****

**SCHOOL CLOSURE**

**COVID-19 Continuity Planning**

**SchoolPro TLC**

**COVID-19 Continuity Planning for School Closure:**

|  |  |  |  |
| --- | --- | --- | --- |
| Risk  | Hazard | Actions taken to minimise risk | Notes |
| Increased risk to certain staff | Increased risk caused to staff or immediate family members with whom they live / are primary carers for | * Individual staff interviewed to understand level of risk
* Staff encouraged to make decisions based on personal circumstance and work arrangements reasonably adjusted
* Staff given school activities to do to support continuity on return – lists compiled and sent
 |  |
| Reduced staff numbers | Children are not adequately supported to ensure H&S | * Staff deployed to support highest needs pupils first. If needs cannot be met safely due to specific needs and training requirements, these children will be sent home
* Teaching Partners and unqualified staff used to supervise classes under the direction of the class teacher / SLT
* Classes grouped together in year groups where space allows.
* Those whose carers are engaged in supporting NHS given priority and allowed to join other groups
* Classes will close starting – one year group at a time
 |  |
| Promote safety of school teams  | Possible increased exposure to infection | * Cleaning team to wash hands often throughout session
* Cleaning materials to be kept out of reach of children at all times
* Segment school into distinct work zones that must be adhered to
* Segment school into distinct learning zones that must be adhered to
 |  |
| Cleanliness of the school site | Reduce chance of infection | * Increase cleaning hours to ensure deeper clean of all areas
* Each teacher to have cleaning spray to be used to clean tables, handles, light switches and chair backs 4x per day: before school, before lunch, after lunch, after school.
* Main doors wiped down 3x per day
* All told not to touch surfaces unless required
* No handshaking
* Individual pens / pencils used
* Toilets cleaned 3x per day
* Sanitiser at entrance for adults / children
 |  |
| Reduced immunity | Increased chance of infection | * All children with underlying medical condition deemed by their care team to increase their vulnerability of coronavirus to self-isolate (advice as of 17.3.20)
* Daily list of children in school and reason for absence maintained
* Check all isolation periods are adhered to
 |  |
| Person becomes ill at school | Increased risk of transmission to others  | * Child to wait in well-ventilated area away from other children and the main entrance until adult arrives to collect
 |  |
| Closure |  | * Closure procedure checked and known by SLT and identified individuals
* Contact suppliers and make arrangements for the closure period
* Check with your cleaning team/supplier about arrangements for a deep clean while the school is closed
* Contact anyone else who would normally be using the school premises during term time (such as club providers or those who have booked lettings) to inform them that the school will be closing
* Communication plan in place
 |  |
| Day to day online activities are disrupted | Additional hours will not be paid | * Process in place for agreeing additional hours in advance
* Staff register hours weekly via emailed form
* SBM access the portal from home to maintain payments and any contract changes
* Identify need for others who need access via remote link to be organised and approved
 |  |
|  | Invoices cannot be paid | * Clear all invoices to date
* Make arrangements for remote access to enable payment of ongoing contracts
 |  |
|  | Server goes down | * Site Manager has access to school site to re-start the server
* Ensure remote links working to provide maintenance
* Administrative function identified to support remote workers, basic support to ensure access and login routines are maintained
 |  |
|  | Fire alarm or intruder alarm | * Site Manager can access the school to manage this process
* Second person to be identified
 |  |
| Excessive extreme illness | Reduce impact | * All vulnerable staff identified, and any essential roles reassigned to other lower risk individuals (supported by other persons)
* All persons to have 2 additional persons allocated to take on essential work of those falling ill
 |  |
| Death | Reduce impact  | * As above. All staff to have 2 identified persons to pick up essential work in event of death
* Emergency crisis protocols in place to reduce demand on organisation, halt any non-essential work and communicate to communities
* Leadership team members to have 3 identified persons to aid in crisis management situation.
* Complete shutdown scenario identified – at what point is total shutdown of all operations required.
 |  |
| Staff feel isolated | Mental health is reduced | * Staff are given access to online community – all staff to check they can access from home
* Emails sent daily by HT/DHT to all staff
* All staff can be accessed via teachers to parents
* Support numbers given to all staff frequently during period of closure
* HT/DHT phone number available to staff
 |  |
| Children feeling of isolation | Mental health is reduced | * Daily contact is made with children through apps / website / email.
* Contact emails are shared for children to contact the school to ask for advice and guidance
* Child Line number is shared for children who may wish to talk about being alone: 0800 11 11
* Curriculum focuses on well-being actions during the week that children can share together if possible
 |  |
| Children loss of learning | Learning continues in some format | * Remote access to learning and guidance is planned and support agreed in advance
* Training notes and pupil guidance are circulated in accessible format for all
* Teachers reminded of AUP and required to be vigilant before sharing information
 |  |
| Online learning routines insecure | Reduce chance of any safeguard issue or complaint | * Guidance and protocols for use provided to all
* Appropriate amended Safeguarding routines circulated
* School Mobile phones provided for reporting concerns to DSL and/or DDSL
 |  |
| Data breach | Children / families are at risk due to sharing of sensitive information | * Teachers reminded of AUP and required to be vigilant before sharing information.
* Use of BCC when sending to more than one person
* Any suspect breach to be reported to DPO immediately via email
	+ Also notify HT
 |  |
| Parents perceive that the school is not sufficiently supporting the children with schoolwork | Complaints are receivedReputational damage | * Time given to staff to prepare work
* Template provided to outline the work that needs to be covered
* Website and all electronic methods used set up to show work
* Communication from teachers and parents will be set up
* Teachers to have an email address and group set up for their classes, with agreed monitored
* Work packs created for children who have no internet access
* Tablets are set up for teachers to borrow if they have internet but no access to tablet/computer
 |  |
| Parents’ views during school closure | Complaints are receivedReputational damageLack of clarityParents and children feel unsupported | Make sure parents know:* When the school will be closing, and any plans you have for reopening
* How you’ll keep in touch with them while school is closed
* How they can get in touch with you if they have questions or concerns during closure
* How you’ll be providing for their child’s continuing education
 |  |
| Reputation and well-being | Unfounded or unhelpful comments are shared via social media or by word of mouth | * All staff reminded of school policies: anti-bullying; social media use. Action taken if breach.
* Positive voice and positive social norms are promoted to counteract unfair or unfounded perceptions.
 |  |
| Medication held in school | Children do not have access to medicationMedication is out of date on return | * If children are sent home, or choose to self-isolate, they are asked if they have any medication held at school that needs to go home.
* Medication dates are checked on return to school.
 |  |
| Agency staff | Pay will reduce to zero putting agency staff at risk of financial hardship | * Email all agencies to ask their intentions with supporting agency workers
* Plan necessary agreed support
 |  |
| Vulnerable pupils’ ongoing well being | Increased risk  | Consider arrangements for safeguarding vulnerable pupils while the school is closed, including:* DSL makes contact with CP children and vulnerable families by phone on a frequent basis (at least once per week) – SENDCO create list of all vulnerable families. Where known, or previously known, to social care.
* Pupils eligible for the pupil premium grant, or who rely on the school for adequate food – can we support families, liaise with LA?
* Make sure parents of pupils eligible for the pupil premium know where they can go for help if they need it – along with academic pack that gives support advice: GDASS; TiC; Samaritans and on the website
* Speak to your local safeguarding partners about how they can support you – most family support workers are not visiting.
* Provide staff with contact details for your local safeguarding and social care teams, so they can report safeguarding concerns as usual while the school is closed.
 |  |

With special thanks to Lee Pajak, Executive Headteacher at Kingsway Primary School, Gloucester.