

**SILS September 2020 Opening Checklist**  
(Overview drawn up from 'Guidance for full opening')

	Actions/controls	By Whom	When	Monitoring arrangements	Review & update	Adaptations following review
<b>To minimise the risk of transmission</b> Revisiting and updating risk assessments for reopening & wider risk assessments is essential, and must include:						
<b>Prevention</b>						
<b>1) People who are ill must stay at home</b> - minimise contact with individuals who have coronavirus symptoms or who have someone at home who does, - follow 'stay at home guidance' - self-isolate for 7 days, other household members for 14 days - when a child becomes unwell at school, consider - awaiting collection, safe supervision, needing the bathroom, - PPE, where appropriate/where necessary - follow up for close contact, handwashing, cleaning - arrange a test	<ul style="list-style-type: none"> <li>•Ensure that staff are aware of current legislation &amp; know the COVID-19 Hotline telephone number (NHS Telephone no: 111)</li> <li>•Letters to be sent to parents informing them of their duty of care. If child is ill they must isolate, keep child at home and inform the school.</li> <li>•Staff audit following public health England's guidance to be completed.</li> <li>•On return to school staff to complete questionnaire in regards to their suitability to work.</li> </ul>	SLT / HT	Sep-20	Weekly by Hoy / IO	1/2 termly, by 30 Oct 2020	
<b>2) Robust hand and respiratory hygiene</b> is essential - clean hands thoroughly and more often than usual - sufficient handwashing/sanitising stations and supplies - appropriate supervision of handwashing/sanitising - building routines into school culture - promote 'catch it, bin it, kill it' approach - sufficient supplies and bins - support for children who will struggle to maintain good respiratory hygiene - where face masks used on public transport, safe disposal on arrival	<ul style="list-style-type: none"> <li>•Provision for students, staff and visitors to wash their hands prior to entering the school site. Hand washing facilities at the entrance of the school.</li> <li>•Supplies of PPE to be held at the entrance of both school sites.</li> <li>•All staff to be reminded of expectations at the beginning of the school year.</li> <li>•Hygiene guidance to be delivered to students via assemblies, during tutor time, PSHE classes and single sex groups.</li> <li>•School nurse to be used to deliver briefing / training on appropriate use of PPE.</li> <li>•Notices will be placed at the entrance and around the school site with basic hygiene expectations.</li> <li>•Waste bins available for suitable disposal of used PPE.</li> </ul>	Premises manager, Hoy/IO	Sep-20	Weekly		
<b>3) Ensure enhanced cleaning arrangements</b> using standard products such as detergents and bleach, including - frequently touched surfaces often - more frequent cleaning of shared rooms/areas, including shared toilets - cleaning schedule <i>See updated PHE advice in COVID-19: cleaning of non-healthcare settings</i>	<ul style="list-style-type: none"> <li>•Onsite cleaner working full time on the school site (09:00 – 15:30) Cleaner will be responsible for cleaning of common areas, high contact surfaces.</li> <li>•Full cleaning team will be on site each day from 16:00 to conduct a standard school wide clean.</li> </ul>	Ken /HT	Sep-20	Termly		
<b>4) Reduce contacts and maintain social distancing</b> wherever possible and minimise potential for contamination as far as reasonably practicable. <b>Grouping</b> - grouping children together in consistent bubbles - avoiding contact between groups/keeping them separate and socially distanced as far as possible (for older children emphasis will be on distancing especially in corridors and outside the classrooms) - steps to limit interaction, sharing of rooms and social spaces, <b>Measures within the classroom</b> - arranging classrooms to support distancing, including with forward facing desks/tables and removal of unnecessary furniture - staff maintain distancing from pupils and other staff as much as possible	<ul style="list-style-type: none"> <li>•Students at both the KS3 &amp; KS4 site will have the majority of their lessons in their tutor bases to reduce movement around the school. However, practical lessons will involve some movement (ICT, ART, FOOD TEC, DT &amp; PE).</li> <li>•Teaching assistants will be attached to one group and will remain with them for the entirety of the day.</li> <li>•Movement around the school will be 'one way' with a route set out in both sites.</li> <li>•Staggered start and finish times at both sites.</li> <li>•Staggered break and lunch times at KS4 Assemblies to be run in split groups</li> <li>•Consideration to be taken during training sessions / meetings to maintain social distancing.</li> <li>• Bar on use of daily supply and/or other temporary staff</li> <li>- Where it is essential for specialists, therapists and other clinicians to attend / come in to school, social distancing and hygiene measures must be maintained and records kept of all such visitors</li> <li>- NO personal visitors allowed during this period</li> <li>- Equipment / individual resources for students, e.g. pencils and pens to be kept in named pouches (no sharing of equipment between students or students &amp; staff)</li> <li>- classroom based resources, e.g. books and games should be kept in each room and not moved around the school</li> <li>- resources shared between classes e.g. sports, art &amp; Science - to be subject to daily wipe down and hygiene cleaning by ..... (tba)</li> <li>- outdoor play equipment to be wiped down daily by cleaning team</li> <li>- staff should not take books or resources home for marking during this period</li> </ul>	DA/DW / all staff	Weekly	Termly		
<b>5. Where necessary, wear appropriate PPE</b> - when a child becomes ill						
<b>Response to infection</b>						

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<p><b>6. Active engagement with NHS Test and Trace process</b></p> <ul style="list-style-type: none"> <li>- book a test if symptomatic</li> <li>- provide details of anyone a symptomatic staff member, parent/ carer or child have been in close contact with</li> <li>- self-isolation</li> <li>- communication</li> </ul>	<p>Staff or parents of a symptomatic person to contact NHS 111 in the event of suspected symptoms. NHS England advise - isolate / remain at home for 7 days in first instance, Covid test will be arranged via NHS Telephone No: 119 <b>Inform HT / SLT who will seek advise on steps to be taken for groups, other staff and school community</b> Additional guidance: <a href="https://www.gov.uk/get-coronavirus-test">https://www.gov.uk/get-coronavirus-test</a>; <a href="https://www.gov.uk/guidance/nhs-test-and-trace-how-it-works">https://www.gov.uk/guidance/nhs-test-and-trace-how-it-works</a></p>	HT	Sep-20	weekly		
<p><b>7. Manage confirmed cases of coronavirus amongst the school community and contain any outbreak</b></p> <ul style="list-style-type: none"> <li>- follow local health protection team (LHPT) advice, i.e. contact LHPT, follow advice re identifying and sending home anyone who has been in close contact with the infected person</li> <li>- measures to record &amp; identify close contacts</li> <li>- communication to parents/carers and staff</li> <li>- measures to take when self-isolating person/persons become symptomatic, including continuing self-isolation expectations</li> <li>- consult local Director of Public Health where an outbreak confirmed</li> </ul>	As above,					
<b>Alternative Provision</b>						
<p>To support return to full time education, assess risks and put in place proportionate control measures:-</p> <ul style="list-style-type: none"> <li>- measures to address the risks identified in their assessment, minimising social contact and mixing as far as is practicable</li> </ul>	<p>We will work through the system of controls (number one to seven above) and adopt measures to address the risks identified. Parents and family of any returning or new students will be asked to inform / confirm whether any members of the immediate family is asymptomatic, with Covid or in high risk category. students can only return if there are no known risks or asymptomatic members of family</p>					
<b>School operations</b>						
<p><b>1. Transport: use of school minibus for travel</b></p> <ul style="list-style-type: none"> <li>- hand sanitising</li> <li>- additional cleaning</li> <li>- distancing where possible</li> <li>- face covering for pupils</li> </ul> <p>b) <u>Wider public transport</u></p> <ul style="list-style-type: none"> <li>- staggered start times, students encouraged to walk or cycle to school and</li> <li>- appropriate use of PPE e.g. face masks</li> </ul>	School to follow government guidance & measures listed on the left	all staff	Sep-20	Weekly		
<p><b>2. Attendance</b></p> <p>School attendance is mandatory for all pupils</p> <ul style="list-style-type: none"> <li>- communication to parents, expectations and encouragement</li> <li>- identify small number of pupils with EHCP / health needs that may require additional support with return to school</li> <li>- access to, and engagement with, remote learning where pupils off school and complying with public health advice</li> </ul> <p><u>Working with anxious parents/families</u></p> <ul style="list-style-type: none"> <li>- identify reluctant pupils/families, particularly vulnerable pupils &amp; those persistently absent before COVID-19</li> <li>- mechanisms for discussing concerns/ providing reassurance</li> <li>- develop plans for re-engagement</li> <li>- clear, consistent expectations &amp; messages</li> <li>- use of catch-up funding</li> <li>- use of pastoral support &amp; work with professionals, e.g. social workers, early help, EWO</li> </ul>	<ul style="list-style-type: none"> <li>•Attendance data to be monitored daily</li> <li>•Reception team to contact families in a timely manner to identify reason for absence if student does not arrive at school by 09:30.</li> <li>•Tutors to contact families before the start of term to check on expected attendance before beginning of school term to address concerns /anxieties about coming back.</li> <li>•Catch-up funding to be used to create targeted interventions in order to get students back into school.</li> <li>•Educational welfare officer to be used to support the school in engaging with families in returning to school. Legal powers to be used as necessary.</li> </ul>	DA/ DW / relevant staff / tutors	Sep-20	weekly		

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<p><b>3. School Workforce</b> Where a full range of measures is applied, most staff will be able to return, including those who are extremely clinically vulnerable</p> <ul style="list-style-type: none"> <li>- identify staff who may be at a comparatively increased risk</li> <li>- identify flexibility in deployment of staff, where full social distancing is possible</li> <li>- mechanisms to discuss concerns &amp; explain measures to reduce risks, including additional measures identified by the member, as appropriate</li> <li>- steps to assess health &amp; safety in relation to the Equalities Duty</li> <li>- mechanisms for communicating and involving staff with proposed health and safety measures</li> <li>- support for staff mental health and well-being</li> </ul>	<p>Staff audit / questionnaire to be completed at start of term. Regular communication with line manager &amp; SLT, and other measures as required</p>					
<p><b>3. School Workforce, cont.</b> <u>Staff deployment</u></p> <ul style="list-style-type: none"> <li>- identify areas where staff deployment may need to be flexible in order to welcome all pupils back to school</li> </ul> <p><u>Support staff and visiting specialists</u></p> <ul style="list-style-type: none"> <li>- use of support staff for catch-up, targeted interventions, lesson cover,</li> <li>- maintaining support for pupils, including staff with the appropriate skills and expertise, safe ratios for regulated activity</li> </ul> <p><u>Supply teachers and other temporary or peripatetic staff</u></p> <ul style="list-style-type: none"> <li>- consider how to minimise the number of visitors, including supply staff, where possible</li> <li>- mechanisms for visiting supply staff to comply with schools' arrangements for managing and minimising risk</li> </ul>	<ul style="list-style-type: none"> <li>•Should staff be required to make home visits, they are expected to wear appropriate PPE.</li> <li>•Staff will not be expected to enter the premises of any family home. Meeting can take place (if appropriate) outside of the home, by the door way or on the street. However, home visits should only be conducted should all attempts to invite the family into the school for a meeting has failed.</li> <li>•Pre-contact with the family via phone, text, email or letter should be completed first before a home visit is conducted.</li> <li>•POST-16 : Post-16 coordinator to observe safe guarding when completing visits to colleges or workplaces.</li> </ul>	<p>DA/ DW - relevant staff</p>	<p>from Sept 2020</p>	<p>Weekly</p>		
<p><u>Staff taking leave</u></p> <ul style="list-style-type: none"> <li>- plans to ensure staff who have travelled abroad on holiday, are available for work (after quarantine, if necessary) at the start of the autumn term</li> </ul> <p><u>Safeguarding</u></p> <ul style="list-style-type: none"> <li>- child protection policy to be revised for Sept opening</li> <li>- Review of Safeguarding policy and procedures, referral processes, communication with professionals, etc.</li> </ul> <p><u>Catering</u></p> <ul style="list-style-type: none"> <li>- Considerations for fully open kitchens from September</li> </ul> <p><u>Estates</u></p> <ul style="list-style-type: none"> <li>- any small adaptations needed, following risk assessment</li> <li>- pre-term building checks, e.g. water tests, etc.</li> <li>- good ventilation, particularly classrooms</li> </ul>	<ul style="list-style-type: none"> <li>•Staff to complete questionnaire on return to the school site 02/09/20 to identify whether any staff member should be self-quarantining after a holiday destination that has been 'black-listed' or a family member that has symptoms and has been instructed to isolate as a precaution.</li> <li>•We will not be working with Volunteers at this present time and will be under review in the future.</li> <li>•ESTATES (Premises Manager) to ensure PPM is up to date.</li> <li>•Good ventilation to be maintained in all buildings with windows being open in common areas.</li> </ul>	<p>HT / Bus Mgr.</p>	<p>From Sept 2020</p>	<p>as required</p>		
<p><b>4. Educational visits</b></p> <ul style="list-style-type: none"> <li>- Resumption of inclusive, non-overnight domestic educational visits, in line with protective measures and following risk assessments</li> <li>- control measures</li> </ul>	<ul style="list-style-type: none"> <li>•All non-residential domestic educational school trips are to be restarted September 2020. Risk assessments are to be conducted in accordance with SILS and latest government guidelines. Face masks are to be worn in accordance with current legislation (including Transport for London) - July 2020.</li> <li>•All visits to be considered on a case by case basis.</li> </ul>	<p>All staff</p>	<p>From Sept 2020</p>	<p>as required</p>		
<p><b>5. School uniform</b></p> <ul style="list-style-type: none"> <li>- return to usual uniform policy</li> <li>- communication to parents</li> <li>- management of non-compliance, particularly where families experiencing financial pressures</li> </ul>	<ul style="list-style-type: none"> <li>•Students are expected to be in SILS uniform from September 7th 2020.</li> <li>•Parents to be kept abreast of updates via most relevant medium, letter, emails, texts, and school website.</li> <li>•Provision to be made for assistance with a spare set of uniform in most serve cases of hardship.</li> </ul>	<p>SLT / all staff</p>	<p>From Sept 2020</p>	<p>as required</p>		
<p><b>6. Extra-curricular provision</b></p> <ul style="list-style-type: none"> <li>- resumption of breakfast provision, with distancing where possible</li> <li>- protective measures needed, with reference to wider protective measures in place</li> <li>- communication and advice to parents</li> </ul>	<p>Breakfast service to resume in September. Gov guidance to be followed.</p>					
<p><b>Curriculum, behaviour and pastoral support</b></p>						

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<p><b>1. Curriculum</b> Key principles: - education is not optional: all pupils will receive a high-quality education that promotes their development &amp; prepares them for the opportunities, responsibilities and experiences of later life. - the curriculum across SILS remains broad &amp; ambitious: all pupils continue to be taught a wide range of subjects - remote education, where needed, is high quality and aligns as closely as possible with in-school provision</p> <p><u>Planning</u> - We will teach an ambitious, broad curriculum in all subjects using existing flexibilities to cover most important missed content: * Up to and including prioritisation of components for progression * the filling of gaps in core knowledge, with emphasis on reading - Return to the normal curriculum, no later than Spring term 2021. - <b>Remote education will be integrated into curriculum planning, with pupils at home for some of the time given the support they need to master the curriculum and make good progress</b> (suspension of some subjects for some pupils in exceptional circumstances, may be in best the interests of these pupils, but will be subject to discussion with parents during the autumn term). - coherent plan will be in place for returning to the normal curriculum for all pupils by the Spring term 2021. - RSHE for secondary is compulsory from Sept 2020. Teaching no later than start of summer term 2021</p>	<p><b>•In addition to the measures listed alongside, all SILS students will follow a "Catch-up curriculum for the first two weeks of the Autumn school term, covering Summer term curriculum followed by assessments and "Reteach" till the end of September 2020.</b> <b>•Rebuilding learning programme in place from 07-SEP-20. (Two weeks) Followed by an assessment, gap analysis and reteaching. 02-OCT-20 - Return to standard curriculum. Emotional / PSHE / SEAL will be a key part of recovering/reintegration/return to school. Weekly Emotional wellbeing sessions (strengths toolbox).</b> - <b>Catch up / achievement support coach for English &amp; Maths at KS4</b></p>	<p>DA / DW - lead on robust curriculum</p>	<p>from Sept 2020</p>	<p>Regular by HT</p>		
<p><u>KS3</u> - curriculum remains broad from Y7 to Y9, majority of pupils taught a full range of subjects over the year, including Science, humanities, arts, PE/sport, RE, RSHE education.</p> <p><u>KS4</u> - extra support to catch up on any content they have missed - vast majority of Y10 and 11 to continue to study exam subjects - exceptional cases may drop an exam subject (best interest of pupil). Priority to English and maths</p>	<p>KS5 - Post 16 transition programme. Working with the local authority and external agencies / post 16 provision to prevent NEETS.</p>	<p>DA / DW - lead on robust curriculum</p>	<p>from Sept 2020</p>	<p>Regular by HT</p>		
<p><b>2. Physical activity</b> - provision of PE and physical activity, to follow measures in SILS system of controls, including consistent groups, cleaning of equipment and avoiding contact sports - use of external coaches / organisations at KS4 (e.g. Dallaglio) to operate within the schools wider protective measures</p>	<p><b>PE teacher to undertake additional risk assessment to support delivery of curriculum at KS3 &amp; KS4.</b> Arrangements to be made for sports during break &amp; lunch - how will distancing be maintained?</p>	<p>VO / IO - HOY</p>	<p>from Sept 2020</p>	<p>Weekly</p>		
<p><b>4. Pupil wellbeing support</b> - support to re-adjust to school, to overcome reluctance to return, may be more severe anxiety or depression. - CPD for adults - group/individual pastoral &amp; extra-curricular support for rebuilding friendships &amp; social engagement, addressing &amp; equipping to respond to issues linked to COVID-19), supporting pupils with approaches to improving their physical &amp; mental wellbeing - use of external support and professionals in the above, including school nurses</p>	<p>Wellbeing support for pupils through assemblies, tutor / pastoral time discussions, SEAL &amp; PSHE lessons, dedicated counselling / therapy sessions for individual students . Girls &amp; Boys groups at KS4 - address emotional / well being issues Revised PSHE curriculum to include building up of key skills via the Strengths Toolbox Staff training sessions</p>	<p>pastoral team &amp; specialist staff</p>	<p>from Sept 2020</p>	<p>Weekly</p>		

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<p><b>5. Behaviour</b></p> <ul style="list-style-type: none"> <li>- review behaviour policy and update with any new rules/policies, particularly in relation to protective measures in place, supporting pupils to readjust to routines and behaviour expectations and rewards and sanctions</li> <li>- overcoming possible barriers to full engagement and to avoid unnecessary exclusion</li> <li>- communication of updated policy and expectations to school community</li> <li>- support for/response to issues such as bereavement, anxiety, emotional and mental health concerns, increased welfare and safeguarding risks, including pupils with SEND</li> <li>- work with local services, agencies and professionals, e.g. health, LA, FEH, Educational Psychologists, counsellors, social workers</li> </ul>	<p>CPD for staff at start of term to address: students wellbeing, effects of lockdown, rebuilding of learning, reintroduction of expectations / routines, and wellbeing curriculum Revised approaches and expectations to be communicated / shared with parents Students will be encouraged to actively participate in developing new policies and to contribute to emotional / PSHE curriculum</p>	<p>SLT / all staff</p>	<p>from Sept 2020</p>	<p>Weekly</p>		
<b>Assessment and accountability</b>						
<p><b>1. Inspection</b></p> <ul style="list-style-type: none"> <li>- visits in autumn term, resuming inspection from Jan 2021</li> </ul>	<p><b>Strategies for reengaging learning. Google classroom in order to further support students. Staff training to be reintroduced in September to make sure we are ready for blended learning. Last inspection was in June 2018. 2021 Would be a potential inspection year. Ofsted is likely to look at Post 16 transition, how catch-up funding has been used so far and whether it is offering value for money and quality of education (PP,Outcomes etc).</b></p>	<p>SLT</p>	<p>from Sept 2020</p>	<p>Termly</p>		
<p><b>3. Exams</b></p> <ul style="list-style-type: none"> <li>- preparation for exam series for autumn 2020 for pupils who want to, following cancellation of the summer 2020 exams</li> <li>- preparation for adapted Y11 exams in summer 2021</li> </ul>	<p>School is prepared to offer students the opportunity to sit exams. Letters have been sent out explaining to parents the grade allocation system for this year. After results (August 2020) students will be given a chance to sit the exam should they not be happy with the results issued. How will we support these students? Saturday school, 1-2-1 tuition and after school sessions will run. A period of time will be given to students to speak to the school to discuss the opportunity to sit an exam. - Preparation for 2021 - School will monitor national picture and follow government guidance at the time. SILS will look at opportunities to support students in their studies, outside of normal school hours, blended learning via google classroom etc. Curriculum updates for Summer 2021 exams to be clarified/discussed with subject teachers in September.</p>	<p>SLT</p>	<p>from Sept 2020</p>	<p>Termly</p>		
<p><b>4. Accountability expectations</b></p> <ul style="list-style-type: none"> <li>- reference to 2019 data for Ofsted and DfE regional teams</li> </ul>	<p>QA 1. Subject leads to give predictions of grades 2. Evidence provided to support the grade (mock exams, coursework and examples of work. Each student was discussed with senior leadership team.</p>	<p>Subject leads / SLT</p>				
<b>Contingency planning for continuity</b>						
<p><b>1. Process in the event of local outbreaks</b></p> <ul style="list-style-type: none"> <li>- see section entitled 'Response to infection', above</li> </ul>	<p>See REF: 9</p>	<p>HT</p>	<p>Sep-20</p>	<p>Weekly</p>		
<p><b>2. Contingency plans for outbreaks</b></p> <ul style="list-style-type: none"> <li>- Plans to provide immediate remote education for individuals/groups self-isolating</li> <li>- contingency plan in the event of temporary closure</li> </ul> <p><u>Remote education support</u> Strong contingency plan including:</p> <ul style="list-style-type: none"> <li>- high-quality online teaching resources linked to school's curriculum expectations (i.e. access to high quality remote education)</li> <li>- online tools, used consistently across the school to allow interaction, assessment &amp; feedback (staff training)</li> <li>- support for families where pupils unable to work independently</li> <li>- setting of meaningful, ambitious work daily and provision of planned, sequenced curriculum, to build knowledge and skills</li> <li>- provision of clear explanations of new content by a teacher</li> <li>- gauging how well pupils are progressing, setting expectations for</li> <li>how often teachers need to check work</li> <li>- enabling teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments</li> <li>- planned programme of equal length of teaching that pupils would receive in school &amp; ideally daily contact with teachers</li> </ul>	<p>See REF: 23</p>	<p>DA / DW</p>	<p>Sep-20</p>	<p>Weekly</p>		

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<b>Annex A: Health and safety risk assessment</b>					
- Undertake a risk assessment as outlined above - consult employees (legal duty) and involve them - involve pupils, where appropriate, and parents	Actioned				
<b>1. Sharing your risk assessment</b> - with your workforce - consider publishing on your website	To be shared with staff on 3rd September and placed on school website.				
<b>2. Monitoring and review of risk controls</b> - monitor and review regularly - take action to address shortfalls	To be reviewed half termly. Subject to government advice.				
<b>3. Roles and responsibilities</b> - read and act on relevant guidance listed in Guidance for full opening: schools'	Read by all staff and governors.				
<b>4. Wider guidance on the risk assessment process</b> - record the hazards, how people might be harmed and the risk control in place - outcomes should make clear what others must do and help staff with planning and monitoring - measures should protect all; staff, pupils, visitors, contractors - include anything related to the premises or curriculum delivery, whether on or off-site.	To be updated.				
<b>5. Consulting employees</b> - consult with the H & S rep (legal requirement) - consider full involvement of staff as best practice - arrange to consult on any changes to risk assessments for the start of the autumn term before the summer break	Ken Bello - Health and safety rep	premises manager & SLT	from Sept 2020	Weekly	
<b>6. Resolving issues and raising concerns</b> - clarify process for raising any concerns in respect of controls, i.e. with line management and union rep first - give proper consideration to concerns	This checklist / risk assessment was completed by SLT in consultation and contribution from key staff. It builds on risk assessment previously shared with staff in June 2020. It will be circulated to all staff prior to school re-opening on 2nd September 2020 and discussed fully during the staff INSET on 2- 4th Sept. The aim is to collectively have in place measures and arrangements to minimise risks of transmission as we welcome all students back to school. Staff should raise concerns that they may have with any of the measures, controls or arrangements with their line managers in the first instance, with a written response given within 48 hours. If staff are unhappy with response provided by their line managers, concerns can be raised / forwarded to the HT who will investigate and provide appropriate guidance.	all staff / line managers	from Sept 2020	Weekly	