Covid-19: Operational Closure Plan

Complements the Risk Assessment for re-opening September 2020

Contents

Definitions

In this **Covid-19 Closure Plan**, unless the context otherwise requires, the following expressions shall have the following meanings:

I. '**The Romero Catholic Academy**' means the Company named at the beginning of this **Covid-19 Closure Plan** and includes all sites upon which the Company is undertaking, from time to time, being carried out. The Romero Catholic Academy includes; **Corpus Christi**, **Good Shepherd**, **Sacred Heart**, **Blue Sky**, **SS Peter and Paul**, **St Gregory**, **St John Fisher**, **St Patrick**, **Cardinal Wiseman**, **Shared Services Team**.

II. '**Romero Catholic Academy'** means the Company responsible for the management of the Academy and, for all purposes, means the employer of staff at the Company.

III. '**Board'** means the board of Directors of the Romero Catholic Academy.

IV. '**Chair'** means the Chair of the Board or the Chair of the Local Academy Committee of the Academy appointed from time to time, as appropriate.

V. '**Clerk'** means the Clerk to the Board or the Clerk to the Local Academy Committee of the Academy appointed from time to time, as appropriate.

VI. '**Catholic Senior Executive Leader**' means the person responsible for performance of all Academies and Staff Team within the Multi Academy Company and is accountable to the Board of Directors.

VII. '**Diocesan Schools Commission**' means the education service provided by the diocese, which may also be known, or referred to, as the Birmingham Diocesan Education Service.

VIII. '**Local Academy Committee**' means the governing body of the School.

IX. '**Academy Committee Representatives'** means the governors appointed and elected to the Local Academy Committee of the School, from time to time.

X. '**Principal'** means the substantive Principal, who is the person with overall responsibility for the day to day management of the school.

XI. '**School'** means the school or college within The Romero Catholic Academy and includes all sites upon which the school undertaking is, from time to time, being carried out.

XII. '**Shared Services Team'** means the staff who work in the central team across the Company (e.g. HR/ Finance)

XIII. '**DSL'** means the Designated Safeguarding Lead for each academy within the MAC

Model COVID-19: Operational Plan for closing the school

Plan created by:	Helen Quinn	Job title:	CSEL	Covered by this assessment:	Staff, pupils, contractors, visitors, volunteers in all schools

Date of assessment:	03.08.2020	Review interval:	Weekly	Date of next review:	**September 2020 and continuous review thereafter**

The **Sections** align to the Risk Assessment to ensure we cover all areas.

Action	Control measures	Who

Section 1 Establishing a gradual and safe approach for pupils and staff to return to school:
 	
Public Health England or the Coventry City Council identify the need to partially or fully close and contact TRCA.
	• Public Health England or the Coventry City Council will advise the Board of Directors of a full or partial closure as detailed below
	   • Scenario A: Where one person within a school community has coronavirus (COVID-19) symptoms
	   • Scenario B: Where two or more people within a school community have coronavirus (COVID-19) symptoms
	   • Scenario C: Geographical community coronavirus (COVID-19) outbreak
	   • Scenario D: Coventry-wide coronavirus (COVID-19) outbreak
	
	   • **This document below** details who to contact for each of the Scenarios
	   • https://romeromac.com/wp-content/uploads/2020/07/Covid-19-cases-and-Coventry-schools-DRAFT-v07.07.20.pdf
	• **Risk assessments** will need to be updated or undertaken before the school reopens, mitigation strategies are put into place and communicated to staff with appropriate training covering if appropriate.
	• **Site is secured**
	   o IT equipment to be stored securely in locked areas away from any external visibility point
	   o All classroom doors and windows to be securely locked
	   o A site walk on closure is taken to ensure to eradicate any opportune access points to the school building (e.g. loose ladders/ boxes that could be used to scale the property)
	   o Alarm to be set at all times that the building is not in use.
		• CSEL Principals and LAC Chairs/ Directors to keep in regular contact
		• CSEL Principals to engage with Coventry Partnership meeting to garner the local intelligence

Statutory compliance where possible is completed during lockdown or outstanding jobs/ contractors are identified and instigated when the school is able to open again	• All **statutory compliance** is up to date; any emergency or urgent work that is needed during closure is RA before started; Nigel Bellamy to provide advice and support as appropriate. • If possible **water systems** to be maintained throughout lockdown, chlorination, flushing and certification (by SSO or a specialist contractor if arranged); if not possible then this is to be rescheduled prior to opening. • SSO file key **compliance** to be kept up to date.	• Health and Safety check to be carried out by Billington's during the summer holiday • Intruder alarm to be serviced during the Summer holidays

2. Securing safe teaching spaces to accommodate all pupils returning to school	• **Catering**, **cleaning** staff to be notified of closure and any contractors/ deliveries cancelled until further notice.
	• **External consultants** or contractors to be notified of closure
	    o Sports coaches or contractors
	    o Cleaning contractors
	    o SEN external staff booked in for meetings
	    o Any external before or after school clubs or providers
	    o Any lettings booked in out of school
	• **Lollipop** staff outside the schools to be notified of closure
	• **Coventry City Council/ BDES** through the appropriate channels to be notified of closure
	• **Home working for staff**
	    o Staff to set up for home working during period of closure
	    o Principals to ensure
	        ▪ Cascade of information to all staff in all job families
	        ▪ 'Keeping in contact' structure to be set up so that all staff members are contacted for well being and support and a regular interval and any concerns to be shared with the Principal and/ or the HR team as and when required
	    o Online CPD to be reinstated using own internal expertise, expertise across Romero and consultants/ websites beyond
	    o Online wellbeing support (e.g. from Hayes or other sources) for staff to ensure that there
		•

The number of staff are deployed to deliver effective home learning schemes, operations to keep the school functioning off site and to ensure staff safeguard children on vulnerable list; contact with all pupils is achieved fortnightly.	• The **health status** and availability of every member of staff is known and is regularly updated so that deployment can be planned for when school is closed and when it intends to open.
	• **Staff** continue to be aware of the current **symptom checker** for Covid-19, including high temperature, persistent cough and loss of taste and smell. All staff are aware of the testing procedure and report their illness or the illness of a household member immediately to enable testing to take place within 3 days of onset.
	• Full use is made of those staff who are self-isolating or shielding but who are well enough to teach lessons online.
	• Flexible and responsive use of teaching assistants and pastoral staff is in place to support remote and online learning under the direction of a teacher if required providing this does not displace provision for children with SEND
	• An appropriate hierarchy of deputization is in place should a senior leader be unavailable. This might include external leadership capacity from CSEL if appropriate.
	• Individual RAs are reviewed with staff where the staff member has been classed as CEV or CV
	• Safeguarding during school closure
	    o Policy is reviewed to ensure it still covers all aspects
	    o RAG document of vulnerable pupils is reviewed, updated and implemented
	    o Pastoral staff visit or make calls at the points appropriate (daily, bi-weekly, weekly or fortnightly)
	    o All class teachers or tutors make welfare calls to all pupils every two weeks to ensure there is contact; if issues arise or concerns appear, then class teachers or tutors must notify the DSL
	    o CPOMs to be updated as and when appropriate.
		• Safeguarding visits to resume
		• RAG rating document for all pupils to be reviewed and revisited

Test and trace for all staff	• Guidance on accessing a priority test for symptomatic household members has been brought to the attention of all staff; this is via the email covid@romeromac.com • All members of the community to engage with the NHS Test and Trace process. Staff share the outcome of the test with their employer. • The school, staff and parents engage with the Test and Trace processes during the period of closure • Contain any outbreak by following local public health protection advice contact: Public Health England health protection team	• Staff reminded of the email covid@romeromac.com

	• During the closure period, continue to ensure pupils, parents and staff are aware of what steps to take if they, or any member of their household, display symptoms. This includes an understanding of the definitions and mitigating actions to take in relation to the terms **clinically vulnerable** and **clinically extremely vulnerable** should these apply**.** • A record of any COVID-19 symptoms in staff or pupils is reported to **Shared Services Team**. Public health advice is followed. • Cleaning Policy updated in light of school closure and shared with relevant staff • In all four Scenarios, there could be a positive case identified in Staff, pupils and parents; ensure that the school community have received clear communications informing them of current government guidance on confirmed cases of COVID-19 and how this will be implemented in the school community despite being closed (e.g. self isolation may be instructed) • This guidance for closure should be explained to staff and pupils as part of the induction process.	
Section 3. Preventative measures to reduce risk of transmission through breaches of social distancing or good hygiene	• Communication is key during the closure. During the period of closure and prior to reopening, communication should include: o Infection control o Safeguarding of pupils during closure; reminder of policy and procedure o Risk management for opening including Fire safety and evacuation procedures; Constructive behaviour management	•
Key stakeholders are fully informed about changes to policies and procedures due to COVID-19, resulting in risks to health	• Communications strategies during the period of closure and when the school is ready to reopen for the following groups are in place: o Staff – regular emails o Pupils o Parents - weekly o Governors/Trustees o Local authority o Professional associations including Trade Unions o Other partners including peripatetic staff and health professional • **Website** Key messages in line with government guidance are reinforced on a weekly basis via email, text and the school's website. Arbor used to directly message parents with texts and emails • A **Home School Agreement** to be resent ahead of reopening	•
Section 4. Planning Movement around the school	• No visitors are allowed onto site so signage should indicate the school is closed to staff pupils and visitors. Deliveries and contractors should be notified and if needed, alternative place identified. o Urgent or necessary deliveries could potentially be taken at a neighbouring Romero school if open or the Hub if Cardinal Wiseman is open. • No staff on site unless permission is given by the Principal or Head of School; SSO should be aware of any staff on site (Lone Working)	•
Section 5. Securing and sustaining robust hygiene systems and procedures	• Cleaning plan is agreed and implemented which minimises the spread of infection in light of the Scenario that leads to closure. • Working hours for cleaning staff are increased to secure sufficient capacity to undertake an enhanced cleaning regime throughout the day • Sufficient supplies of soap/handwash, paper towels, tissues and cleaning products are procured to ensure constant supplies are available in every teaching and washing space • Bins throughout school are bagged and are cleared after closure. • Hand sanitiser available for cleaning staff.	•

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Section 6. Curriculum Organisation	• **Lever 1: Relationships** – we can't expect our students to return joyfully, and many of the relationships that were thriving, may need to be invested in and restored. We need to plan for this to happen, not assume that it will. Reach out to greet them, use the relationships we build to cushion the discomfort of returning.
	  o Virtual assemblies to resume- Mission, Wellbeing Wednesday and Celebratory assemblies at Primary
	  o Virtual assembly to take place at Secondary
	  o Where appropriate, link with Parish Priest to offer any online support for prayer life
	  o Online CPD and staff activities to begin with a prayer where possible and appropriate
	  o The liturgical calendar to remain at the heart of the online activities taking place
	  o Fortnightly welfare calls to take place for **all pupils** so that relationships remain with all families.
		• Where possible, sharing of assembly scripts across school to aid workload.

	• **Lever 2: Community** – we must recognise that curriculum will have been based in the community for a long period of time. We need to listen to what has happened in this time, understand the needs of our community and ~~engage them in the transitioning of learning back into school.~~
	  o Safeguarding procedures in place with visits / calls made according to the RAG rating
	  o Links with agencies (social care and nursing and SEND) in place during closure to ensure where possible the key staff remain around the staff
	  o Food bank accessed and signposted to families; individual
	  o Support for Free School Meal families during lockdown
		• Significant work will be needed to provide Free School meals to those families in a time of closure.

	• **Lever 3: Transparent Curriculum** – all of our students will feel like they have lost time in learning and we must show them how we are addressing these gaps, consulting and co-constructing with our students to heal this sense of loss.
	  o Oak Academy
	  o Remote and online learning
	  o Home packs – in **exceptional circumstances** to avoid a widening gap, there may be a need to deliver home packs or make them available for parents to collect (especially with pupils in receipt of Pupil Premium)
	  o Primary
	   ▪ Autumn package from PIXL in place to support identification of gaps
	  o Arbor – tracking of data to identify any gaps that arise and context groups that are identified as having a gap that is widening.
	  o Laptop support – continued sourcing of devices for those pupils who do not have access; this could be from existing school resources (with appropriate Usage policy signed off) or the DfE programme, or alternative methods e.g. paper copies where all options have been exhausted and need is clear.
	  o Consideration of individual/ small group tutoring of pupils where the gap is widest via online support; this could be support staff delivery if the expertise is appropriate for interventions etc)	

	• **Lever 4: Metacognition** – in different environments, students will have been learning in different ways. It is vital that we make the skills for learning in a school environment explicit to our students to reskill and rebuild their confidence as learners.
	  o Well Being Wednesday to be reinstated
	  o Well being links to be signposted to families, parents and pupils
	  o Targeted support for those pupils who need additional support with agency support or more pastoral time from staff in the school (virtually given)
	  o As part of the curriculum, where appropriate links for well being, healthy living and physical activity and awareness that for many families there will be limited or no access to outside space.
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	• **Lever 5: Space** – to be, to rediscover self, and to find their voice on learning in this issue. It is only natural that we all work at an incredible pace to make sure this group of learners are not disadvantaged against their peers, providing opportunity and exploration alongside the intensity of our expectations.
	    o Through the period of closure, capturing the voice of pupils through the calls or online lessons taking place. Teachers to look for opportunities to develop exploration
	    o On return to opening, Principals to consider reverse parents evening for all or targeted pupils to find out what their experience has been during school closure
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Section 7. Enhancing Mental Health Support for Pupils and Staff	• **Pupils**
	    o Principals to ensure there are sufficient numbers of trained staff available to support pupils with mental health issues.
	    o During closure, there is access to designated staff for all pupils who wish to talk to someone about wellbeing/mental health;
	        ▪ Cardinal Wiseman has an alert button on the website for confidential support by staff during closure
	    o Wellbeing/mental health is discussed regularly in PSHE/pupil briefings (stories/toy characters are used for younger pupils to help talk about feelings).
	    o Resources/websites to support the mental health of pupils are provided and signposted via text, email and website, social media as appropriate.
	    o Wellbeing assemblies to be implemented during closure and staff identified to lead on them.
	    o Staff are encouraged to focus on their wellbeing.
	    o Line managers are proactive in discussing wellbeing with the staff that they manage, including their workload.
	• **Staff**
	    o Online/ remote briefings and training have included content on wellbeing (via Teams or Google Hangout)
	    o Staff briefings/training on wellbeing are provided.
	    o Staff have been signposted to useful websites and resources.
	    o Virtuous disciple series – **Jo Boyce and David Wells** click here
	• **Bereavement**
	    o The school has access to trained staff who can deliver bereavement counselling and support. This includes the Council's critical incident team
	    o Support is requested from other organisations when necessary this includes the Parish Priest
	    o Staff have been signposted to online bereavement training – ongoing support will be needed for some schools	

Section 8 Need to secure Governor oversight during the closure of a school in COVID-19 crisis to ensure the school meets statutory requirements. **Governors must be fully informed or involved in making key decisions**	• The governing body continues to meet regularly via online platforms. LAC meetings in Autumn are already set up as this has been agreed. Any additional meetings in school closure to be set up on Teams. • The governing body agendas are structured to ensure all statutory requirements are discussed and school leaders are held to account for their implementation even during school closure (e.g. admissions) • The Principal's report to governors includes content and updates on how the school is continuing to meet its statutory obligations in addition to covering the school's response to COVID-19 and details of anything significant during school closure. • Regular dialogue with the Chair of the Academy Committee and the Board of Directors with designated responsibilities is in place so during school closure • Minutes of governing body meetings are reviewed to ensure that they accurately record governors' oversight and holding leaders to account for areas of statutory responsibility. • Online meetings are held regularly with governors. • Board of Directors in consultation with Local Academy Committees are involved in key decisions on reopening.	•

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	• Board of Directors and Academy Committees are briefed regularly on the latest government guidance and its implications for the school as well as any updates during the time the school is closed.
	• **Policy review**
	  o **Policies** are reviewed as appropriate during the school closure.
	  o A remote education plan is in place that covers continuing education provision at a group, whole school and local area lockdown level
	  o High quality online and offline resources and teaching videos have been sourced, quality assured and approved – these will be applied consistently across all groups
	  o Remote education is integrated into the school's curriculum planning
	  o Printed resources are available for those that cannot access the internet physically or cognitively
	  o The curriculum is planned to ensure that knowledge and skills are built incrementally and clear explanations of content are delivered by a teacher in school though high quality curriculum resources and/or videos with face to face virtual contact as appropriate – ideally daily	

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Section 5 from DfE Guidance September opening click here Section 5: Contingency planning for outbreaks

When teaching pupils remotely, we expect schools to:

In developing these contingency plans, we expect schools to:

- use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos, and that is linked to the school's curriculum expectations
- give access to high quality remote education resources
- select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback, and make sure staff are trained in their use
- provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access
- recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support, and so schools should work with families to deliver a broad and ambitious curriculum.

When teaching pupils remotely, we expect schools to:

- set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects
- teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject
- provide frequent, clear explanations of new content, delivered by a teacher in the school or through high quality curriculum resources and/or videos
- gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work
- enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding
- plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers

We expect schools to consider these expectations in relation to the pupils' age, stage of development and/or special educational needs, for example where this would place significant demands on parents' help or support. We expect schools to avoid an over-reliance on long-term projects or internet research activities.

The government will also explore making a temporary continuity direction in the autumn term, to give additional clarity to schools, pupils and parents as to what remote education should be provided. DfE will engage with the sector before a final decision is made on this.

A range of resources to support schools in delivering remote education is available:

- curriculum maps for key subjects for year groups from Reception to year 9 will be published in July. They aim to provide support to schools in developing the ability to switch from classroom teaching to remote provision immediately in case of local lockdowns or self-isolation. A number of education resource providers intend to align their resources to these maps, to further support schools. These maps are designed as a support for schools and are entirely non-mandatory, for use at the discretion of the school.
- DfE has produced a quality assured list of remote education resources which are available to schools and parents for free over the summer term. Where pricing models have changed, schools may consider using some of their catch-up funding on remote resources in line with the access to technology section of the EEF's COVID-19 support guide for schools

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- Look at Protocol for remote learning at Primary and Secondary
- Non device
  - Purchase of CGP
  - Purchase of the book being studied
  - Provision of Maths No problem book to go home and calls from teacher
  - Curriculum map detailing progressive activities in relation to foundation subjects identified
  - Match a teaching member of staff (T/ HLTA or TA) to deliver daily calls to support learning (potential to consider home visits if not selfisolating)
  - Specialist subjects – PE and Art would have detailed plans to support home learning

Resurrect the home learning on Romeromac.com so it is ready to go

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- from that start of the autumn term, Oak National Academy will make available video lessons covering the entire national curriculum, available to any school for free. These are being in developed in partnership with a wide group of teachers and school leaders to develop lessons in the popular topics. The resources will be as flexible as possible, allowing schools to reorder topics and lessons, to match their own plans and curriculum.
- Oak National Academy specialist content for pupils with SEND. This covers communication and language, numeracy, creative arts, independent living, occupational therapy, physical therapy and speech and language therapy. Their provision for next academic year will include an expanded range of content for the specialist sector.
- government-funded access to one of two free-to-use digital education platforms: Google for Education or Microsoft Office 365 Education. Schools can apply through The Key for School Leaders. The Key also provides feature comparison and case studies on how schools are making the most of these platforms.
- a network of schools and colleges for help and support on effective use of tech for remote education that can be accessed through the EdTech Demonstrator Programme.
- laptops, tablets and 4G wireless routers were made available to local authorities and academy trusts to support vulnerable and disadvantaged children (specifically, care leavers, children and young people with a social worker, and disadvantaged year 10 pupils) between May to July 2020. Local authorities and academy trusts will continue to own these devices.
- following pupils returning to school in the autumn term, laptops and tablets will be distributed directly to schools affected by a local coronavirus (COVID-19) outbreak. These will be available for disadvantaged pupils in years 3 to 11 and clinically extremely vulnerable children from all year groups unable to attend school. These devices will be owned by the school and provided to children and young people who would otherwise be unable to access remote education.
- In addition to 4G routers provided to local authorities and academy trusts, the Department for Education is working in partnership with BT to offer free access to BT WiFi hotspots for disadvantaged pupils. We are also working with the major telecommunications companies to expand this offer and provide access to free additional data to families who rely on a mobile internet connection while the response to coronavirus (COVID-19) requires pupils to learn from home and access social care services online. More information on increasing internet access for vulnerable and disadvantaged children is available.

Further support is available from:
- The National Cyber Security Centre, on which video conference service is right for you and using video conferencing services securely
- annex C of the guidance on Safeguarding and remote education during coronavirus (COVID-19), as well as statutory guidance on online safety in Annex C of keeping children safe in education.