

## Plan for the full reopening of Pensby High School - September 2020

### **Where we are now:**

Of the staff and students onsite as of 6 July 2020, there are no known links to any active Covid19 cases. As far as I can know the school is virus free. The school can only remain virus free as long as we do not bring the virus into school. As members of the wider school community we are the agents of transmission and not the school itself, it is imperative that all of us follow the advice from Public Health England. If you show the following symptoms or someone you have had recent close contact with has the following symptoms, you must not come to school for any reason:

- high temperature – this means you feel hot to touch on your chest or back (you do not need to measure your temperature)
- new, continuous cough – this means coughing a lot for more than an hour, or 3 or more coughing episodes in 24 hours (if you usually have a cough, it may be worse than usual)
- loss or change to your sense of smell or taste – this means you've noticed you cannot smell or taste anything, or things smell or taste different to normal

For more information, read the further [guidance on symptoms](#).

If you have one or more of these symptoms, you must self-isolate straight away for 7 days – or longer if you still have symptoms other than cough or loss of sense of smell/taste.

If you live in the same household as someone with coronavirus symptoms, you must self-isolate straight away for 14 days.

### **You must order a test:**

Members of the public can order a test through the [NHS website](#).

If you are an essential worker or an employer, please visit:

- [essential workers](#)
- [employers](#)

If you don't have access to the internet, you can order a test by phoning 119.

### **If you test negative**

If you get a negative test result, this means you are at low risk of having coronavirus.

Other members of your household can stop self-isolating. If you feel well and no longer have symptoms similar to coronavirus, you can stop self-isolating. You could still have another virus, such as a cold or flu – in which case it is still best to avoid contact with other people until you are better.

### **If you test positive**

If you get a positive test result, this means that when you took the test, you had coronavirus. You – and other members of your household – must continue to self-isolate.

It is our behaviours as individuals that will be key.

Key Principles for re-opening a precis from the guidance:

Students need to be back for their full allocation of time and for the full curriculum wherever and whenever possible.

Equally there is a system of controls that we must follow:

### **System of controls (Guidance for full – opening of schools – 2 July 2020)**

This is the set of actions schools must take. They are grouped into ‘prevention’ and ‘response to any infection’ and are outlined in more detail in the sections below.

#### **Prevention:**

- 1) minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school
- 2) clean hands thoroughly more often than usual
- 3) ensure good respiratory hygiene by promoting the ‘catch it, bin it, kill it’ approach
- 4) introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach
- 5) minimise contact between individuals and maintain social distancing wherever possible
- 6) where necessary, wear appropriate personal protective equipment (PPE)

Numbers 1 to 4 must be in place in all schools, all the time.

Number 5 must be properly considered and schools must put in place measures that suit their particular circumstances.

Number 6 applies in specific circumstances.

#### **Response to any infection**

- 7) engage with the NHS Test and Trace process
- 8) manage confirmed cases of coronavirus (COVID-19) amongst the school community
- 9) contain any outbreak by following local health protection team advice

Numbers 7 to 9 must be followed in every case where they are relevant.

Clearly there must be a balance struck between protecting staff, students and the wider community, both in the sense of a response to the virus itself and from unintended harm caused by our response to the virus. Clearly we could cut the risk of transmission in schools to zero, by simply not

reopening, but the students in the education system, particularly older students are already likely to know less and have learnt less by the time they finish their education than previous students. It is also unclear how the lockdown and forced absence from activities such as school will impact on wider health and inequality, and the return to school may well be fraught with challenges for some students.

A great deal of thought has been given over to how we can minimise contact between students and maintain the breadth of the curriculum and maintain good relationships, engagement and belief in the core purpose of the school. Ultimately as adults we get to choose our employer, but students are being directed to attend school or face the prospect of their parents being fined according to the DfE. We need to work with and engage parents and more particularly students themselves, it is after all their school and at this stage we will not be seeking to pursue any legal action over attendance.

### **Constraints on planning:**

1. This year we are expecting the biggest school population that this school site has had since 2010 when both the predecessor schools were in operation and an area twice the size of our existing provision was being used. Equally, that previous figure of 786 included sixth formers, so there is significant pressure on the school facilities notwithstanding the current health care crisis. The current number for Year 7 is 189
2. School transport places no restrictions on the numbers of students on the same school bus. Many students will come to school in what is effectively a large mixed group
3. There are sets of two toilets for boys and two sets of toilets for girls. There is no way to operate a bubble system within this aspect of the school beyond the key stages
4. Food – We serve more children now than we have ever done and the school population is less than half the population of the combined schools that catering staff previously worked with. Food at school is a significant part in the life of the children we care for, as it is staff
5. There is a significant lack of covered communal space that is not dining area and is free for zoning. It is impossible to find five spaces of sufficient size without taking out teaching areas and spending circa £30,000 to heat the boys main hall and try to bring the toilets on the other side back into use. We will need to take the hall out of the current boiler arrangements, cut into the existing pipe work and put new boilers in to heat the hall. Individual class zones/bubbles could only work if students are kept in the same classroom and staff stay with them all day. I will address this point in further detail later.
6. Specialist space – students need to access the specialist rooms to gain a broad education. Students have an entitlement to a broad education and we will do everything we can to do this. If you ask a student what their favourite subject is, invariably it is an option and more often than not it is out of the core. It is their school and we have to teach them the subjects they enjoy
7. Students are set from Year 8 when we return and that means that they have been taught different things in slightly different order in some subjects. We would need to set Year 8 and 9 on maths groupings as a proxy. This means that we would need to reset all forms if we want bubbles in Key Stage 3 and remove all previous sets, friendship groups and class dynamics that have already been developed
8. We do not know what how students will respond to returning to school. We do not know how they have been impacted upon by lockdown and the health care crisis itself. We have tried to mitigate any damage to relationships, by calls home, meetings on Teams, Year 6 visits to school offered to all prospective students, pastoral meetings offered to all students years 7-10 and Year 10 lessons in school for four weeks, plus two weeks of Teams lessons, but we still do not know how students will respond upon return. There is a wide spread worry about the impact of the crisis on mental health, anxiety and there is a worry about

how this may or may not manifest itself in schools. We need to take all practical steps to smooth the transition back into school.

**I want to start by saying what is not in the plan and why.**

Originally I planned to place Year 7, 8 and 9 into classroom bubbles. However, they would need to mix in year group bubbles at lunch or stay in their rooms accompanied by the staff who have taught them. Even if we move staff into rooms to teach their specialist subject (so staff travel room to room carrying all their equipment), it would be wrong to add in additional staff just to cover lunch and break. The students will always have to share toilets cross the year group at times other than lunch and break, and will often arrive on the same bus. This would mean that there would be a significantly reduced educational provision, it will have an impact on staff that is unfair and will not stop bubbles mixing at other times. It would also mean that at the height of a global pandemic that has caused a spike in levels of anxiety and other aspects of mental health, we would need to reassign all students in Years 8 and 9 to new tutor/teaching groups and this would undoubtedly impact on friendship groups, group dynamics and run the risk of a breakdown in social cohesion. With groups based on maths ability it would impact negatively on other aspects of the curriculum and runs the risk of stigmatising students by ability.

A second proposal was also put forward and this is partly based on a classroom bubble, but moves to specialist rooms:

Year	General Teaching Classroom Zone	Specialist Teaching in Specialist Rooms	Lunchtime Dry	Lunchtime Wet
7	G1, G2, G9, G8, G6, G7	Ar, Dr, IT, Mu, PE, DT, Sc	Outside in year group zone	Boys Hall – zoned by form
8	C1, C2, C3, C4, C5, C6	Ar, Dr, IT, Mu, PE, DT, Sc	Outside in year group zone	Inside – zoned by form
9	A6, A5, A4, B1, B2, B10	Ar, Dr, IT, Mu, PE, DT, Sc	Outside in year group zone	Inside – zoned by form
10	E1, E2, E3, E4, E5, E6	Sc, IT, PE, Dr, Ms, Food, DT, Ar, Mu	Outside in year group zone	Inside – whole year mixed
11	B3, B4, B6, B8, B9	Sc, IT, PE, Dr, Ms, Food, DT, Ar, Mu	Outside in year group zone	Inside – whole year mixed

But this would mean that every group was out of their bubble for 15 out of 50 periods. So 30% of time in rooms that had previously been used and that we have no time or capacity to clean between lessons. Then we put in travel to and from school, lunch and break and approximately 50% of the students time is effectively outside of the bubble. So we have all the negatives of reshaping forms, the impact on wider learning, the potential impact on students’ well-being in loss of friends and working groups, and we still have 50% outside of the bubble. We would also lose teaching time if we moved staff to students and this would place an additional burden on staff.

I think that the cost of creating bubbles outweighs the benefits for the students involved.

**One way system:**

Thought and consideration has been given to a one-way system, but this would not negate the main concern in the corridor which is the wait time as students stand outside the room and effectively fill the main corridors. If anything, forcing students in to a one way system would see potentially 8 groups of students start at one end of the corridor and then dissipate as they move to their rooms, with the inverse happening as students leave lessons. The one way system itself would need to be policed, thereby taking teachers away from their door and there would inevitably be tension at the margins of this, that may in turn cause more harm than good. It would also mean that students are forced to line up and wait for their teacher to return and you would have in most parts of the school, classes lining up facing each other as the remainder of the students passed between the two groups to get to their lessons. Inevitably you would have a situation with a large number of students are in close proximity to each other for what could be a relatively prolonged period of time.

On balance I feel that it is more appropriate to remain with our current agreed system with no bells and release from lesson under teacher instruction. Teachers then move to the door, every teacher manages the corridor from their door and moves their students inside to their desk as they arrive to their lesson. Thereby allowing for free movement through corridors and stopping students lining up on-mass, two groups facing each other in the corridor.

We have to be at our door and we have to clear the corridors to stop bunching. SLT will as ever be on the corridors, we will try to make sure that we cover beyond the main school, but there are only 4.5 SLT bodies.

#### **Steps we will take to reopen the school:**

**We will in the first instance focus on our core business of teaching and learning. There will not be an extra-curricular timetable for the first term at least and the school will not engage in any external lettings. The focus is 8.40 to 3.15. If we start any additional activities at all, it will be period 6 for Year 11.**

As students have missed a significant part of the year I have looked at our coverage of Key Stage 3 and similarly at the proposals being mooted to allow for coverage of Key Stage 2 (Year 6) materials during Year 7. We are going to delay the start of the GCSEs for current Year 8 (Year 9 in September 2020). The argument for a three year GCSE window is predicated on our ability to map out the students entitlement around their KS 3 curriculum. Clearly we cannot claim to have taught the students everything they are entitled to know when we have missed a term. We will build two timetables and we will swap over during the year. More will follow on this.

Similarly we cannot claim to have taught and closed the gaps for the current Year 7 or current Year 6 without rethinking through what we have covered, so we need to think that the change to GCSEs is likely to be needed for another couple of years, with GCSEs starting in the second half of Year 9. Student option choices will roll forward; there will not be another options process, so the options picked in Year 8 will be the options taken up in Year 9 this year. Year 9 groups in September 2020 will mirror previous Year 8 groups.

This does mean a late change to the makeup of the timetable and therefore staffing required for September 2020. All shielding appears to be over from August 1st and so we are expecting all staff to be back, there will, however, still be some gaps on the timetable as we shift from the timetable that has been built into a longer key stage 3 as we have staffed to teach the options from September. We will need staff to be flexible around second subjects where required.

Creating the conditions around reopening are clearly built on a hierarchy of actions, with hand hygiene and cleaning as the primary factors in making the school as safe as possible. Other mitigating factors are to be added in as is possible on any given site, so hence year bubbles. Although it is important to realise that the bubbles are not self-contained - teachers will go in and out of them and mixing will occur outside of lesson time with students from bubbles meeting. There is an expectation that students will get their full allocation of time and that there will be no dropping of subjects on mass. Reducing GCSEs should only happen when there is a demonstrable benefit to the student. We have no plans to do this at this stage and I hope that all Year 11 students will sit all GCSEs.

There is in general no PPE from September and no expectation that anyone will wear a mask. We will work with individuals with regard to their needs, but as a school we will not supply or insist on a mask for instance. However, we do have a stock of PPE if there is a medical need, that is a first aid case that requires close proximity and when the student is for example crying, spitting or sharing droplets. It is not to be used for anything other than that and staff are expected to attend to first aid without stopping to don PPE, unless there is a genuine need.

Students will travel to school in the normal way, with no social distancing on school buses, but with reduced capacity on public buses. I am sure that some students will have a difficult journey to be here for start time, we need to take this into consideration. However, I have offered to parents that students may arrive before form time starts, but it will be made clear that students must go to their form room, they must behave appropriately and that unfortunately students will be unsupervised if parents choose to send their children in early. Entry to the building will not be before 8.15 am and early entry may be withdrawn if there are any issues around behaviour and early entry itself will be reviewed regularly to ensure that it is viable and may be withdrawn. As a consequence there will be no breakfast club for the foreseeable future. Again we need to remember that we routinely feed some of our children in the morning and they may not have a replacement for this.

Assemblies contrary to what was said in the press can take place in bubbles, so for example Year 10 or Year 11 could have assemblies, but at this stage I have no plans to start these. However, we will keep this under review and if there is a need to pass on whole year group messages, then year group assemblies may be called. These will ideally take place during the pastoral slot as per the new structure for the day.

**All students and staff will return to formal dress, full school uniform and our normal dress code as per the code of conduct and we will seek to reopen school in the fullest and most meaningful way, whilst maintaining steps 1 to 4 of the preventative advice.**

‘Normal’ student timetables will be followed and at the moment we plan to teach all subjects, however, there are some restrictions as below. Year 7 will be taught in form groups as we have no KS2 data to stream or set, we will, however, look to run paper based CATs tests as soon as is practically possible. Students will transition between lessons as they do now, but we must be more vigilant than ever with regard to student movement. Please note that we have moved as planned to a split lunch time:

Monday, Tuesday, Thursday and Friday					
New Key Stage 3		New Key Stage 4		Old pattern	
AM Reg	8.40 – 8.50	AM Reg	8.40 – 8.50	AM Reg	8.40 – 9.00
1	8.50 – 9.50	1	8.50 – 9.50	1	9.00 – 10.00

2	9.50 – 10.50	2	9.50 – 10.50	2	10.00 – 11.00
Break	10.50 – 11.10	Break	10.50 – 11.10	Break	11.00 – 11.20
3	11.10 – 12.10	3	11.10 – 12.10	3	11.20 – 12.20
4	12.10 – 1.10	4	12.10 – 1.10	4	12.20 – 1.20
Lunch 35mins	1.10 – 1.45	Pastoral 30 mins	1.10 – 1.40	Lunch	1.20 – 2.05
Pastoral 30 mins	1.45 – 2.15	Lunch 35mins	1.40 – 2.15	5	2.05 – 3.05
5	2.15 – 3.15	5	2.15 – 3.15	PM Reg	3.05 – 3.15

<b>Wednesday</b>					
<b>New Key Stage 3</b>		<b>New Key Stage 4</b>		<b>Old pattern</b>	
AM Reg	8.40 – 8.50	AM Reg	8.40 – 8.50	AM Reg	8.40 – 9.00
1	8.50 – 9.40	1	8.50 – 9.40	1	9.00 – 9.50
2	9.40 – 10.30	2	9.40 – 10.30	2	9.50 – 10.40
Break	10.30 – 10.50	Break	10.30 – 10.50	Break	10.40 – 11.00
3	10.50 – 11.40	3	10.50 – 11.40	3	11.00 – 11.50
4	11.40 – 12.30	4	11.40 – 12.30	4	11.50 – 12.40
Lunch 35 mins	12.30 – 1.05	Pastoral 25 mins	12.30 – 12.55	Lunch	12.40 – 1.20
Pastoral 25 mins	1.05 – 1.30	Lunch 35 mins	12.55 – 1.30	5	1.20 – 2.10
5	1.30 – 2.20	5	1.30 – 2.20	PM Reg	2.10 – 2.20

All classrooms where practical will need to have all desks in rows and facing forward. Rooms such as ICT/Art/D&T/science/music cannot operate in this manner, but teacher should make use of all available space to arrange students in the safest manner. We will need staff to help set up rooms and earmark any extra furniture for removal.

**We need to have a seating plan for every class and for every lesson and these need doing from the very first lesson. These need to be on class charts and we must follow them, but please make sure that you are explaining to students that they are for behaviour, but they will be used for track and trace as well.**

Where equipment such as a computer, keyboard or practical equipment is used, the subject area will need to propose a cleaning regime for the shared equipment that works to allow them to maximise their teaching time or equipment must be placed on to a rotation – 48 hours no contact for most objects and 72 hours for plastics, or they must be cleaned thoroughly. This includes sporting equipment, glass wear, art materials etc etc.. Cleaning spray and paper towel will be provided for all rooms for cleaning as required. No practical lessons can take place until the cleaning arrangements are agreed.

However, the general bookable ICT equipment and rooms will not be in use for the foreseeable future. Please do not take classes into rooms you are not timetabled for, this is not to happen and certainly equipment is not to be used outside of the agreed cleaning cycle.

In a similar vein, all PE lessons are to take place outside and contact must be avoided, so no full contact sports are permissible at this time. PE staff have been asked to plan accordingly.

We are also going to introduce zones for lunch and break time, students will need to always be in these areas during lunch and break. These will be in the main hall, what was the Boys' school main hall, gym with the entrance from the main playground, sixth form block and drama studio this side. These will all be cleared of all furniture and space opened up. Students need to go to the following zones:

- Year 7 main school hall – KS 3 toilets

- Year 8 former Boys' main school hall – working to reinstate main toilets
- Year 9 to gym – changing room toilets in the first instance
- Year 10 sixth form block split over two floors – toilets in the block
- Year 11 to drama studio this side – KS 4 toilets.

**All students will need to go into their zone at lunch and breaktime, there will be no outside activities at this stage. The Student Support Centre will not work as a drop in for lunch and break as both of these aspects of the school require all year groups to mix, however, we will select students who would benefit the most from this provision and work to plan how they as a small discrete group might make use of the SSC. This would mean that the year group bubbles are not necessarily observed.**

Food will only be served at lunch, there will be no breaktime service and it will be handheld foods, or foods that can be served in trays/pots only. The dining halls are to be cleared of furniture and sectioned off, with the doors from the deli bar to main canteen area closed and locked. With the entrance to deli bar being from the main corridor, queue starting by art and exit from that service area out to playground via the door that opens under the canopy. Food should be taken to the student's own zone to be eaten there. **No food to be eaten elsewhere.**

**All service areas and all tills will be open.**

**It would be helpful if students could bring packed lunch or at least a snack for breaktime as some students will be eating very late in the day.**

**Year groups will be assigned a time within the key stage:**

Service times	Monday, Tuesday, Thursday and Friday	Wednesday
Year 7	1.10 – 1.25	12.30 – 12.45
Year 8	1.25 – 1.35	12.45 – 12.55
Year 9	1.35 – 1.45	12.55 – 1.05
Year 10	1.50 – 2.00	1.05 – 1.15
Year 11	2.00 – 2.10	1.15 – 1.25

Entrance to main dining hall this side will be from the door by the English block, with the queue forming right around the hall and into service. With there being two service areas and the queue splitting dependant on student choice as they approach the locked door previously used as the door through to the deli bar. Students will leave the main dining hall via the door out to the covered walkway.

The second dining hall will form a queue in main corridor near G1 snaking around the outside of the dining hall in the same manner as previous years. The entrance to the G corridor will be via the doors to the right of the main school office, leaving the door next to first aid free. Exit from the dining hall will be via the door to the covered walkway.

The first aid room is closing and being cleared of what can be stored elsewhere and grab bags of first aid are to be distributed around school. This room will be used to house any student with COVID symptoms before collection from home. Students from here will be taken out via the fire exit in the old boys dining hall and straight out to the carpark. They will use the staff toilet by science (MRs

Coyne's and Mrs Hinch's rooms) room. This area will be closed after use and thoroughly cleaned. **Any student with COVID symptoms will be sent home, with no exceptions.**

Hand sanitiser, tissues and disinfectant spray will be provided for each room. We have hand sanitiser stations at the entrance to school as well. Hand sanitiser is being sourced in five litre containers, so you can ask students to routinely sanitise their hands. However, many students will be regularly using their own sanitiser and thought, and care must be given to how we request adherence to our cleaning regime. This must not become a point of conflict, it must be prompted along with 'catch it, kill it, bint it', as a centre point to each individual supporting everyone in the community.

Although the resit opportunity for GCSEs in the Autumn term is far from clear at this stage, the main sports hall has been earmarked for any possible resists. Plans for the resits will be drawn up as more information is provided and entry to the sports hall and site for any resit students will be via the sports centre.

We are currently advertising for additional cleaners for before and after school and there will be a cleaner onsite during the day, working through toilets etc on a rotation.

I would urge you to read the guidance issued by the Department for Education. Essentially we are very close to normal, with mitigation being firstly the low level of community transmission and secondly good hygiene practices in school. There is no additional funding and schools have been left to try to make any adjustments in limited time and on their own and therefore we need to be realistic about what we can do and what our primary aim is and that is the children's education in the safest manner possible, but we need to remember that we only exist to teach children.

I cannot say that I can stop Coronavirus from entering the school. If as a community we engage in behaviours that lead to an increase in community transmission, it is inevitable that the virus will be found in schools. All we can do is promote good hygiene, insist on no entry to school for anyone showing symptoms and focus on doing what we do well, which is teaching and caring for our students. We are to a large extent dependant on the behaviours of everyone in our community, we have to work together to avoid unnecessary exposure and we must follow the guidance around symptoms, self-isolation and testing.

I value any feedback on the plan on an ongoing basis and we are calendaring a monthly meeting to review the plan, risk assessments and how things are working in real terms, again, I would appreciate your feedback for these meetings.

Appendix 1: Proposed pattern for return

Tuesday 1 September 2020 – Additional INSET day, reflecting on the last five months, what this might mean for our students, ethos and culture of the school, readiness to return to school, impact on behaviour and our approach to reengagement.

Wednesday 2 September 2020 – INSET day, prep to open

Thursday 3 September 2020 – Year 7 in full day (no other year groups in) – 8.40 start

Friday 4 September 2020 - Year 7 in full day (no other year groups in) – 8.40 start

Monday 7 September 2020 – Year 7 in all day, Year 9 in for 9.45 and Year 11 in for 10.15 (Years 8 and 10 do not attend). Day will include induction to movement, zones etc

Tuesday 8 September 2020 – Year 7 in all day, Year 8 in for 9.45 and Year 10 in for 10.15 (Years 9 and 11 do not attend).

Wednesday 9 September 2020 all students back in school.