

## **Risk Assessment tool for Worcestershire Schools**

### **Background**

This document has been developed for education settings in Worcestershire and has drawn upon a range of examples from other local areas in the West Midlands and further afield along with including Worcestershire context and design.

### **Principles**

**This document is based upon the principles of:**

- Any phased recovery plan nationally will be determined by the governmental five tests which need to be met and sustained;
  - Making sure the NHS can cope
  - A 'sustained and consistent' fall in the daily death rate
  - Rate of infection decreasing to 'manageable levels'
  - Ensuring supply of tests and PPE can meet future demand
  - Being confident any adjustments would not risk a second peak
- The prompts in this document aim to provide consistency by principle, rather than consistency by provision as actions will need to be assessed and implemented contextually at a school level.
- 1<sup>st</sup> June should be seen as a starting point for expansion. We acknowledge and appreciate the phasing of a gradual and phased recovery.

The Worcestershire Education Incident Planning Group for COVID-19 have agreed a set of basic principles some of which have been in place throughout this COVID response period and some relate to the basis of working towards recovery.

- The highest priority and consideration is the safety and wellbeing of Worcestershire children, young people, families and staff
- Reducing the risk of infection and following PHE/DFE guidance is key to any risk assessment and related actions
- We want to support a collaborative approach across Worcestershire schools and settings, governors and trust boards, Worcestershire County Council, Worcestershire Children First, DfE, Trade Unions and other key stakeholders
- We want to support a sustainable and progressive approach to wider reopening
- Increasing the attendance for vulnerable children along with children of critical workers will continue to be a priority
- The re-opening and inclusion for all children in Reception, year 1 and year 6 will be risk assessed and decisions about phasing, timing and management made, based on the outcomes of risk assessments
- An inclusive and therapeutic approach to reintegration will be taken, and particularly for those children and young people who may find a return to school or setting challenging
- Schools and settings will assess building capacity and spaces and utilising protective measures decide on group sizes up to 15 pupils in the first instance
- Schools and settings will work with partners to support children and their families, for example health services, Here2Help and social care
- We will continue to reflect, assess, learn and share with our schools, settings and from other examples

### **Risk Assessment**

The following Probability and Impact Matrix uses the combination of probability and impact scores of individual risks and ranks them for easy handling of the risks. Each Theme and area of consideration should be RAG scored using the probability and impact matrix to help to determine which risks need detailed risk response plans.



		Impact				
		Trivial	Minor	Moderate	Major	Extreme
Probability	Rare	Low	Low	Low	Medium	Medium
	Unlikely	Low	Low	Medium	Medium	Medium
	Moderate	Low	Medium	Medium	Medium	High
	Likely	Medium	Medium	Medium	High	High
	Very likely	Medium	Medium	High	High	High

Where you identify key issues or risks that you feel need support in addressing please contact us at [support@worcschildrenfirst.org.uk](mailto:support@worcschildrenfirst.org.uk) with your request and we will be in touch with you. If you are an academy school please contact your DfE link also.

The following guidance is a series of checklists with a range of questions leaders may want to consider when thinking about the process of re-opening their school. Leaders can use this as a basis for their thinking, planning and their discussions with senior leaders, staff, pupils, families and governors, adding/deleting as appropriate for their own school.

If a maintained school, we would strongly advise that you utilise your School Improvement Advisor to support you in the planning process. The following considerations can be applied and adapted to primary (including nursery where applicable), secondary, all-through and special schools.

## Recovery planning: Guidance for re-opening your school

### Phase I/II/III

**Phase I**  
Current

**Phase II**  
Gradual managed expansion

**Phase III**  
Sustained provision

**Theme 1: Protective measures and hygiene**

**Theme 2: Accommodation / site usage**

**Theme 3: Safeguarding**

**Theme 4: Staffing**

**Theme 5: Governance**

**Theme 6: Communication**

**Theme 7: Pupil and staff well-being**

**Theme 8: Learning – in school and online**

**Theme 9: Vulnerable learners**

**Theme 10: Suppliers**

**Theme 11: Transport**

**Theme 12: Costs associated with expanded opening**

## Amendment History

Version Number	Date	Reason for Amendment
	01.06.2020	Planning for partial re-opening
	01.09.20	Planning for full re-opening
	16.09.20	Amendments based on Government Guidance
	7.10.20	Positive case Reported
	12.10.20	Regional Tier System announced
	23.10.20	Half Term Review
	01.11.20	Press Conference indicating 4 week lock down 185 cases per 100,000
	04.11.20	Updated guidance on extremely clinically vulnerable staff
	20.11.20	Increasing number of cases in Redditch: 350 cases per 100,000 people in the latest week 10 Nov-16 Nov. The average area in England had 210.
	15.12.20	Positive case in yr 2
	21.12.20	Positive case in yr 1
	03.01.21	Redditch in Tier 3 - primary schools to re-open on 04/02/21. 247 cases per 100,000 people in the latest week 22 <sup>nd</sup> Dec – 28 <sup>th</sup> Dec. The average area in England had 307.
	05.01.21	National Lockdown commenced – school open to pupils of critical workers/vulnerable pupils
	01.02.21	Staff commenced home LFD testing.
	01/03/21	Preparation for full return on 8 <sup>th</sup> March in line with government guidance – all staff and parents informed of plans.
	18/08/21	Update in line with DFE Guidance for September 21

Theme 1: Protective measures and hygiene					
Consider:	Suggestions /consideration	Issues & actions to manage risk	R	A	G
How have leaders added to/adapted the health and safety policy and other associated policies to include aspects linked to COVID-19 management?	Please make specific reference to COVID-19 in the arrangements section of the policy and append the risk assessment.	<ul style="list-style-type: none"> <li>MAC H&amp;S Officer Visit on site to identify COVID-19 risks and how they will be managed (26/05/20).</li> <li>MAC CAO visited school site to review implementation of RA (w/c: 08/06/20)</li> <li>SLT &amp; Governors will monitor that the controls are:                             <ul style="list-style-type: none"> <li>-effective</li> <li>-working as planned</li> <li>-updated appropriately considering any issues identified and changes in public health advice (ongoing)</li> </ul> </li> </ul> <p>12/10/20: Redditch is at tier 1 – medium risk – ongoing restrictions apply but no additional measures.</p> <p>01/11/20: Government announce a 4 week National lockdown commencing on 05/11/20 - schools to remain open.</p> <p>04/01/21: National Lockdown commences. School open only to pupils of critical workers and vulnerable pupils. All CEV staff working from home.</p> <p>01.02.21: LFD testing risk assessment shared with staff and governors.</p> <p>01.03.21: Completion of re-opening risk management checklist and actions completed.</p> <p><b>18.08.21: Health and safety check prior to 01.09.21.</b>  <b>Staff should undertake twice weekly home tests whenever they are on site until the end of September, when this will also be reviewed. Staff and pupils with a positive LFD test result should self-isolate in line with the <a href="#">stay at home guidance for households with possible or confirmed coronavirus (COVID-19) infection</a>. They will also need to <a href="#">get a free PCR test to check if they have COVID-19</a>. If the PCR test is taken within 2 days of the positive lateral flow test, and is negative, it overrides the self-test LFD test and the individual can return to school.</b></p>			
Updated consideration: Have you ensured that all health and safety compliance checks have been undertaken before opening?	Please confirm that compliance checks and planned preventative maintenance has continued during the lockdown period.	<ul style="list-style-type: none"> <li>Lourdes site team have continued to carry out all statutory compliance during school closure</li> <li>BDES compliance audit has been updated</li> </ul> <p>01/09/20: Legionella testing carried out in line with statutory testing schedule</p>			
Are staff, parents and pupils aware of the key COVID-19 prevention control measures:	Ensure staff have been signposted to government guidance on coronavirus	<ul style="list-style-type: none"> <li>Risk assessment (see appendix 1) was shared with all staff during training (w/c: 1/06/20). All staff signed to say that they had read and understood risk assessment.</li> <li>Handwashing, respiratory hygiene and social distancing posters are on display in all key areas of the school.</li> <li>Staff will remind children about hand and respiratory hygiene on return in June.</li> </ul>			

<ul style="list-style-type: none"> <li>• avoiding contact with anyone with symptoms</li> <li>• frequent hand cleaning and good respiratory hygiene practices</li> <li>• regular cleaning of settings</li> </ul> <p>minimising contact and mixing (social distancing)</p>	<p>symptoms and protection measures in schools to prevent transmission and obtain confirmation that has been read. (w/c 01/06/20)</p> <p>Share government key messages, information, guidance and resources (posters, social media, website links) with parents and pupils.</p> <p>Share school local policy or procedures with staff and parents</p> <p>Identify any extremely clinically vulnerable pupils (shielded group) and ensure they do not attend school</p> <p>Identify any extremely clinically vulnerable staff (shielded group) and ensure they do not attend school</p> <p>Identify other clinically vulnerable staff who are at higher risk of severe</p>	<ul style="list-style-type: none"> <li>• Government guidance on extremely clinically vulnerable pupils was shared via parent letter (see appendix 2 - 22/05/20)</li> <li>• Guidance on extremely clinically vulnerable staff was shared and staff within this category continued to work at home (w/c: 1/06/20).</li> <li>• Individual risk assessments were carried out for staff identified as at higher risk based on WCC HR guidance (w/c: 08/06/20)</li> <li>• Individual risk assessments will be reviewed based on updated guidance for clinically and extremely clinically vulnerable staff prior to return in September</li> </ul> <p>01/09/20:</p> <ul style="list-style-type: none"> <li>• Updated risk assessment shared with all staff on INSET (01/09/20) - uploaded onto MyConcern</li> <li>• Individual risk assessments carried out for all staff who were previously shielding</li> <li>• All staff issued with visors – to be used by extremely clinically vulnerable staff and any staff who have to enter a different bubble</li> </ul> <p>23/10/20:</p> <ul style="list-style-type: none"> <li>• Regular reminders issued via SLT minutes, newsletter and website</li> </ul> <p>4/11/20:</p> <ul style="list-style-type: none"> <li>• Members of CEV staff with shielding letters to work from home for duration of lockdown.</li> <li>• Regular text reminders for parents to wear face covering when on site.</li> </ul> <p>20/11/20:</p> <ul style="list-style-type: none"> <li>• Pregnant member of staff to work from home from 28 weeks in line with Government guidance.</li> </ul> <p>05/01/21:</p> <ul style="list-style-type: none"> <li>• Pupils reminded about protective measures in school. CEV staff working from home.</li> </ul> <p>18/08/21: Staff provided with risk assessment update on INSET. Parents provided with a letter outlining key updates.</p>			
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	<p>illness (for example those with pre-existing conditions or who are pregnant). Arrange home working activities where possible or if required on site, arrange for activities staying 2 metres away from others where possible. Undertake and record risk assessment with staff if they will need to work within 2 metres of others.</p>				
<p>Have you put in place actions to prevent and minimise contact with individuals who have COVID-19 symptoms?</p>	<p>Ensure staff/parents/pupils/suppliers are advised to not attend school if they or any member of their household has symptoms or has been identified as a positive case.</p> <p>Ensure staff/parents/pupils know and adhere to self-isolation if symptomatic (10 days for the case and 10 days for their household)</p>	<ul style="list-style-type: none"> <li>• Risk Assessment shared with staff during INSET (w/c: 01/06/20) outlining DfE guidance and with parents via parent letter (22/05/20).</li> <li>• Parents to report any COVID-19 to school office and recorded via SIMS.</li> <li>• Letter outlining key information on self-isolation and testing created for any pupil/adult displaying symptoms in school.</li> <li>• If a child/adult displays symptoms whilst in school, they should be sent home. Whilst in school, they <b>MUST</b> be isolated in the library (clearly labelled as isolation room) with <b>separate bathroom facilities</b> (second staff toilet). A face mask <b>MUST</b> be worn if first aid is required/dealing with a child who displays symptoms and social distancing cannot be maintained.</li> </ul> <p>01/09/20:</p> <ul style="list-style-type: none"> <li>• <b>Avoiding Contact with Anyone with Symptoms Guidance shared with parents and staff:</b></li> </ul> <p>Any child/adult displaying any of the following symptoms:</p> <ul style="list-style-type: none"> <li>• a new, continuous cough</li> <li>• a high temperature</li> <li>• a loss of, or change in, their normal sense of taste or smell (anosmia),</li> </ul>			

	<p>Identify and communicate access to local testing facilities for staff as essential workers and include in staff absence procedure if staff develop symptoms</p> <p>1. Is there a system in place to notify school of absence due if a suspected or positive case? Is there a process to check staff and pupils do not return before recommended</p> <p>Develop and share guidance/procedure for when a pupil or staff member develops COVID-19 symptoms whilst in school (go home/await collection by a</p>	<p><b>must not</b> come into school.</p> <p>If anyone in the school becomes unwell with COVID-19 symptoms, they will be sent home and advised to follow <b>‘stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection’</b>, which sets out that they must self-isolate for at least <b>10 days</b> and should <b>arrange to have a test</b> to see if they have coronavirus (COVID-19). They can then return to school if they have no symptoms (though they can return if cough/anosmia persists). Other members of their household (including any siblings) should self-isolate for 14 days from when the symptomatic person first had symptoms.</p> <p>If a child is awaiting collection, they should be moved, with appropriate adult supervision, <b>to the isolation area (library). PPE must be worn by staff caring for the child while they await collection if a distance of 2 metres cannot be maintained (such as for a very young child or a child with complex needs). If the pupils needs to use the toilet then male staff toilet will be used and then closed until it has been cleaned in line with guidance.</b></p> <p><b>Everyone must wash their hands thoroughly for 20 seconds with soap and running water or use hand sanitiser after any contact with someone who is unwell.</b> The area around the person with symptoms must be cleaned with normal household bleach after they have left to reduce the risk of passing the infection on to other people.</p> <p><b>NHS Test and Trace Process:</b></p> <p>Anyone who displays symptoms of coronavirus (COVID-19) can and should get a test. Tests can be booked <b>online through the NHS <a href="#">testing and tracing for coronavirus website</a></b>, or ordered by telephone via NHS 119 for those without access to the internet. The guidance also states:</p> <ul style="list-style-type: none"> <li>• If a person tests <b>positive</b>, they should provide <b>details of anyone they have been in close contact</b> with to NHS Test and Trace.</li> <li>• A person should <b>self-isolate if they have been in close contact with someone who develops coronavirus (COVID-19) symptoms</b> or someone who <b>tests positive for coronavirus (COVID-19)</b>.</li> <li>• If someone tests <b>negative</b>, if they feel well and no longer have symptoms similar to coronavirus (COVID-19), <b>they can stop self-isolating. Other members of their household can also stop self-isolating.</b></li> </ul> <p><b>** Schools must take swift action when they become aware that someone who has attended has tested positive for coronavirus (COVID-19). Schools should contact the local health protection team.</b> This team will also contact schools directly if they become aware that someone who has tested positive for coronavirus (COVID-19) attended the school – as identified by NHS Test and Trace.</p> <p>The health protection team will carry out a rapid risk assessment to confirm who has been in close contact with the person during the period that they were infectious, and ensure they are asked to self-isolate.</p> <p>16/09/20: Contact LORT: 01905845491</p>			
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	<p>member of their family or household).</p> <p>Identify a room/place (at least 2m from others) where a child can be isolated if develops symptoms. Is this a room that can be ventilated with a door that can be closed? Identify a bathroom designated for use if needed whilst waiting.</p>	<p><b>If schools have two or more confirmed cases within 14 days, or an overall rise in sickness absence where coronavirus (COVID-19) is suspected, they may have an outbreak, and must continue to work with their local health protection team who will be able to advise if additional action is required.</b></p> <p>07/10/20: Positive case in yr 2 reported to LORT - pupil has already been self-isolating so no action required. 15/12/20: Positive case in yr 2 reported to LORT – whole yr 2 bubble and close contacts required to isolate for 10 days from 10/12/20 - 21/12/20. 21/12/20: Positive case in yr 1 reported to LORT – whole yr 1 bubble and close contacts to isolate for 10 days from 17/12/20 - 28/12/20. 01.02.21: WCC LFD testing flow chart shared with staff indicating procedure for a positive result. 01.03.21: Parents informed via letter that household includes childcare/support bubble. <b>18/08/21: Updated guidance share with all stakeholders:</b> <b>Managing confirmed cases of COVID-19:</b></p> <ul style="list-style-type: none"> <li>● Pupils, staff and other adults should not come into school if they have symptoms, have had a positive test result or other reasons requiring them to stay at home due to the risk of them passing on COVID-19 (for example, they are required to quarantine).</li> <li>● If anyone in school develops covid symptoms, you should send them home and advise them to self-isolate immediately.</li> <li>● For everyone with symptoms, they should avoid using public transport and, wherever possible, be collected by a member of their family or household.</li> <li>● If a pupil is awaiting collection, they should be isolated from other pupils. A window should be opened for fresh air ventilation if possible.</li> <li>● Education settings will no longer be expected to undertake contact tracing.</li> <li>● Individuals are not required to self-isolate if they live in the same household as someone with COVID-19, or are a close contact of someone with COVID-19, and any of the following apply:             <ul style="list-style-type: none"> <li>○ they are fully vaccinated</li> <li>○ they are below the age of 18 years and 6 months</li> <li>○ they have taken part in or are currently part of an approved COVID-19 vaccine trial</li> <li>○ they are not able to get vaccinated for medical reasons</li> </ul> </li> <li>● Instead, they will be contacted by NHS Test and Trace, informed they have been in close contact with a positive case and advised to take a <u>PCR test</u>. We would encourage all individuals to take a PCR test if advised to do so.</li> <li>● Staff who do not need to isolate, and children and young people aged under 18 years 6 months who usually attend school, and have been identified as a close contact, should continue to attend school as normal. They do not need to wear a face covering within the school, but it is expected and recommended that these are worn when travelling on public or dedicated transport.</li> </ul>			
<p>Have you put in place opportunities for pupils and staff to clean their hands more often?</p>	<p>Ensure pupils and staff can clean their hands on arrival at the setting, before and after eating, and</p>	<ul style="list-style-type: none"> <li>● Children are regularly reminded about good hand hygiene including washing hands thoroughly for 20 seconds with running warm water and soap and drying them thoroughly or use alcohol hand rub or <u>sanitiser</u> ensuring that all parts of the hands are covered. This has been reinforced through rhymes, songs and display materials. Staff ensure that they clean their hands regularly, including when they arrive at school, when they return from breaks, when they change rooms and before and after eating.</li> <li>● DfE resources on handwashing (<a href="https://e-bug.eu/">https://e-bug.eu/</a>).</li> </ul>			

	<p>after sneezing or coughing</p> <p>Ensure that help is available for children and young people who have trouble cleaning their hands independently</p> <p>Consider supervision and promotion of frequent handwashing with soap and water for 20 seconds and drying thoroughly. Consider how to encourage young children to learn and practise these habits through games, songs and repetition.</p> <p>Ensure that sufficient handwashing facilities and consumables are available. Where a sink is not nearby, provide hand sanitiser in classrooms and other learning environments</p> <p>Timetable regular hand washing opportunities into</p>	<ul style="list-style-type: none"> <li>• Cleaning staff ensure that supplies of hand soap are maintained.</li> <li>• Hand sanitiser is available in all classrooms.</li> <li>• Hand sanitiser units are available at all key points for staff.</li> <li>• Children with individual risk assessments will be supervised when washing hands.</li> <li>• Additional hand sanitiser units will be available for classes to access.</li> </ul> <p>01/09/20:</p> <ul style="list-style-type: none"> <li>• Schools must ensure that pupils clean their hands regularly, <b>including when they arrive at school, when they return from breaks, when they change rooms and before and after eating.</b></li> <li>• Procedure agreed – sanitise on arrival, after playtime, after lunchtime; hand wash before playtime, before lunchtime</li> <li>• **Lunchtime staff sanitise yr2 &amp;3 who are second sitting</li> <li>• Additional lunchtime supervisor required to oversee movement of bubbles between hall and playground</li> <li>• Caretaker checks refills sanitiser units on a weekly basis</li> <li>• All classes to be reminded about effective handwashing on 2/09/20.</li> </ul> <p>02/01/21:</p> <p>Updated risk assessment shared with staff prior to school re-opening.</p>			
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	<p>daily routines (ensure there are adequate supplies of anti-bacterial hand gel and soap)</p> <p>Refer to DfE Planning Guide, Appendix C: Display posters produced by <u>e-Bug</u> re hygiene practice:</p> <ul style="list-style-type: none"> <li>• <u>Horrid hands</u></li> <li>• <u>Super sneezes</u></li> <li>• <u>Hand hygiene</u></li> <li>• <u>Respiratory hygiene</u></li> </ul> <p><u>Microbe mania</u></p>				
<p>Have you implemented good respiratory hygiene practices in the setting?</p>	<p>What action can be taken to encourage children not to touch their mouth, eyes and nose</p> <p>Promote the use of a tissue or elbow to cough or sneeze and use bins for tissue waste ('catch it, bin it, kill it')</p> <p>Arrangements for bins for tissues to be emptied throughout the day</p> <p>Ensure well ventilated using</p>	<ul style="list-style-type: none"> <li>• Site team provided additional signage in all areas (w/c:26/05/20)</li> <li>• Tissues available in all classrooms. Tissues to be disposed of in lidded bins.</li> <li>• Classrooms are well-ventilated with all windows/doors open to avoid being handled where possible.</li> <li>• Current guidance shared with all stakeholders:</li> <li>• Wearing a face covering or face mask in schools or other education settings is currently <b>not recommended</b> by Public Health England as pupils and staff are mixing in consistent groups, and because misuse may inadvertently increase the risk of transmission. There may also be negative effects on communication and thus education. Face coverings are required at all times on public transport (for children over the age of 11) or when attending a hospital as a visitor or outpatient.</li> </ul> <p>01/09/20:</p> <ul style="list-style-type: none"> <li>• All classes to be reminded about effective respiratory hygiene on 2/09/20.</li> </ul> <p>16/09/20:</p> <ul style="list-style-type: none"> <li>• All staff issued with visors to be used if it is necessary to enter another bubble.</li> <li>• Parent encouraged to wear face coverings on playground via newsletter and website.</li> </ul> <p>01/11/20:</p> <ul style="list-style-type: none"> <li>• Text reminder for parents to wear face coverings on playground.</li> </ul>			

	<p>natural ventilation (opening windows) or ventilation units</p>	<p>01.03.21:</p> <ul style="list-style-type: none"> <li>Staff informed that face coverings should be worn outside bubbles rather than face visors.</li> </ul> <p>18.08/21:</p> <ul style="list-style-type: none"> <li>Classrooms will continue to be well ventilated.</li> <li>Face coverings are no longer advised for pupils, staff and visitors either in classrooms or in communal areas.</li> <li>The government has removed the requirement to wear face coverings in law but expects and recommends that they are worn in enclosed and crowded spaces where you may come into contact with people you don't normally meet. This includes public transport and dedicated transport to school or college.</li> </ul>			
<p>Have you identified how you will clean schools regularly and thoroughly and regularly clean surfaces that are frequently touched?</p>	<p>Assessment and identification of increased and thorough regular cleaning of rooms and facilities as well as in between cohorts of children</p> <p>Risk assess frequently touched surfaces and touch points and identify how often they will be cleaned. Consider cleaning surfaces that children and young people are touching, such as toys, books, desks, chairs, doors, sinks, toilets, light switches, bannisters, more regularly than normal.</p>	<ul style="list-style-type: none"> <li>Site visit from H&amp;S Officer to agree management of additional cleaning requirements(26/05/20)</li> <li>Training carried out with cleaning staff in line with DfE guidance.</li> <li>All areas deep cleaned each evening and deep clean of all areas on a Friday afternoon.</li> <li>All shared equipment (play equipment) cleaned between cohorts of children.</li> <li>Caretaker cleaning all frequently touched surfaces at lunchtime.</li> <li>Each child will have named desk and individual equipment e.g., desk/ whiteboard &amp; pen/pencil/rubber. They will bring two drinks to avoid use of shared water fountain.</li> <li>Wipes will be provided for use before/after use of telephones/shared computers/photocopier.</li> <li>Classroom based resources, such as books and games, can be used and shared within the bubble; these should be cleaned regularly, along with all frequently touched surfaces. Resources that are shared between classes or bubbles, such as sports, art and science equipment should be cleaned frequently and meticulously and always between bubbles, or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles.</li> </ul> <p>01/09/20:</p> <ul style="list-style-type: none"> <li>COVID-19: cleaning of non-healthcare settings guidance enhanced cleaning of frequently touched surfaces, areas used by different groups and toilets will take place at lunchtimes.</li> <li>Each child has a named desk. <b>Where possible, desks will be facing the front and children will sit side by side.</b></li> <li>Though it is encouraged that exercise books are marked on site, the guidance states that they can be taken home. Protective measures (handwashing/use of gloves) need to apply.</li> <li>Reading books issued on a Monday and returned on a Friday to allow 48 hours prior to transfer to another child.</li> <li>PE medium term plan amended so that equipment can be kept in an individual bubble. Gym mats cleaned at end of every session.</li> <li>Please follow the link to our interim uniform policy for 20-21 only:</li> </ul> <p><a href="https://www.mountcarmelfirstschool.co.uk/wp-content/uploads/2020/06/Interim-Uniform-Policy-Final-2.pdf">https://www.mountcarmelfirstschool.co.uk/wp-content/uploads/2020/06/Interim-Uniform-Policy-Final-2.pdf</a></p> <p>16/09/20: Introduction of Virakill being used to clean frequently touched surfaces – guaranteed to protect a surface for 8 days.</p>			

<p>How will you check to ensure higher than normal levels of essential supplies are in stock to meet increased cleaning requirements, including a 'deeper' clean?</p>	<p>Identify and remove soft furnishings, soft toys and toys that are hard to clean (such as those with intricate parts)</p> <p>Review and ensure increased supplies of usual cleaning products like detergents, disinfectants and bleach for increased cleaning. Review and implement process for checking stock of cleaning products</p> <p>Ensure availability and supply of deep cleaning products if needed to clean following any spillage of COVID-19 fluids</p>	<ul style="list-style-type: none"> <li>• Lourdes Site Team removed all soft furnishings from classrooms prior to phased reopening.</li> <li>• Cleaning team to regularly stock check supplies and ensure that we have sufficient in school.</li> </ul> <p>16/09/20:</p> <ul style="list-style-type: none"> <li>• Lourdes Site Team sourced ViraKill to be used on surfaces.</li> <li>• Toilet mop cleaned with bleach based product between bubbles and left in bleach based product overnight.</li> <li>• Increased cleaning budget required to ensure stocks are maintained.</li> </ul>			
<p>Has the capacity and availability of cleaning staff been considered to meet the increased need for cleanliness and hygiene of the premises?</p>	<p>Leaders to identify if this is the case in advance of reopening – explore individual cleaners extending their hours and working more flexibly if other cleaners are absent</p> <p>A nominated member of staff monitors the standards of</p>	<ul style="list-style-type: none"> <li>• Additional cleaning capacity arranged through Lourdes Site Team (caretaker to remain on site until 12.30pm to clean tables and door handles - summer 2).</li> <li>• Additional cleaning hours organised to enable a deep clean of all areas on a Friday afternoon (summer 2)</li> <li>• Anti-bacterial wipes provided in all shared areas (e.g., photocopier/phones/PPA room).</li> </ul> <p>01/09/20: Additional staffing will continue this half term.</p> <p>23/10/20: Caretaker to resume duties at STB. Member of Lourdes Site Team will carry out lunchtime cleaning.</p> <p>05/01/21: Caretaker to remain on site to carry out additional cleaning during the school day.</p>			

	<p>cleaning in school and identifies any additional cleaning measures.</p> <p>Whilst pupils are at breaktime/lunchtime clean tables/door handles with a disinfectant spray. Gloves to be worn during this and hands washed afterwards.</p> <p>Cleaners to act upon guidance normally linked to 'deep cleans' as part of their daily procedures (i.e. a focus on door handles, toilets, changing room, toys in the EY, etc)</p> <p>Pupils to clean IT equipment (esp. keyboards) with anti-bacterial wipes after use.</p>				
<p>Has appropriate use and supply of PPE been identified?</p> <p><i>PPE is only needed in a very small number of cases:</i></p> <ul style="list-style-type: none"> <li>• children, young people and learners whose care routinely already involves the use of PPE due to their intimate</li> </ul>	<p>Ensure a small stock of PPE for use by staff supervising children who develop symptoms whilst at school before they go home.</p> <p>Identify pupils whose care routinely already involves the</p>	<ul style="list-style-type: none"> <li>• PPE supplied through MAC Central Team – stored in isolation room.</li> <li>• Individual risk assessments provided for children who require intimate care.</li> <li>• First aid staff trained in donning and doffing PPE (w/c: 01/06/20).</li> <li>• Additional first aid staff not currently in school will require training.</li> <li>• PPE disposed of in line with guidelines: <ul style="list-style-type: none"> <li>-Waste from possible cases and cleaning of areas where possible cases have been (including disposable cloths and tissues):</li> <li>-Should be put in a plastic rubbish bag and tied when full. The plastic bag should then be placed in a second bin bag and tied. It should be put in a suitable and secure place and marked for storage until the individual's test results are known.</li> <li>-Waste should be stored safely and kept away from children. You should not put your waste in communal waste areas until negative test results are known or the waste has been stored for at least 72 hours.</li> </ul> </li> </ul>			

<p><i>care needs should continue to receive their care in the same way</i></p> <ul style="list-style-type: none"> <li><i>• PPE should be worn if a distance of 2 metres cannot be maintained from any child, young person or other learner displaying coronavirus symptoms</i></li> </ul>	<p>use of PPE due to their intimate care needs. Risk assessment for PPE required for those pupils including any aerosol generating procedures.</p> <p>Train relevant staff, where appropriate, on how to minimise the risk of infection and how to use appropriate PPE. Include access to videos and resources around donning and doffing of PPE</p> <p>Identify mechanism for order of PPE supply</p> <p>Identify procedure for dealing with waste of PPE and from cleaning of possible symptomatic cases</p>	<p>-If the individual tests negative, this can be put in with the normal waste</p> <p>-If the individual tests positive, then store it for at least 72 hours and put in with the normal waste</p> <p>16/06/20: Update – please follow link for updated guidance in relation to protective measures in school where social distancing cannot be maintained: <a href="https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe">https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe</a></p> <p>05/01/21: Additional PPE provided by Central Office.</p>			
<p>Have you determined how to minimise contact and mixing (social distancing) by altering, as much as possible, the environment (such as classroom layout) and timetables (such as</p>	<p>Risk assess and communicate process for drop off and collection (only one parent if accompanied), allocated times, how to minimise adult contact for example at entrances.</p>	<ul style="list-style-type: none"> <li>• Allotted staggered start and end times organised for each bubble (w/c:08/06/20).</li> <li>• Clear queueing system and one way system in place for drop off/pick up to ensure social distancing.</li> <li>• Parents reminded to leave site straight away after drop off/pick up via parent information letter.</li> <li>• No classes to be over 15 to create small consistent groups who do not mix with each other (classrooms have been measured and a maximum of 12 agreed with MAC H &amp; S Officer). This will be extended to full class sizes in September.</li> <li>• Pupils should remain with the same members of staff throughout the day (w/c: 01/06/20).</li> </ul> <p>01/09/20:</p>			

<p>staggered break times)?</p>	<p>Risk assess and determine your organisation of small class groups, organisation of classrooms and other learning environments such as workshops and science labs, maintaining space between seats and desks where possible.</p> <p>Risk assess and refresh your timetables to reduce movement around the school/building, consider what can be delivered outdoors, staggering assembly groups and break times so that children are not moving around at the same time Identify how children and young people will arrive, and reduce any unnecessary travel on coaches, buses or public transport where possible. Develop suitable travel plans and how</p>	<ul style="list-style-type: none"> <li>Allocated start and finish times for each year group bubble.</li> <li>Staggered breaks and lunch – Baileys to provide cold option only. - one lunchtime supervisor per year group bubble (see appendix 3 – timetable for September 2020). Each year group bubble will have an allocated playground zone – playground duty will be organised within each bubble.</li> <li>No assemblies – resources to be used for group collective worship:</li> </ul> <p>Mon: Virtual Whole School Assembly led by MW</p> <p>Tue: Daily Collective Worship (Ten Ten Collective Worship Resources)</p> <p>Wed: Daily Collective Worship (Ten Ten Resources)/Meditation</p> <p>Thu: Pupil Led Class Liturgy</p> <p>Fri: Year group Gospel Assembly (in one classroom)</p> <ul style="list-style-type: none"> <li>Staff must maintain distance from other adults in school as much as possible (i.e., photocopier room/front office/PPA room). Staff room to be used for making drinks/using fridge only. Learning hub will be allocated for breaks to ensure social distancing.</li> <li>The guidance states that staff members are permitted to move between bubbles where necessary so PPA will carry on as normal from September.</li> <li>Interventions will need to take place in year group shared areas.</li> </ul> <p><b>Outdoor Classroom:</b></p> <p>We will be running a rota for use of outdoor classroom:</p> <p>Mon: Yr 3, Tue: Yr 1, Wed: Reception, Thu: Yr 2, Fri: Yr 4</p> <ul style="list-style-type: none"> <li>Fire evacuation procedure reviewed by SLT.</li> </ul> <p>16/09/20:</p> <ul style="list-style-type: none"> <li>COVID-19 – SLT agenda item.</li> <li>Lunchtime routine reviewed (07/09/20) - yr 1 to eat in classrooms.</li> </ul> <p>4/11/20:</p> <ul style="list-style-type: none"> <li>All staff to wear visors if entering a different bubble.</li> </ul> <p>20/11/20:</p> <ul style="list-style-type: none"> <li>All staff to wear visors at all times if outside of their bubble area.</li> </ul>			
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	<p>to communicate this with parents.</p> <p>Risk assess and identify plans to keep cohorts of small groups of children together where possible every day, ensuring the same teacher and other staff, using the same desks and the same rooms.</p> <p>Risk assess to reduce mixing within the school by applying one way circulation, staggered lunch breaks, use of toilets and other facilities.</p>	<p>05/01/21:</p> <ul style="list-style-type: none"> <li>Staggered start and end times remain in place for yr group bubbles for critical workers.</li> <li>Staggered lunch times remain in place – staff in pairs to cover lunch breaks.</li> </ul> <p>01/03/21:</p> <ul style="list-style-type: none"> <li>Volunteers/students will return after Easter.</li> </ul> <p>18/08/21:</p> <ul style="list-style-type: none"> <li>Bubbles will not need to be used in schools from September 21.</li> <li>Communal activities including assemblies can resume, and we no longer need to make alternative arrangements to avoid mixing at lunch.</li> <li>Contingency plans (sometimes called outbreak management plans) cover the possibility that in some local areas it may become necessary to reintroduce ‘bubbles’ for a temporary period, to reduce mixing between groups.</li> <li>Full and thorough risk assessments in relation to all educational visits will take place to ensure that any public health advice, such as hygiene and ventilation requirements, is included as part of that risk assessment.</li> </ul>			
<p>Have leaders checked the building and grounds for health and safety issues?</p>	<p><b>Reopening Council Buildings Checklist 120520</b> <a href="http://www.worcestershire.gov.uk/recovery/schools">http://www.worcestershire.gov.uk/recovery/schools</a></p>	<ul style="list-style-type: none"> <li>All statutory compliance testing has continued to be carried out.</li> <li>Legionella testing re-scheduled for summer 2.</li> </ul> <p>23/10/20:</p> <ul style="list-style-type: none"> <li>Fire drill carried out w/c: 21/09/20 following walked through interim procedures with all classes.</li> </ul> <p>01.02.21: Fire drill carried out for all children and staff in school. 01.03.21: Risk management checklist completed. 18.08.21: Full fire risk assessment carried out July 21.</p>			

**Theme 2: Accommodation / site usage**

<b>Consider:</b>	<b>Suggestions /consideration</b>	<b>Issues &amp; actions to manage risk</b>	<b>R</b>	<b>A</b>	<b>G</b>

<p>Has the school site been assessed to ascertain the maximum capacity/proportion of pupils that can physically be in school at any one time with social distancing applied?</p>		<ul style="list-style-type: none"> <li>No classes to be over 15 to create small consistent groups who do not mix with each other (classrooms have been measured and a maximum of 12 agreed with MAC H &amp; S Officer)</li> </ul> <p>01/09/20: This will be extended to full class sizes in September – each year group will be one bubble.</p> <p>05/01/21: Increased numbers of critical worker pupils (approx. 100 across the school)– will need to be reviewed when final number are established by end of week. Pupils to remain in year group bubbles.</p> <p>01.02.21: Bubble capacity capped at 25 to enable socially distanced bubbles if required.</p> <p><b>18.08.21: Bubbles no longer required from September 21.</b></p>			
<p>How will each classroom be set out to ensure all pupils can follow social distancing effectively?</p>	<p>Consider the lay-out of desks to maximise capacity whilst maintaining social distancing. If half the class or less is in attendance, every pupil could have an individual desk/table.</p> <p>Look at allocating equipment for individual pupils. Where possible and safe to do so, open windows to provide ventilation.</p>	<ul style="list-style-type: none"> <li>The guidance recommends that pupils sit side by side and not facing each other where possible – this will be implemented in all classrooms where possible for yr1 – yr 4. Reception will continue with continuous provision within their year group bubble.</li> <li>As frequently used equipment should not be shared, we will be purchasing a plastic container for each child to have on the desk which can hold pencil, whiteboard pen, rubber, coloured pencils etc. They will each need a whiteboard on their desks.</li> <li>Classroom based resources, such as books and games, can be used and shared within the bubble; these should be cleaned regularly, along with all frequently touched surfaces. Resources that are shared between classes or bubbles, such as sports, art and science equipment should be cleaned frequently and meticulously and always between bubbles, or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles.</li> <li>Though it is encouraged that exercise books are marked on site, the guidance states that they can be taken home. Protective measures (handwashing/use of gloves) need to apply.</li> </ul> <p><b>18/08/21: Classrooms can be configured to best suit the needs of the pupils from September 21.</b></p>			
<p>What is school's rationale as to which year groups/pupils are considered as a priority to have in school first?</p>	<p>Refer to DfE Planning Guide, Section 4.</p>	<ul style="list-style-type: none"> <li>Phased reopening implemented in line with DfE guidance for accommodating key workers, Reception and Year 1. Due to increase in numbers of key workers, St Bede's were able to accommodate our yr 4 key worker children (summer 2).</li> <li>Due to high anticipated pupil numbers, we began with 2 days provision for R &amp; Yr 1. Once we had confirmed numbers for remainder of term</li> </ul>			

		(R=41, Yr 1 = 35) we were able to increase this to 4 days for each year group.			
Do you have a full up-to-date list of all eligible key workers, including those who have not taken up the offer yet, but do qualify?		<ul style="list-style-type: none"> <li>List of eligible key workers was created at the point of initial school closure. Parents kept us informed via school email.</li> </ul> <p>04/01/21: Critical worker list updated – approx. 100 on register. 01.02.21: Regular communication with families on critical worker waiting list.</p>			
What physical changes and adaptations will leaders need to think about to ensure a safe entry and safe exit to the school for all?	<p>Produce clear FAQ's for parents guiding them through the reopening process and directly addressing identified concerns</p> <p>Share with parents the importance of not congregating at the gate to chat and the reasons for this – schools have limited control over this, but they can educate parents and reinforce the government's message. Consider where possible, having a one-way system in place. Plan for the supervision of hand-washing / sanitising facilities at the start of the school day.</p>	<ul style="list-style-type: none"> <li>See parent letter 1 (appendix 4 – parent information letter for phased reopening) and parent letter 2 (appendix 5 – parent information letter for full reopening in September).</li> <li>Key worker children use hand sanitiser unit at the front of school.</li> <li>R&amp;Yr 1 children wash hands on arrival at school.</li> <li>Staff ensure that they clean their hands regularly, including when they arrive at school, when they return from breaks, when they change rooms and before and after eating.</li> <li>Additional hand sanitiser units will be available from September. (see section 1)</li> </ul> <p><b>18/08/21: Start and finish times will revert to normal from September 21. No one way system is required.</b></p>			
How will the entry and exit be supervised and labelled/marked out including appropriate signage?	<p>Pupils to come straight into school through a range of pre-determined entrances that are manned and controlled by staff (this will limit the gathering of pupils and parents on the playground).</p> <p>Consider the use of high-viz tape on the road if that is appropriate and have temporary markings on the playground to support social distancing.</p>	<ul style="list-style-type: none"> <li>HT to supervise allocated drop off and pick up times at the bottom gate.</li> <li>Socially distanced queue marking outside each classroom drop off point.</li> </ul> <p>01/09/20:</p> <ul style="list-style-type: none"> <li>One way system clearly labelled on playground and supervised at entry and exit point.</li> </ul>			
How will leaders stagger start/finish times/playtimes and lunchtimes to support social distancing measures?	<p>Close cloakrooms and pupils to use the back of their chairs and under their desks to store coats and belongings.</p> <p>Pupils to eat sandwiches at their desk in the classroom and pupils who have school dinners in the dining hall to observe queuing rules and seating to be organised to provide the 2-metre gap.</p> <p>Educate pupils about social distancing when lining-up. Consider using floor markers and limit the need for lining-up.</p>	<ul style="list-style-type: none"> <li>Cloakrooms closed for partial reopening – all belongings stored at desk.</li> </ul> <p>01/09/20: Cloakrooms reopened for storage of coats and PE bags from September. PE kits sent home for washing on a Friday.</p>			
How are leaders making sure the use of school space both inside and outside is used effectively to ensure the safety of all pupils adhering to social distancing recommendations?		<ul style="list-style-type: none"> <li>Children eat at desks in the classroom (w/c: 01/06/20).</li> <li>There will be one lunchtime supervisor per year group bubble who will remain with them throughout. Please see the attached timetable for suggested organisation -(please note that Reception and Yr 4 will eat in classrooms and Yr1,2 &amp;3 will eat in hall).</li> <li>Year group bubbles will continue to have allocated PE equipment boxes for playtimes and lunchtimes.</li> </ul> <p>01/09/20: See section 1 (social distancing)</p>			

		<p>05/01/21: Lunchtime supervisors will continue to supervise in bubbles. Pupils to eat in classrooms.</p> <p>18/08/21: No requirement to social distance on playground/lunch hall from September 21.</p>			
<p>Have leaders looked at premises use for lettings to make decisions about whether these will remain stopped/restart/fully operational again?</p>		<ul style="list-style-type: none"> <li>• FunFest holiday club will re-commence on 20/07/20</li> <li>• Wraparound care re-commenced w/c:01/06/20.</li> <li>• All other lettings/after school clubs will be reviewed in September. 16/09/20:</li> <li>• After school clubs postponed until after half term.</li> <li>• Zumba possibly commence after half term – under review 01/11/20:</li> <li>• All lettings/after school clubs to be reviewed under lockdown guidance. 05.01.21: <ul style="list-style-type: none"> <li>• Breakfast/after school club will continue during lockdown</li> </ul> </li> </ul>			
<p>Has the demand for wrap around care been ascertained and logistics considered?</p>	<p>Consider how wrap around care provision will align with intended pupil groupings and minimise interaction with others / maintain social distancing. Work with other school based-provision as necessary (E.g., nursery, SEN unit) to ensure policies are aligned where they need to be.</p>	<ul style="list-style-type: none"> <li>• The following arrangements have been agreed regarding wraparound care from September:</li> </ul> <p><b>Breakfast Club:</b></p> <p>Early Years children will be taken at 8.45am to the central Early Years Area and a staff member of Breakfast Club will stay with the children until a TA is available to take over.</p> <p>Year 1 children will be accompanied at 8.45am to their line on the playground by Breakfast Club staff.</p> <p>Years 2,3 and 4 children will be escorted to the outdoor classroom at 8.45am by a staff member of Breakfast Club and will be sent to their lines at 8.50, 8.55 and 9.00am as per school policy.</p> <p><b>After School Club:</b></p> <p>At home time one member of After School Club staff will collect the children from the hall at the specific times as per school policy:</p> <p>Year 1, 2.50pm, Year 2 2.55pm, Year 3 3.00pm, Year 4 3.05pm</p> <p>Early Years children will be collected by a member of staff from the central Early Years area at 3.10pm.</p>			

		05/01/21: Critical worker register checked with after school club. Arrangements remain the same.			
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Theme 3: Safeguarding					
Consider:	Suggestions /consideration	Issues & actions to manage risk	R	A	G
What additional risk assessments/amendments need to be in place for safeguarding of pupils – what these will look like for setting/schools and pupils (individually identified vulnerability)		<ul style="list-style-type: none"> <li>Individual risk assessments carried out by SENCo &amp; DSL for vulnerable children and those with EHCPs. Weekly contact made with families for children with an individual risk assessment.</li> <li>Individual risk assessments carried out for children on SEND register and EHCP prior to return to school. This was shared with all key staff.</li> </ul> <p>20/11/20: DSL and DSSL attended virtual training on safeguarding – remote learning focus. Confirmed that Smoothwall filtering system is in place when logged in to network and SENSo is being monitored by HT.</p>			
How has the safeguarding policy been reviewed and amended considering the current situation?		<ul style="list-style-type: none"> <li>Additional safeguarding annex adopted and shared with all key stakeholders in line with WCC.</li> </ul> <p>01/09/20:</p> <ul style="list-style-type: none"> <li>KCSIE shared with all stakeholders and uploaded on to MyConcern.</li> </ul> <p>01/10/21:</p> <ul style="list-style-type: none"> <li>Remote learning addition made to E-Safety policy</li> </ul> <p>01.02.21:</p> <ul style="list-style-type: none"> <li>Updated safeguarding annex shared with staff and governors and put onto website</li> <li>E-Safety resources on remote learning pages</li> </ul> <p>05.01.21: Updated safeguarding annex shared with all stakeholders.</p>			
What could the specific issues be for your school?		<ul style="list-style-type: none"> <li>Wellbeing phone calls made with families of all children in school and issues highlighted followed up individually (w/c01/06/20). Key information shared with new class teacher.</li> <li>Wellbeing week at start of new academic year will enable staff to target specific issues on return to school.</li> <li>Wellbeing and safeguarding resources shared with parents via website and social media and parents encouraged to contact school if they have any concerns.</li> </ul> <p>23/10/20: Pupil and staff welfare discussed at Pupil Welfare &amp; Admissions Committee meeting (05/10/20)</p>			

		<p>05/01/21: Remote Learning Policy – wellbeing checks to be made on a fortnightly basis.</p> <p>01.02.21:</p> <ul style="list-style-type: none"> <li>Staff report any families that they are unable to make contact with to SLT for further action e.g., home visit</li> </ul>			
How are you ensuring that someone is responsible for ensuring the policy actions are completed?		<ul style="list-style-type: none"> <li>Regular SLT meetings provide opportunity for safeguarding concerns to be discussed and further actions taken. Staff use of MyConcern ensures that safeguarding team are up to date with any concerns/referrals.</li> </ul>			
Are governors aware of the Government's interim safeguarding guidance and how this has been included in their school policy?		<ul style="list-style-type: none"> <li>Additional safeguarding annex shared with all governors and highlighted at Full Board meeting (01/09/20)</li> </ul> <p>05.01.21: Updated safeguarding annex shared with governors.</p>			
How might you ensure a trained DSL is available, in-person, by phone or video link when required?		<ul style="list-style-type: none"> <li>Staff rotas ensured that trained safeguarding lead was on site each day whilst school was open.</li> <li>A safeguarding lead was on site at STB when we were based on site as a hub.</li> </ul> <p>01/09/20:</p> <ul style="list-style-type: none"> <li>DSL/DDSL on site at all times.</li> </ul> <p>05/01/21:</p> <ul style="list-style-type: none"> <li>DSL on site at all times on new rota.</li> </ul>			
Are the leaders aware of any LA/Trust changes there may be for contacting the LADO? Are leaders aware of WCF social care and safeguarding delivery protocol COVID 19?	<p>LADO update in Bulletin CV18</p> <p><a href="http://www.worcestershire.gov.uk/downloads/file/12402/education-and-early-help-bulletin-covid-19-update-18-8-april-2020">http://www.worcestershire.gov.uk/downloads/file/12402/education-and-early-help-bulletin-covid-19-update-18-8-april-2020</a></p>	<ul style="list-style-type: none"> <li>All of SLT have access to Worcestershire Children’s First daily bulletins to ensure that they are aware of any changes to safeguarding arrangements.</li> </ul>			
Are leaders aware of WCF social care and safeguarding delivery protocol COVID 19?	<p><a href="https://www.safeguardingworcestershire.org.uk/wp-content/uploads/2020/05/2020-05-07-Covid-19-Service-Delivery-for-Social-Care-Safeguarding-Services-Executive-Summary-V.07JK.pdf">https://www.safeguardingworcestershire.org.uk/wp-content/uploads/2020/05/2020-05-07-Covid-19-Service-Delivery-for-Social-Care-Safeguarding-Services-Executive-Summary-V.07JK.pdf</a></p>				
Are all who need to, aware of which children have social workers and how to contact them?		<ul style="list-style-type: none"> <li>DSL in regular contact with social worker for individual children.</li> </ul> <p>05/01/21:</p> <ul style="list-style-type: none"> <li>DSL to be in regular contact with vulnerable families through lockdown.</li> </ul>			

Do all who need to, know which children are CLA/PCLA, who their Virtual School Head is and how to contact them?	<a href="http://www.worcestershire.gov.uk/virtualschool">http://www.worcestershire.gov.uk/virtualschool</a>	<ul style="list-style-type: none"> <li>We do not currently have any CLA/PCLA on roll.</li> <li>We will have a PCLA child on roll in September and DSL will liaise with Virtual School.</li> </ul>			
If you are a hub, how are you making sure that all staff understand that you have the responsibility for safeguarding all children and staff?		<ul style="list-style-type: none"> <li>Whilst we were at hub based at STB, staff were aware of existing procedure for safeguarding in line with policy annex.</li> </ul>			
Are leaders able to evaluate the risks and include this information in their rationale for assessing which pupils come into school first and when?		<ul style="list-style-type: none"> <li>Decisions regarding the return to school for vulnerable children and children with EHCPs was made in liaison with families, SLT, SEN Services and social worker. Individual risk assessments were amended and updated. 05/01/21: DSL/SENCO contacted all vulnerable families and families with child with EHCP.</li> </ul>			
Do all who need to know, know which children should be in school and follow up where they do not attend?		<ul style="list-style-type: none"> <li>Based on regular contact and risk assessments, no vulnerable children/ children on EHCPs returned to school prior to phased reopening in June 2020.</li> <li>Following phased reopening, 3 children requiring individual risk assessments returned to school.</li> </ul>			
Who is ensuring emergency numbers and alternatives are kept up to date?	<b>Children Services Portal Keyholder and Emergency Contact Instructions</b> <a href="http://www.worcestershire.gov.uk/phasedschoolsreopening">http://www.worcestershire.gov.uk/phasedschoolsreopening</a>	<ul style="list-style-type: none"> <li>Emergency contact details updated on CSP prior to phased reopening (w/c: 01/06/20)</li> </ul>			
Are there new staff deployed to the school/volunteers? How are they made aware of the safeguarding processes they should adhere to?		<ul style="list-style-type: none"> <li>No new staff/volunteers deployed school closure.</li> <li>New volunteers/students on placement will need to follow normal induction process including safeguarding procedures. They will also be required to read and agree RA.</li> </ul> <p>01/09/20:</p> <ul style="list-style-type: none"> <li>All students/volunteers complete full induction process including safeguarding policy and COVID-19 risk assessment.</li> </ul> <p>04/01/21:</p> <ul style="list-style-type: none"> <li>All students informed that they will not be able to attend school site with exception of PGCE student in line with DfE guidance.</li> </ul>			
How might you make sure new staff, staff relocated to the school, and		<ul style="list-style-type: none"> <li>Code of conduct is part of induction process for new staff.</li> </ul>			

volunteers understand the staff code of conduct?					
How have you ensured that any volunteers have been individually risk-assessed?		<ul style="list-style-type: none"> <li>No new staff/volunteers deployed during school closure.</li> </ul>			
How are you making sure that each vulnerable child/pupil has an easily transferable record of why they are vulnerable, a copy of the EHCP and/or CIN or CP Plan, the name of their social worker and contact details, for LAC children the name of the relevant Virtual School Head?		<ul style="list-style-type: none"> <li>All individual risk assessments are stored electronically and can be accessed by relevant staff.</li> </ul>			
How are you keeping track and recording which staff are onsite daily?		<ul style="list-style-type: none"> <li>Staff rota in place and monitored by SLT each day.</li> <li>Normal signing in and out procedure will apply from phased reopening of school.</li> </ul> <p>05/01/21:</p> <ul style="list-style-type: none"> <li>Normal signing in procedure to be used during lockdown.</li> </ul>			
Have you checked that the SCR is up to date with any relocated staff or volunteers and made sure that the appropriate checks have been made?		<ul style="list-style-type: none"> <li>Office Manager updates SCR with all staff changes.</li> <li>Safer recruitment procedure in place for all new staff/volunteers.</li> </ul> <p>16/09/20: SCR reviewed.</p>			

<p>How are you ensuring staff are aware and understand that there may be an impact on the mental health of pupils, parents and staff or volunteers; and therefore, have access to whatever support may be available?</p>	<p>Coronavirus COVID-19 frequently asked questions for schools - Health services <a href="http://www.worcestershire.gov.uk/info/20775/coronavirus_covid-19_frequently_asked_questions_for_schools/2196/coronavirus_covid-19_frequently_asked_questions_for_schools/5">http://www.worcestershire.gov.uk/info/20775/coronavirus_covid-19_frequently_asked_questions_for_schools/2196/coronavirus_covid-19_frequently_asked_questions_for_schools/5</a></p> <p>Emotional Health and Wellbeing Services - Bulletin CV31 <a href="http://www.worcestershire.gov.uk/downloads/file/12512/education_and_early_help_bulletin_covid-19_update_31_-_6_may_2020">http://www.worcestershire.gov.uk/downloads/file/12512/education_and_early_help_bulletin_covid-19_update_31_-_6_may_2020</a></p>	<ul style="list-style-type: none"> <li>Regular contact with families of vulnerable children made by SENCO/DSL.</li> <li>Wellbeing resources and available support shared with all staff and with parents via website and social media.</li> <li>Wellbeing phone calls made by class teachers and any issues followed up.</li> </ul> <p>16/09/20:</p> <ul style="list-style-type: none"> <li>Mental health and wellbeing resources for staff shared during INSET (01/09/20).</li> <li>Online mental health training offered to staff</li> <li>-SAS mental health support provided for all staff.</li> <li>-Mental Health – All Minds Matter shared with staff and parents.</li> </ul> <p>05/01/21:</p> <ul style="list-style-type: none"> <li>Wellbeing checks being made fortnightly</li> <li>Weekly staff meetings – KS/whole staff</li> </ul>			
<p>Have you checked that the school has an online teaching and learning/curriculum policy which considers safeguarding risks for those pupils accessing home learning?</p>		<ul style="list-style-type: none"> <li>E-safety materials shared with parents via school website.</li> </ul> <p>01/10/21: Remote learning addition made to E-Safety policy 21/10/20 - Virtual E-Safety evening for parents hosted by Lourdes IT</p>			

### Theme 4: Staffing

Theme 4: Staffing			R	A	G
Consider:	Suggestions / consideration	Issues & actions to manage risk	R	A	G
<p>Updated Consideration: Please can you confirm that <b>you have assessed all staff</b> against the guidance in respect of:</p> <ul style="list-style-type: none"> <li>Extremely Clinically Vulnerable (known as Shielding)</li> </ul> <p>and</p> <ul style="list-style-type: none"> <li>Clinically Vulnerable</li> </ul> <p><i>(Also referred to in Theme 1)</i></p>	<p>Government guidance in respect of those Extremely Clinically Vulnerable (known as Shielding) and those Clinically Vulnerable. <a href="#">h</a></p>	<p>Current arrangement remains in place. Only staff that do not meet the vulnerable criteria are scheduled to come into school. they should work from home supporting pupils online. (w/c:01/06/20)</p> <p><b>Shielded and Clinically Vulnerable Children</b></p> <p>The guidance now states:</p> <p>We now know much more about coronavirus (COVID-19) and so in future there will be far fewer children and young people advised to shield whenever community transmission rates are high. Therefore, the majority of pupils will be able to return to school. You should note however that:</p>			

		<ul style="list-style-type: none"> <li>• a small number of pupils will still be unable to attend in line with public health advice because they are self-isolating and have had symptoms or a positive test result themselves; or because they are a close contact of someone who has coronavirus (COVID-19)</li> <li>• shielding advice for all adults and children will pause on 1 August, subject to a continued decline in the rates of community transmission of coronavirus (COVID-19). This means that even the small number of pupils who will remain on the shielded patient list can also return to school, as can those who have family members who are shielding. Read the <a href="#">current advice on shielding</a></li> <li>• if rates of the disease rise in local areas, children (or family members) from that area, and that area only, will be advised to shield during the period where rates remain high and therefore they may be temporarily absent (see below).</li> <li>• some pupils no longer required to shield but who generally remain under the care of a specialist health professional may need to discuss their care with their health professional before returning to school (usually at their next planned clinical appointment). You can find more advice from the Royal College of Paediatrics and Child Health at <a href="#">COVID-19 - 'shielding' guidance for children and young people.</a></li> </ul>			
<p>Updated consideration Please confirm that <b>all Extremely Clinically Vulnerable staff (known as Shielding)</b> are remaining at home and being supported to work at home? <i>(Also referred to in Theme 1)</i></p>		<p><b>Staff who are clinically vulnerable or extremely clinically vulnerable</b></p> <p>Where schools apply the full measures in this guidance the risks to all staff will be mitigated significantly, including those who are extremely clinically vulnerable and clinically vulnerable. We expect this will allow most staff to return to the workplace, although we advise those in the most at risk categories to take particular care while community transmission rates continue to fall.</p> <p>Advice for those who are <a href="#">clinically-vulnerable, including pregnant women</a>, is available.</p> <p>Individuals who were considered to be clinically extremely vulnerable and received a letter advising them to shield are now advised that they can return to work from 1 August as long as they maintain social distancing. Advice for those who are extremely clinically vulnerable can be found in the <a href="#">guidance on shielding and protecting people who are clinically extremely vulnerable from COVID-19.</a></p> <p>School leaders should be flexible in how those members of staff are deployed to enable them to work remotely where possible or in roles in school where it is possible to maintain social distancing.</p> <p>People who live with those who are clinically extremely vulnerable or clinically vulnerable can attend the workplace.</p>			

		<p>01/09/20: Individual risk assessments carried out with all previously shielding staff.</p> <p>04/11/20: Any member of staff who is identified as being on clinically extremely vulnerable list will be advised to seek guidance from GP and work from home if necessary</p> <p>20/11/20: All staff with shielding letters are working from home.</p> <p>05/01/21: Shielding staff are working from home for the duration of lockdown.</p> <p>03.03.21: Shielding to continue until 31/03/21.</p> <p>18/08/21: CEV staff/pupils are not required to socially distance or wear face coverings in school.</p> <p><b>Staff who are pregnant</b></p> <p>As a general principle, pregnant women are in the ‘clinically vulnerable’ category and are advised to follow the relevant guidance available for <u>clinically-vulnerable people</u>.</p> <p>04/11/20:</p> <ul style="list-style-type: none"> <li>Pregnant member of staff are working from home from 28 weeks.</li> </ul>			
<p>Updated consideration Please confirm that in respect of any staff <b>who lives with someone who is Extremely Clinically Vulnerable (known as Shielding), who is attending on-site</b>, that stringent social distancing can be adhered to? <b>(Also referred to in Theme 1)</b></p>		<ul style="list-style-type: none"> <li>Individual risk assessments carried out for all staff who were identified as at higher risk (including those living with someone who is shielding) and advice given in line with WCC HR guidance.</li> </ul>			
<p>What is the capacity of staff:</p> <ul style="list-style-type: none"> <li>To be in school?</li> <li>If not able to be in school, capacity to work from home?</li> </ul>	<p>Refer to DfE Planning Guide, section 2</p>	<ul style="list-style-type: none"> <li>See above – in line with HR guidance, all staff members within extremely vulnerable group advised to continue working from home. All staff deemed at higher risk have had individual risk assessments.</li> </ul> <p>01/09/20:</p> <ul style="list-style-type: none"> <li>Staffing changes have been made to ensure that members of staff within vulnerable group are able to maintain social distancing.</li> </ul> <p>05/01/21: Staffing rota put in place to minimise number of staff on site. All other staff are working from home.</p>			
<p>Are all staff clear on the absence reporting system linked to COVID-19? How do leaders know?</p>		<ul style="list-style-type: none"> <li>Normal absence communication procedure in place. Any member of staff displaying symptoms has self-isolated until they have received COVID-19 test results.</li> <li>Information recorded daily via DfE form.</li> </ul>			

		05/01/21: Staff continue to report covid absence following normal procedures.			
How are leaders going to communicate and consult over the re-opening plan for their school?		<ul style="list-style-type: none"> <li>• Consultation carried out with all stakeholders (including MAC Directors and Local Governing Body).</li> <li>• Parents views sought via Microsoft Forms.</li> <li>• Reopening RA shared and discussed with all staff prior to reopening.</li> <li>• RA updated in line with new guidance for full reopening in September and information shared electronically with parents.</li> </ul>			
How will staff working arrangements be different and how will you involve them in this process?		<ul style="list-style-type: none"> <li>• Safe working practices shared with all staff prior to reopening for key worker children (w/c: 23/03/20)</li> <li>• Staff training sessions carried out (w/c: 01/06/20) prior to reopening to ensure that all staff were aware of expectations and working practices.</li> <li>• Updated working practices agreed by SLT and shared with all staff prior to end of term. Updated RA will be discussed during INSET (01/09/20)</li> </ul> <p>05/01/21: Updated RA shared with staff. 18/08/21: Updated RA shared with staff.</p>			
How are leaders inducting new staff during this period? Are the appropriate checks being made, including the SCR checks and records?		(See safeguarding)			
How will recruitment be managed?		<ul style="list-style-type: none"> <li>• No required recruitment process during school closure.</li> <li>• Any recruitment process will be carried out in line with DfE guidance document.</li> </ul>			
Check current advice about staff appraisal and pay. If this is paused, what arrangements have been made and how has this been communicated with the staff it involves?		<ul style="list-style-type: none"> <li>• MAC wide agreement on staff appraisal process.</li> </ul>			
Prior to the current situation, were there any outstanding HR matters that require appropriate communication within timescales and deadlines, E.g., redundancy consultations?		<ul style="list-style-type: none"> <li>• Any staff structure reviews delayed to Autumn term in line with HR guidance.</li> </ul>			

**Theme 5: Governance**

Consider:	Issues & actions to manage risk	R	A	G
How are governors involved in the discussion and planning for the school re-opening? What are governors able to do to support leaders during the various phases of re-opening? How will they assure themselves of the safety of pupils and staff?	<ul style="list-style-type: none"> <li>All reopening plans shared and agreed at Local Governor and Director level.</li> </ul> 01/09/20: <ul style="list-style-type: none"> <li>Full Board meeting to review updated risk assessment.</li> </ul> 05/01/21: <ul style="list-style-type: none"> <li>Governor meeting with COG &amp; VCOG to confirm school closure procedures.</li> </ul> 18/08/21: Updated RA shared with governors.			
How do leaders decide what governors need to know and how frequently they receive information?	<ul style="list-style-type: none"> <li>All Governors kept up to date electronically with key information and documentation.</li> <li>Full Board and Committee meetings carried out virtually via Teams.</li> </ul>			
How involved are governors in communicating with parents and the school's community?	<ul style="list-style-type: none"> <li>Message of thanks given by MAC Directors to all school staff.</li> </ul>			
Are governors able to work with leaders to review what is happening on a regular basis? What might this look like for the school?	<ul style="list-style-type: none"> <li>Regular virtual communication with Chair of Governors who is able to cascade key information to relevant Governors.</li> </ul>			
How will governors know that the plans they have participated in are being followed and adhered to? What agencies are governors working with to ensure they are aware of the staffing situation?	<ul style="list-style-type: none"> <li>Visit from MAC CAO to review implementation of phased reopening RA.</li> <li>Regular visits from Chair of Governors to review plans and assess current implementation in school.</li> </ul>			
What aspects of governance are being put to one side to deal with the immediate situation?	<ul style="list-style-type: none"> <li>Some aspects of SDP have been delayed due to current situation – focus will be on 'recovering the curriculum' plan during autumn term</li> </ul> 23/10/20: <ul style="list-style-type: none"> <li>Recovering the Curriculum plan shared with Curr &amp; Standards Committee (12/10/20)</li> </ul>			

### Theme 6: Communication

Theme 6: Communication			R	A	G
Consider:	Suggestions / consideration	Issues & actions to manage risk	R	A	G
PUPILS:					

<p>How are leaders/staff evaluating pupils' preparation and response to return to school ? What will be in place to support and give additional home support to alleviate this? What contact will staff have with pupils to share expectations for return to school?</p>	<p>Liaise with parents prior to the start date so that they can prepare their children. E.g. walk children to and from school, children practise putting their uniform on, structure the day at home to begin to mirror the school day.</p>	<ul style="list-style-type: none"> <li>Virtual resources provided (e.g., virtual journey into school and tour of classroom layout ) provided to support preparations for phased return to school for reception and yr 1 children.</li> <li>Summer Fun resources prepared for families - whole family to help us create a visual display based on your experiences during lockdown by painting a stone/rock and varnishing it to make it weatherproof.</li> <li>Dedicated section on website for new intake parents/carers - regular contact made and updates provided.</li> </ul> <p>16/09/20: Wellbeing wall of stones created along one way system – created by pupils, parents, staff and governors.</p> <ul style="list-style-type: none"> <li>New intake stay and play sessions carried out to ease transition to school.</li> </ul> <p>01.03.21: Letter shared with parents outlining arrangements and protective measures.</p> <p>18/08/21: Letter shared with parents regarding updates to school procedures.</p>			
<p>Are there additional ways to communicate with pupils to prepare them?</p>		<ul style="list-style-type: none"> <li>Range of activities/ events designed to include whole school community e.g., virtual sports' day, Thanksgiving Mass, MAC rosary project</li> </ul>			
<p>How will leaders communicate with pupils returning to school?</p>	<p>Produce posters that can be displayed around the school in key locations and shared with parents to reinforce key messages around washing hands, social distancing etc.</p>	<ul style="list-style-type: none"> <li>Child friendly posters on display in all key areas including toilet areas.</li> </ul> <p>01/09/20:</p> <ul style="list-style-type: none"> <li>Staff to share protective measures information with pupils and establish new classroom routines including play times and lunchtimes.</li> <li>New behaviour policy shared with pupils.</li> </ul>			
<b>PARENTS:</b>					
<p>How will leaders communicate with parents during the various phases of re-opening? What on-going weekly/regular communication could be used to ensure parents are kept well-informed?</p>	<p>Utilise technology as much as possible to keep lines of communication open. Consider video link/email/school social media/newsletter.</p>	<ul style="list-style-type: none"> <li>Ongoing communication with parents/carers via website, text messages and social media. Weekly update from HT.</li> </ul> <p>23/10/20:</p> <ul style="list-style-type: none"> <li>-Dedicated section of website for new intake created with key resources, information letters and videos.</li> <li>-Regular news posts on website (add social media) and text messages informing parents of guidance updates.</li> <li>-Stay and Play sessions for new Reception children and their families (w/c:01/09/20).</li> </ul> <p>05/01/21:</p> <ul style="list-style-type: none"> <li>Parent updates regarding school closure communicated via website, text messages and social media.</li> </ul>			

How will leaders manage the different perspectives of parents feeling fearful of sending their child to school and those who are worried about their child falling behind?		<ul style="list-style-type: none"> <li>Parents continually encouraged to contact school via email/phone if they have any concerns – all are dealt with on an individual basis by a relevant staff member.</li> </ul> <p>23/10/20:</p> <ul style="list-style-type: none"> <li>Parents’ evenings via phone arranged for w/c: 19/10 &amp; 2/11</li> </ul>			
What will leaders do to effectively communicate the balance of thought between pupils’ learning and their well-being and safety, so parents’ views are considered ?		<ul style="list-style-type: none"> <li>All key information regarding protective measures and curriculum outlined in parent letters for both phased and full reopening of school.</li> <li>Parents informed that contact will, unless in emergencies, be over the phone or via email.</li> <li>If a meeting is required inform parents that social distancing rules will be enforced.</li> </ul>			
How could a parent group support the school’s work with communication?		<ul style="list-style-type: none"> <li>Five governors are current parents so able to respond to plans and proposals from a parental perspective when required.</li> </ul>			
Have leaders considered parental choice re sending their children into school – what might this guidance and advice look like and be for parents? How will leaders manage attendance with parents considering the various phases of attendance as the re-opening extends further and more pupils are regularly attending school?		<ul style="list-style-type: none"> <li>Parental form issued asking whether they intended to send their child back to school or whether they would be keeping them at home until September.</li> <li>Information regarding attendance issued in parent letter for return in September.</li> </ul> <p>01/09/20:</p> <ul style="list-style-type: none"> <li>Guidance states that full attendance is expected.</li> </ul>			
How will leaders share expectations of home learning which will not pressurise parents but equally reiterate set expectations that are realistic, doable?		<ul style="list-style-type: none"> <li>Home learning resources continued to be made available for all year groups during phased reopening.</li> <li>In a lockdown situation, we will be adopting Oak Academy Resources from September (see remote learning policy)</li> </ul>			
<b>STAFF:</b>					
How will staff communicate with each other throughout the school day?		<ul style="list-style-type: none"> <li>Staff communication will be via email.</li> </ul>			
To have a clear ‘day one’ plan in place that is well understood by all.	Leaders to carefully map day one activities to support pupils as they return.	<ul style="list-style-type: none"> <li>Clear ‘Day 1’ plan was shared with all staff prior to phased reopening (w/c: 01/06/20).</li> </ul>			
Transition year groups		<ul style="list-style-type: none"> <li>Regular liaison with STB regarding transition.</li> <li>Yr 4 key workers at STB site.</li> <li>Meetings with pre-school, phone calls to all nursery settings, pre-school visits by Reception staff.</li> </ul>			

### Theme 7: Pupil and staff well-being

Theme 7: Pupil and staff well-being			R	A	G
Consider:	Suggestions / consideration	Issues & actions to manage risk	R	A	G
How are leaders going to communicate and consult over the re-opening plan for their school?		<ul style="list-style-type: none"> <li>All proposals shared with staff and governors electronically – feedback invited.</li> <li>All information letters shared with parents via website with a text link.</li> </ul> 01/09/20: <ul style="list-style-type: none"> <li>RE-opening plans put in place in July – all revisited during INSET (01/09/20)</li> </ul>			
How will staff keep themselves safe and be kept safe?	<i>Issue all staff with up to date information and national guidance about the signs, symptoms and transmission of COVID-19. Issue all staff on return with current guidance regarding social distancing and hand-washing.</i>	<ul style="list-style-type: none"> <li>MAC RA shared and discussed with all staff (w/c: 01/06/20, 01/09/20).</li> <li>Updates shared with staff as appropriate.</li> </ul> 16/09/20: COVID-19 weekly SLT agenda item – minutes shared with all staff.			
How will leaders evaluate the well-being and personal and emotional needs of staff, especially those who are dealing with anxiety, loss, fear and upset? <b>(Also referred to in Theme 4)</b>	Ensure staff are aware of resources the school already links to. Signpost staff to <u>Education Support</u> (free, 24hr service for education workers) Write and issue staff with guidance on protecting and maintaining good mental health. Ensure that staff have a clear forum in school for raising practical or emotional concerns that they may have about returning. Identify ‘mental health’ first aiders for staff and ensure that all staff know who these are and how to contact them.	<ul style="list-style-type: none"> <li>Positive mental health and wellbeing resources shared with staff on a regular basis</li> <li>KS leaders in regular contact with teams and highlighting any concerns with SLT.</li> <li>Individual meetings for staff returning in September who have been shielding.</li> </ul> 01/09/20: <ul style="list-style-type: none"> <li>Mental health and wellbeing resources for staff shared during INSET (01/09/20).</li> <li>Online mental health training offered to staff</li> <li>SAS mental health support provided for all staff.</li> <li>Mental Health – All Minds Matter shared with staff and parents.</li> <li>Mental Health and Wellbeing on SLT agenda.</li> <li>Staff volunteers requested to be part of staff wellbeing group - first meeting arranged for 14/10/20.</li> <li>Free flu jabs offered for all staff.</li> </ul> 23/10/20: <ul style="list-style-type: none"> <li>Staff wellbeing group met and sent out a wellbeing survey.</li> </ul>			
How are leaders ensuring there is a communication link with staff who are shielding so they are supported, and their situation is monitored to ensure their well-being?		<ul style="list-style-type: none"> <li>Regular contact through email, text and KS teams.</li> </ul>			
Is there a clear system of support through the bereavement policy that ensures staff know about the support and systems in place?		<ul style="list-style-type: none"> <li>MAC bereavement policy in place.</li> <li>BDES bereavement resources provided.</li> </ul>			

<p>What support will staff require to effectively manage the return of pupils to school?</p>		<ul style="list-style-type: none"> <li>• Staff training on RA and curriculum focus (w/c:01/06/20).</li> <li>• Staff training and discussion prior to full opening including interim behaviour policy, wellbeing week and ‘recovering the curriculum’ approach.</li> </ul> <p>01/09/20: Interim behaviour policy shared and agreed. 16/09/20: Resources for Wellbeing Week shared at INSET (01/09/20) - activities evident in classrooms during first week. 23/10/20:</p> <ul style="list-style-type: none"> <li>• Weekly whole class Thrive sessions timetabled in each year group.</li> <li>• Use of ‘The Big Anti-Bullying Assembly’ and follow up resources. Anti-bullying ambassador programme to be explored when restrictions allow.</li> <li>• Staff volunteers requested to be part of staff wellbeing group.</li> <li>• Free flu jabs offered for all staff.</li> </ul>			
<p>How are staff going to gauge how pupils are feeling about returning to school and link this to their learning throughout the transition of the re-opening of the school?</p>	<p>Encourage, through the pastoral structures in school, to celebrate and share what pupils have learnt during lockdown. This may range from set schoolwork, to learning to bake a cake, to building a wall, to becoming an expert on space, to building a den.</p>	<p>01/09/20:</p> <ul style="list-style-type: none"> <li>• See wellbeing week.</li> </ul>			

### Theme 8: Learning – in school and online

Theme 8: Learning – in school and online			R	A	G						
Consider:	Suggestions / consideration	Issues & actions to manage risk	R	A	G						
<p>What does learning currently look like for those pupils at home and at school?</p>	<p>Teachers and curriculum leaders to consider records/registers of the online learning that pupils have engaged in during lockdown when planning future learning</p>	<ul style="list-style-type: none"> <li>• Weekly home learning resources available on curriculum pages for each year group. Parent questionnaire highlighted positive response to quality of resources provided.</li> </ul> <p>23/10/20:</p> <ul style="list-style-type: none"> <li>• Staff Meeting Focus:</li> </ul> <table border="1" data-bbox="1111 1248 1771 1461"> <tr> <td data-bbox="1111 1248 1442 1321">08/09/20</td> <td data-bbox="1442 1248 1771 1321">Recovering the Curriculum Plan</td> </tr> <tr> <td data-bbox="1111 1321 1442 1359">22/09/20</td> <td data-bbox="1442 1321 1771 1359">Remote Learning Policy</td> </tr> <tr> <td data-bbox="1111 1359 1442 1461">W/C: 28/09/20</td> <td data-bbox="1442 1359 1771 1461">All yr groups given an afternoon to plan 2 week remote learning block</td> </tr> </table>	08/09/20	Recovering the Curriculum Plan	22/09/20	Remote Learning Policy	W/C: 28/09/20	All yr groups given an afternoon to plan 2 week remote learning block			
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06/10/20	Remote Learning								
13/10/20	Pupil Progress/Classroom Monitor								
<p>What might learning look like for pupils at the different points of a phased return?</p>		<ul style="list-style-type: none"> <li>Remote Learning Policy ratified by curriculum &amp; standards committee - we will be providing three forms of remote learning:</li> <li>1) <b>Individual self-isolation/vulnerable pupils</b> – Individual paper learning pack for self-isolation (to be marked on return) to be updated on a half termly basis</li> <li>2) <b>Outbreak contingency isolation (group/class/bubble)</b> – Discrete two-week whole class online learning block for closure of a bubble (to include daily phonics/spelling, literacy and maths alongside weekly RE, science, topic, PSHE/RSE, PE, French (KS2))</li> <li>3) <b>Local/National Lockdown</b> – Full remote learning offer for local/national lockdown (to include daily phonics/spelling, literacy and maths alongside weekly RE, science, topic, PSHE/RSE, PE, French (KS2))</li> </ul> <p>05/01/21:</p> <ul style="list-style-type: none"> <li>Full remote offer in place from 05/01/21.</li> <li>Devices to be provided for families who have identified that they cannot access remote learning at home.</li> </ul> <p>18/08/21: Schools are required to provide remote education to pupils covered by the direction where their attendance would be contrary to government guidance or legislation around COVID-19. The remote education provided should be equivalent in length to the core teaching pupils would receive in school.</p>							
<p>Who are the children that will need continued shielding and what will be the provision for them?</p>		<ul style="list-style-type: none"> <li>Home learning resources will continue as prior to phased return.</li> <li>Summer fun resources available throughout summer.</li> <li>Home learning resources will end at the end of summer term</li> </ul> <p>01/09/20:</p> <ul style="list-style-type: none"> <li>Remote learning policy created (see above)</li> </ul> <ul style="list-style-type: none"> <li>We do not currently have any children who will need to continue shielding in September.</li> </ul>							

<p>Have pupils been disadvantaged by accessing learning from home? Evaluate to what extent and consider actions</p>		<ul style="list-style-type: none"> <li>Information from class teachers shared as part of transition information.</li> </ul>			
<p>How will the curriculum address the impact upon learning for pupils linked to:</p> <ul style="list-style-type: none"> <li>well-being – loss/stress/concern</li> <li>emotionally and personally following long periods of time not in school?</li> <li>gaps in being able to access home schooling?</li> <li>differing attitudes between being at home and at school?</li> </ul>		<ul style="list-style-type: none"> <li>Wellbeing Week (w/c: 01/09/20)</li> <li>'Recovering the Curriculum' short term development plan in liaison with SDP</li> </ul> <p>16/09/20: Recovering the curriculum plan share with staff and governors – SDP focus for autumn term.</p>			
<p>How will leaders consider what the expectations for the quality of education will be during all phases, considering realistically the phases of re-opening?</p>		<ul style="list-style-type: none"> <li>We will be focusing on core skills – phonics and number fluency and outdoor learning during phased reopening.</li> </ul>			
<p>How are leaders looking at the development of the curriculum for 2020/2021? Will it need to be rethought as a transition to ensure the re-opening phases can be accommodated safely and so pupils are able to cope academically, personally, socially and emotionally?</p>	<p>Relevant leaders and teachers to identify key component knowledge and skills within individual year groups and subjects that should have been covered during the lockdown period (i.e. the non-negotiables) and prioritise these when pupils return</p>	<ul style="list-style-type: none"> <li>As above</li> </ul> <p>01/09/20:</p> <ul style="list-style-type: none"> <li>Training on use of DfE Maths Guidance – Progress Ready</li> </ul> <p>16/09/20:</p> <ul style="list-style-type: none"> <li>Recovering the curriculum plan shared and discussed with staff.</li> </ul> <p>23/10/20:</p> <ul style="list-style-type: none"> <li>Pupil progress feedback and classroom monitor updated</li> </ul>			
<p>How will staff be supported to transition between home/school planning and teaching?</p>		<ul style="list-style-type: none"> <li>During phased opening staff were given Friday afternoon for provision of home learning resources.</li> </ul>			
<p>How will the school displays be adapted for the phased approaches to the curriculum?</p>		<ul style="list-style-type: none"> <li>Core curriculum learning displays created to reduce teacher workload.</li> </ul>			
<p>Have leaders considered how pupils will move on or transition to their next academic year? What might this look like and what are the possible implications and considerations for the future? How are leaders thinking about the needs of pupils with SEND and their needs transferring to other settings and/or moving into different year groups with unfamiliar staff members?</p>		<ul style="list-style-type: none"> <li>New class teachers created factfile on website for new classes and set transition activity</li> <li>Class teachers talked to pupils via wellbeing phone calls</li> </ul> <p>01/09/20:</p> <ul style="list-style-type: none"> <li>Wellbeing week focused on transitioning to new year group and re-connecting with school community.</li> </ul>			
<p>How will leaders contact and support transition of new early years children for September 2020?</p>	<p>Consider changing induction arrangements or completing this process online.</p>	<ul style="list-style-type: none"> <li>Dedicated section on website for new intake parents/carers - regular contact made and updates provided.</li> <li>New class teacher has made contact with all new families and addressed any issues/concerns.</li> </ul>			

<p>Have leaders reviewed the school's typical annual calendar of events to decide when decisions will be taken about cancelling or going ahead with them; summer initially; autumn as planning ahead, 'leaving' events, educational visits, parent evenings, sporting events. How can these aspects be achieved differently?</p>		<ul style="list-style-type: none"> <li>• Summer events reviewed and amended in light of DfE guidelines e.g., yr 4 leavers' picnic, virtual sports' day</li> <li>• Autumn events will be reviewed in September.</li> </ul> <p>16/09/20:</p> <ul style="list-style-type: none"> <li>• Virtual Harvest Celebration video</li> <li>• Virtual Mass via Teams</li> </ul> <p>23/10/20:</p> <ul style="list-style-type: none"> <li>• Parents' evening phone calls</li> <li>• Virtual Tour created for prospective pupils</li> </ul> <p>05/01/21:</p> <ul style="list-style-type: none"> <li>• Virtual FHC programme.</li> <li>• Virtual Christmas Story.</li> </ul>			
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Theme 9: Vulnerable learners		R	A	G
Consider:	Issues & actions to manage risk	R	A	G
<p>Has the school ensured its identification of vulnerable pupils is up to date? How will this inform future planning for their provision?</p>	<ul style="list-style-type: none"> <li>• All identification of vulnerable pupils is up to date.</li> </ul>			
<p>While pupils have been home how has the school ensured vulnerable pupils are safe and accessing learning? Is this effective for all? Where it is, how can this be continued while re-opening? If it is not, what can be done to improve this aspect?</p>	<ul style="list-style-type: none"> <li>• Individual risk assessments carried out by SENCo &amp; DSL for vulnerable children and those with EHCPs. Weekly contact made with families for children with an individual risk assessment. Targeted resources created and sent to families to support home learning for children on SEND register.</li> <li>• Individual risk assessments carried out for children on SEND register and EHCP prior to return to school. This was shared with all key staff.</li> </ul> <p>01/09/20:</p> <ul style="list-style-type: none"> <li>• All vulnerable pupils have returned to school.</li> </ul>			
<p>Are families accessing support for pupils – free meals; food banks; support from social workers etc? How will these services be continued and maintained?</p>	<ul style="list-style-type: none"> <li>• All families in receipt of FSM have received Edenred vouchers – office manager in regular contact via email.</li> </ul> <p>01/09/20:</p> <ul style="list-style-type: none"> <li>• Application form for FSM re-issued via website.</li> </ul> <p>23/10/20:</p> <ul style="list-style-type: none"> <li>• SVP happiness hampers delivered to vulnerable families.</li> </ul> <p>05/01/21:</p> <ul style="list-style-type: none"> <li>• Christmas food hampers provided to vulnerable families.</li> <li>• FSM vouchers provided electronically during Christmas holidays.</li> </ul>			

	<ul style="list-style-type: none"> <li>FSM vouchers to be provided electronically during lockdown .</li> </ul>			
How are pupils currently shielded being supported? What will this look like while working through the phases of re-opening?	<ul style="list-style-type: none"> <li>As above.</li> </ul>			
What support will families require as the school re-opens? Can this be from within, or do external agencies need to be involved and planned into the different phases of re-opening? What additional support measures will require consideration for pupils with SEND to understand social distancing?	<ul style="list-style-type: none"> <li>As above re individual risk assessments.</li> <li>Updated guidance shared with staff. <b>16/06/20: Update – please follow link for updated guidance in relation to protective measures in school where social distancing cannot be maintained:</b> <a href="https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe">https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe</a></li> </ul>			
What arrangements have been made to ensure the EHCPs are picked up and continue? Have leaders considered what transition will be required for pupils to access the EHCP arrangements?	<ul style="list-style-type: none"> <li>SENCo in regular contact with families – targeted resources provided where appropriate.</li> </ul>			
Will the school have a phased or separate return day for those pupils more likely to find transition back to school more difficult?	<ul style="list-style-type: none"> <li>Individual plans have been created depending on needs of child e.g., phased return/visit prior to returning to school.</li> </ul>			

### Theme 10: Suppliers

Theme 10: Suppliers			R	A	G
Consider:	Suggestions / consideration	Issues & actions to manage risk	R	A	G
How will leaders ensure that visitors to the school do not increase the levels of risk of spreading COVID-19? E.g., food suppliers, grounds maintenance, transport providers Has the reintroduction of contracts been considered linked to rationale for reopening? E.g.: Cleaning; IT support; catering; financial support services.	Limit all but essential visitors to school Plan arrangements with your suppliers and check they are following appropriate social distancing and hygiene measures including when in school.	<ul style="list-style-type: none"> <li>Only essential visitors allowed on site during school hours (Baileys Catering drop cold lunches in Reception, Lourdes IT in separate room).</li> <li>Necessary visitors (e.g., engineer) to visit outside of school hours.</li> </ul> 23/10/20: <ul style="list-style-type: none"> <li>Annual audit carried out virtually.</li> </ul>			
Has the site team/assigned person increased stock levels for cleaning, toilet and hygiene products, first aid, soap and hand sanitiser?		<ul style="list-style-type: none"> <li>Stock levels regularly reviewed in order to ensure sufficient cleaning supplies.</li> <li>Central Team purchasing additional supplies in case of supply shortages.</li> </ul> 23/10/20: <ul style="list-style-type: none"> <li>Increased cleaning budget.</li> </ul>			
Have additional supplies associated with reopening been ordered?		<ul style="list-style-type: none"> <li>All necessary supplies ordered prior to phased reopening.</li> <li>HT met with MAC H&amp;S Officer to review requirements for full reopening in September in line with RA.</li> </ul>			

		23/10/20: <ul style="list-style-type: none"> <li>Additional face covering signage put up at entrance.</li> </ul>			
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<b>Theme 12: Costs associated with expanded opening</b>		<b>R</b>	<b>A</b>	<b>G</b>
<b>Consider:</b>	<b>Issues &amp; actions to manage risk</b>	<b>R</b>	<b>A</b>	<b>G</b>
What additional costs are leaders having to incur that were not planned into the original budget, and how will this impact upon the current budget plan and resources? Can any of these be reclaimed from government. E.g. additional cleaning; support for FSM?	<ul style="list-style-type: none"> <li>Review of additional costs related to COVID-19 carried out via Central Team.</li> <li>COVID-19 related claim applied for in June 2020.</li> </ul>			
How will leaders of finance ensure invoices etc continue to be paid and authorised if remote working is required?	<ul style="list-style-type: none"> <li>FO currently working from home – invoices dealt with electronically.</li> <li>FA will return to site in September.</li> </ul> 16/09/20: Weekly FO meetings via Teams. FO now working on site.			
Have leaders evaluated the impact of lettings and the finance implications of possibly not restarting or a phased re-opening of lettings?	<ul style="list-style-type: none"> <li>Financial impact of lost revenue for lettings has been factored in to revised budget figures.</li> </ul>			
Have visits/trips booked previously, E.g., residential been considered, to then apply for a refund or make an insurance claim? Has money collected for now cancelled visits/trip been refunded to parents?	<ul style="list-style-type: none"> <li>PGL payments refunded to parents.</li> <li>Claim being made for PGL deposit.</li> </ul>			
Is there a plan for a potential COVID-19 repeat that could be included in a crisis management financial plan?	<ul style="list-style-type: none"> <li>This will be reviewed in 20-21 budget monitoring.</li> </ul> 16/09/20: Cleaning budget and cleaning staffing increased.			
Have leaders risk reviewed all related safety concerns with financial implications including premises, cleaning, water hygiene, fire safety, gas safety, ventilation etc?	<ul style="list-style-type: none"> <li>All statutory testing carried out and up to date.</li> </ul>			