



HUB SCHOOLS

COVID-19 Continuity Planning

COVID-19 Continuity Planning for Hub Schools:

Risk	Hazard	Actions taken to minimise risk	Notes
Shared Leadership	All responsibility falls to one person	<ul style="list-style-type: none"> • Heads to agree shared leadership • Timetables to be implemented inc. Easter break • Timetables shared with staff • Clear lines of communication are developed and shared. • Heads to be available via phone during school hours. 	
Increased risk to certain staff	Increased risk caused to staff or immediate family members with whom they live / are primary carers for	<ul style="list-style-type: none"> • Individual staff at each school 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 	High risk category staff not to be asked to work from 23 rd March 2020
Pupil numbers	Clarity on expected numbers within each hub school	<ul style="list-style-type: none"> • Each school to question parents on category they may fall into. • Schools to ask parents on their intention of sending child / children to hub school. • Schools to liaise with Children Services regarding vulnerable children where necessary • Schools to highlight SEND children (EHCP) and specific needs. 	
Reduced staff numbers	Children are not adequately supported to ensure H&S	<ul style="list-style-type: none"> • Staff deployed to support highest needs pupils first. Needs to be met safely due to specific needs and training requirements. • 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. 	
Promote safety of school teams	Possible increased exposure to infection	<ul style="list-style-type: none"> • Cleaning team to wash hands often throughout session • Cleaning materials to be kept out of reach of children at all times • Cleaning team to wash hands often throughout session • Segment school into distinct work zones that must be adhered to • Segment school into distinct learning zones that must be adhered to • Hand washing after social times and before children eat. 	

Cleanliness of the school site	Reduce chance of infection	<ul style="list-style-type: none"> • 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 (personalised equipped pencil cases) • Toilets cleaned 3x per day • Sanitiser at entrance for adults / children 	
Reduced immunity	Increased chance of infection	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Child to wait in well-ventilated area away from other children and the main entrance until adult arrives to collect 	
Closure of schools		<ul style="list-style-type: none"> • Closure procedure checked and known by SLT and identified individuals • Contact suppliers and make arrangements for the closure period • Check with 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 	
Redeployment of Hub school	Confirmed Case of Covid-19	<ul style="list-style-type: none"> • Have a second 'hub' available in case of contamination in the Hub school. • Deep Clean immediately triggered. • Communication channel to all staff agreed and notification sent. 	

Sharing of data	Data breach Not sharing critical health information leading to illness	<ul style="list-style-type: none"> • Paper copies of information to be shared (SIMs printouts) • Allergy/Health information to be shared with all staff (working) • One copy of all information to be stored securely in reception • Caterers to be informed of any allergies. • Personal Care Plans to be shared where necessary. 	
Day to day online activities are disrupted	Additional hours will not be paid	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Clear all invoices to date • Make arrangements for remote access to enable payment of ongoing contracts 	
	Server goes down	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Site Manager can access the school to manage this process • Second person to be identified 	
Excessive extreme illness	Reduce impact	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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 feel isolated	Mental health is reduced	<ul style="list-style-type: none"> • Child spoken to by members of staff. • Daily contact is made with children through apps / website / email if they are not attending site. • 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 	
Data breach	Children / families are at risk due to sharing of sensitive information	<ul style="list-style-type: none"> • Teachers reminded of basic procedures 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 <ul style="list-style-type: none"> ○ Also notify HT / leader that day 	
Parents perceive that the school is not sufficiently supporting the children with schoolwork	Complaints are received Reputational damage	<ul style="list-style-type: none"> • Parents are reminded that school is not following the National Curriculum at this time. • School has the ability to set own activities. 	
Parents' views during school closure	Complaints are received Reputational damage Lack of clarity Parents and children feel unsupported	<p>Make sure parents know:</p> <ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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 medication Medication is out of date on return	<ul style="list-style-type: none"> • 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. • Medication is made available in the Hub school where necessary. 	
Agency staff	Pay will reduce to zero putting agency staff at risk of financial hardship	<ul style="list-style-type: none"> • Email all agencies to ask their intentions with supporting agency workers • Plan necessary agreed support 	
Vulnerable pupils' ongoing well being	Increased risk	<p>Consider arrangements for safeguarding vulnerable pupils while schools are closed and the Hub is active, including:</p> <ul style="list-style-type: none"> • DSL makes contact with CP children and vulnerable families by phone on a frequent basis (at least once per week) – DSL / SENDCO create list of all vulnerable families. Where known, or previously known, to social care. • Phone calls to supermarkets made to ensure delivery of food vouchers – liaise with LA where necessary. • Use the Hub as a foodbank. Aske for all donations to be dropped at the Hub school. • 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 • All schools to speak to local safeguarding partners about how they can provide support – 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. 	