/bitesize/dailylessons>

<https://www.thenational.academy/>

Governance

Governor responsibilities have not been relaxed during the COVOD19 pandemic. Governors will already have been made aware of how their school is operating during COVID19, and should ensure that their school is still adhering to and complying with HSE, PHE, DfE and LCC guidance.

Governors will be able to utilise their knowledge in regard to the local context of their school setting to ensure that strategic leadership focuses on ensuring the mitigation of risk to school stakeholders, and that the development of policies and practices in the school comply with ascribed national and professional guidance.

Governing Body meetings should continue, and these should take place virtually until government guidance is updated to allow face-to-face meetings. Governing bodies should consider of the impact of the pandemic on their core functions, and may need to revisit their 3-5 year strategic plan/vision in light of the pandemic.

Useful Website Links:

[NGA COVID19: Information for Boards](#)

[School governance update](#)

Further information and contacts

Area	Email Contact
Attendance	Attendance@lincolnshire.gov.uk
COVID-19 Related	HealthProtectionTeam@lincolnshire.gov.uk
Employee Support & Counselling	emp.supportandcounselling@lincolnshire.gov.uk
EY Out of School Care	EYCC@lincolnshire.gov.uk
Finance	Schools_finance@lincolnshire.gov.uk
Food/catering within your school	FoodEducation@lincolnshire.gov.uk
HR	HRSchoolsTeam@lincolnshire.gov.uk
Key Worker enquiries	KeyWorker@lincolnshire.gov.uk
Transport enquiries	TSG@lincolnshire.gov.uk
Vulnerable Children	VulnerableChildren@lincolnshire.gov.uk
H&S and Caretaker Training	Assurance@lincolnshire.gov.uk
Missing in Education???	

Available before and after school childcare please signpost families to/access <https://lincolnshire.fsd.org.uk/kb5/lincs/fsd/home.page>

Appendix A - Sample Risk Assessment

Operation Description: COVID-19 Schools providing a service to children of key/essential workers - **EXAMPLE**

Operation Location: All LCC-controlled School and educational settings

Persons at Risk: LCC employees, pupils, parents/carers

Risk Assessment Guidance

Hazard: Something with the potential to cause **harm**.

To Assess Risk: Using the **tables below**, consider **Severity (S)** and **Likelihood (L) without** Control Measures. **Multiply (S x L)**

If applicable, **add** the **Weighting** figure.

Describe Control Measures: Control measure(s) **reduce** the likelihood, **and/or** severity of **harm**, reducing **risk**.

Re-assess Risk, considering Severity (S) and Likelihood (L) **with** Control Measures in place.

Multiply (S x L) and, if applicable, **add** the **Weighting** figure = **Risk Rating** (with controls).

Severity (S)	x	Likelihood (L)	+	Weighting (W)	=	Risk Ratings (R)	
Fatality = 5		Likely = 5		Apprentice/trainee/inexperienced staff member/young person (15-18yrs) = 5		20 +	Very High Risk
Injury (Specified injury / RIDDOR reportable) = 4		Probable = 4			15 - 19	High Risk	
Injury (requiring treatment and/or 3 to 7 day absence) = 3		Possible = 3		Part-qualified/staff with less than 2yrs experience/persons aged 18-25yrs = 3		9 - 14	Medium Risk
Injury (requiring treatment and/or absence less than 3 days) = 2		Unlikely = 2			4 - 8	Low Risk	
Minor Injury = 1		Very Unlikely = 1		Fully qualified/professional/ management/ and/or persons above 25yrs = 0		1 - 3	Very Low

					risk							
HAZARD	Assessment of Risk without control measures				CONTROL MEASURES TO REDUCE THE RISK				Assessment of Risk with control measures			
	S x L + W = R				S x L + W = R				S x L + W = R			
"Very High Risk" employees contracting COVID-19	5	4	0	20	Applicable to all LCC employees: <ul style="list-style-type: none"> • Not allowed to work from LCC buildings, MUST remain in Lockdown and working from home as per Government Instruction. 				5	1	0	5
Employee who have "very high risk" individuals within their household and /or dependents transmitting COVID-19 to them.	5	3	0	15	Applicable to all non-essential / non- key workers: <ul style="list-style-type: none"> • Not allowed to work from LCC buildings, MUST remain in Lockdown and working from home as per Government Instruction. Applicable to essential / key workers: <ul style="list-style-type: none"> • Can/is the employee self-isolating from the "very high-risk" individual within their household:- <ol style="list-style-type: none"> 1. If NO then they will NOT be allowed to work from LCC buildings, MUST remain in Lockdown and working from home as per Government Instruction. 2. If YES further investigation by the line manager will be required to establish length of self-isolation i.e. more than 14 days, are they showing/had any symptoms? Where suitable self-isolation is confirmed and no symptoms present this employee may be considered to work from an LCC building with any specific controls implemented depending on their situation. • The testing of essential / key worker and their families/households could allow certain individuals to return to work. See Section 3 - Critical Staff Testing Process flowchart. 				5	1	0	5

School could lapse/fail to follow the newest national and/or LCC guidelines and advice on COVID-19.	4	3	0	12	<ul style="list-style-type: none"> Daily checks will be made with:- <ul style="list-style-type: none"> Government websites (Gov.uk) or LCC website Local/National news providers Local school networks/partnerships (if applicable) Any changes in national/LCC advice and guidance to be shared with the Head, Board of Governors etc. for appropriate action. Staff, Parents and students to be updated in a timely manner, using email, letters etc. as necessary. 	4	1	0	4
COVID-19 precautions are not followed within the school environment, leading to potential spread or outbreak.	4	3	0	12	<ul style="list-style-type: none"> COVID-19 <u>hygiene advice</u> and posters are displayed in key areas of the school site. Staff to reiterate to Parents and Students (via letter/email/classroom talks etc.) the importance of :- <ul style="list-style-type: none"> Hand washing on a regular basis Covering coughs and sneezes with a tissue and disposing of it (Catch it, Bin it, Kill it) Trying to maintain 'social distance' wherever possible Not touching eyes/nose/mouth with unwashed hands All welfare facilities to be checked and cleaned regularly, and ensure a supply of anti-bacterial hand wash soap is available Hand sanitiser to be provided to all classrooms (if available), for use at the start of the day, after lunch etc. Pupils to wash their hands after sporting activities/ PE etc. Class teachers to be provided with anti-bacterial wipes (if available) to wipe down classroom surfaces. School cleaning regime is increased to include frequent cleaning of frequently touched items (Door handles/doors/taps/table tops etc.) 	4	2	0	8
Staff failing to report feeling unwell and attend school, potentially spreading COVID-19	4	3	0	12	<ul style="list-style-type: none"> Staff are aware of the importance of following national guidance, and to stay home and self-isolate. Staff to follow the school and/or LCC guidance on reporting sickness due to suspected/confirmed COVID-19. See section 3 - Reporting Employee with COVID-19 flow chart. School to report confirmed cases of COVID-19 to the LCC Corporate Health and Safety team, via a PO3, to assess if a RIDDOR report is required (See HSA Reporting of COVID-19 for guidance) 	4	1	0	4

Staff or student starts to show symptoms of COVID-19 (suspected) whilst at school	4	4	0	16	<ul style="list-style-type: none"> • Staff member to be sent home immediately (travel home appropriately) and begin self-isolation, and follow the guidance regarding sickness reporting. See section 3 - Reporting Employee with COVID-19 flow chart. • Students to be moved to an 'isolation room', until a Parent/carer can arrange pick-up. Supervision of the student should take place at a minimum of 2 metres away. Isolation room to be clearly signed, to prevent accidental access by others. • Once Staff or Student has left the premises, follow the Reporting of Employee with COVID-19 flowchart, and access to the isolation room will be restricted until cleaning has taken place. See section 3 - Reporting Employee with COVID-19 flow chart. 	4	2	0	8
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*each square to be colour coded to suit the risk rating

Directorate: School:

HeadTeacher Name Signature:

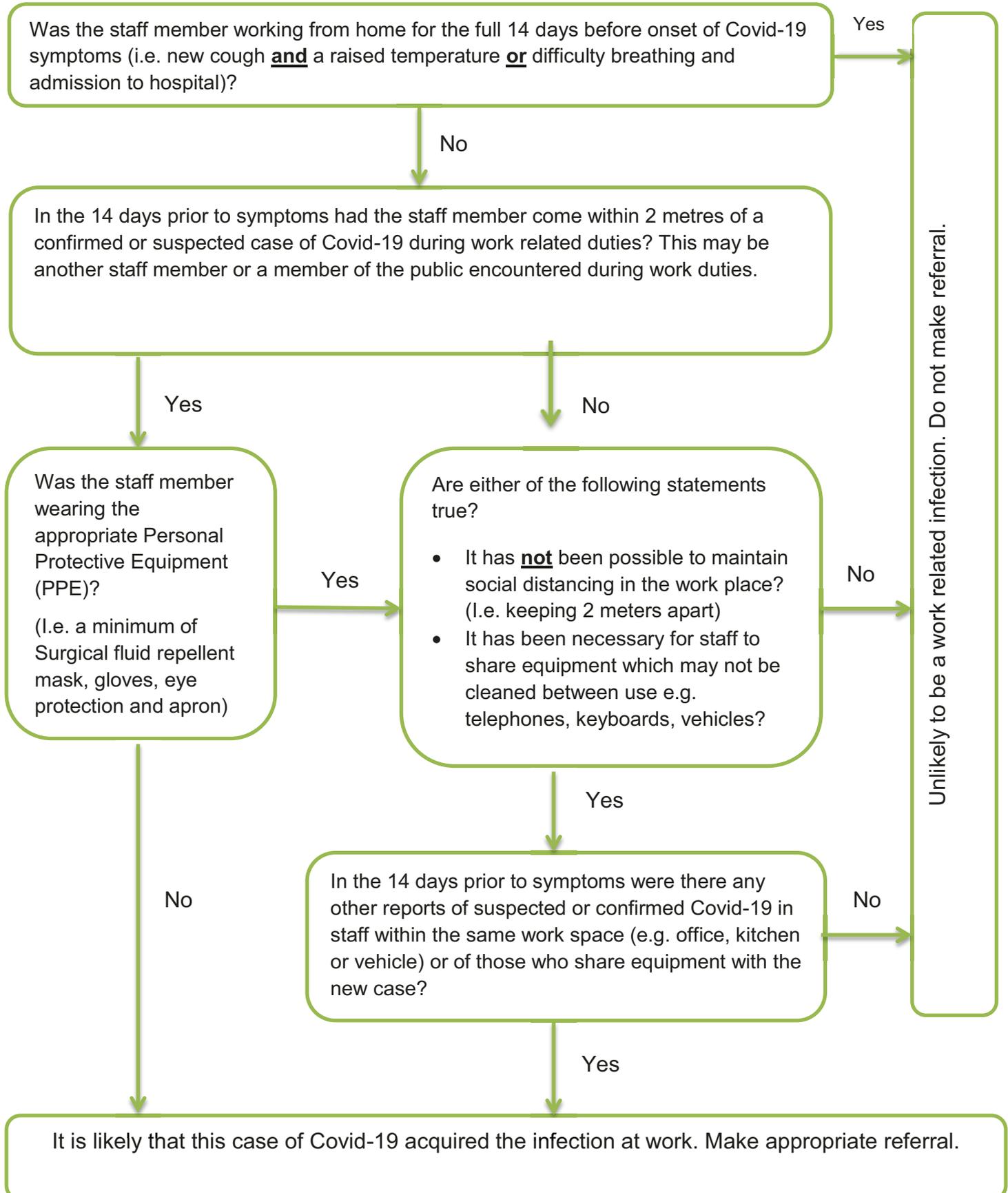
Date:

Persons detailed below have read and understood this Risk Assessment

Name	Signature	Date

Appendix B - Decision Tree for Health and Safety Teams

Is this Case of Covid-19 Work Related?



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