

## 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. 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.

		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

## General guidance and links for reference:

- Public health England <https://www.gov.uk/government/organisations/public-health-england>
- NHS: <https://www.nhs.uk/conditions/coronavirus-covid-19/what-to-do-if-you-or-someone-you-live-with-has-coronavirus-symptoms/>
- DfE <https://www.gov.uk/government/publications/guidance-to-educational-settings-about-covid-19/guidance-to-educational-settings-about-covid-19>
- A detailed Theme and key guidance for action for health and safety is available at: [www.gov.uk/government/publications/managing-school-premises-during-the-coronavirus-outbreak/managing-school-premises-which-are-partially-open-during-the-coronavirus-outbreak](http://www.gov.uk/government/publications/managing-school-premises-during-the-coronavirus-outbreak/managing-school-premises-which-are-partially-open-during-the-coronavirus-outbreak)
- Information re testing: <https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested>
- Actions for schools during the coronavirus outbreak <https://www.gov.uk/government/publications/covid-19-school-closures>
- Actions for early years and childcare providers during the coronavirus outbreak <https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures>
- Further to the guidance for supporting children and young people with SEND as schools and colleges prepare for wider opening <https://www.gov.uk/government/publications/coronavirus-covid-19-send-risk-assessment-guidance>
- Worcestershire Covid 19 Education Bulletins: [http://www.worcestershire.gov.uk/downloads/download/1421/coronavirus\\_covid-19\\_education\\_and\\_early\\_help\\_bulletin\\_for\\_schools](http://www.worcestershire.gov.uk/downloads/download/1421/coronavirus_covid-19_education_and_early_help_bulletin_for_schools)

## Date of Risk Assessment and amendments:

Version Number	Date	Version Number	Date	Version Number	Date	Version Number	Date
v1	01/09/2020	v4	30/09/2020	V7	12/12/20	V10	08/03/21
v2	07/09/2020	v5	29/10/2020	V8	08/01/21	V11	01/09/21
v3	25/09/2020	v6	08/11/2020	V9	22/01/21		

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?		<ul style="list-style-type: none"> <li>Updated Fire Procedure</li> <li>Fire drill to be held as normal</li> </ul>			
Have you ensured that all health and safety compliance checks have been undertaken before opening?		<ul style="list-style-type: none"> <li>Compliance checks completed as documented in the Water, Premises and Fire Safety folders</li> </ul>			
<p>Are staff, parents and pupils aware of the key COVID-19 prevention control measures:</p> <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><b>Staff</b></p> <ul style="list-style-type: none"> <li>Staff documents shared during INSET day</li> <li>All documents uploaded onto My Concern. Staff to sign off electronically</li> <li>If no access to My Concern paper copies of risk assessment are signed</li> <li>Posters displayed around school</li> <li>Paper copies displayed in shared staff spaces e.g staff room notice board</li> <li>Staff provided with links to government guidance</li> <li>Staff provided with a copy of the information that was also sent to parents</li> <li>Staff encouraged to participate in Covid-19 LFT testing twice a week until end of September. Tests taken prior to attending at the beginning of term</li> </ul> <p><b>Parents</b></p> <ul style="list-style-type: none"> <li>Posters displayed in hall / entrance foyer windows and on the easel / whiteboard display signs on main footpath up to the school building</li> <li>All appointments will be held remotely, via telephone in the first instance</li> <li>Email communication is still preferable</li> <li>Response within 72 hours or 3 working days</li> <li>Regular communication via email updates, text messages and displayed on school website, and new MCAS app</li> </ul>			

		<ul style="list-style-type: none"> <li>Welcome Back information re-issued to parents on including link to Government guidance 'What Parents need to know about Early Years providers, schools and colleges during Covid -19 Re-issued 05/09/21</li> <li>Retain one-way system, no face masks outside,</li> <li>Visitors on site to wear face masks in line with shops</li> <li>Staff to wear face masks during meetings with visitors</li> </ul>		
<p>Have you put in place actions to prevent and minimise contact with individuals who have COVID-19 symptoms?</p>		<ul style="list-style-type: none"> <li>Posters displayed asking individuals not to come on site if they are displaying symptoms or to leave site if they develop symptoms</li> </ul> <p><b>Staff</b></p> <ul style="list-style-type: none"> <li>Staff to call Head Teacher if they or a member of household are displaying symptoms</li> <li>Staff to leave site immediately if they begin to display symptoms while in school</li> <li>Local testing information for essential workers to be provided to all staff</li> </ul> <p><b>Visitors</b></p> <ul style="list-style-type: none"> <li>Page on InVentry screen also advises people not to enter the building if they are displaying symptoms</li> <li>Visitor protocol card is provided ahead of a planned visit via email but hard copies are available for visitors to read / be reminded of when they arrive</li> <li>Deliveries left in entrance foyer</li> <li>All visitors requested to wear face masks</li> </ul> <p><b>Parents</b></p> <ul style="list-style-type: none"> <li>Contact school office via telephone / email to advise that they / their children are symptomatic</li> <li>Pupil list provided to staff on morning gate duty (Main playground / Church Playground / Reception Playground to ensure that pupils do not return to school too soon</li> </ul> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>If displaying symptoms to await collection outside</li> <li>Designated toilet to be used. No one else to use the toilet until it has been cleaned</li> </ul>		

<p>Have you put in place opportunities for pupils and staff to clean their hands more often?</p>		<ul style="list-style-type: none"> <li>• Pump action hand sanitisers have been strategically positioned around school: Entrance foyer, hall, outside double playground doors, entrance to Year 4 block , Reception for use by pupils once permission is received</li> <li>• Hand sanitiser spray also available in classrooms to be used with pupils once permission is received. Adult to administer</li> <li>• Lidded bins in all areas, majority operated by a foot-pedal, emptied at lunchtime and at the end of the school day</li> <li>• Boxes of tissues provided in each classroom, offices and staffroom spaces</li> <li>• All soap, sanitiser and paper towel dispensers will be monitored and topped up regularly</li> <li>• Handwashing by pupils, with soap and water for 20 seconds and then thorough hand drying is to be supervised</li> <li>• All pupils and staff will be regularly reminded of rules / procedures through the use of posters, PowerPoints and videos <ul style="list-style-type: none"> <li>○ <a href="#">Horrid hands</a></li> <li>○ <a href="#">Super sneezes</a></li> <li>○ <a href="#">Hand hygiene</a></li> <li>○ <a href="#">Respiratory hygiene</a></li> <li>○ <a href="#">Microbe mania</a></li> </ul> </li> </ul> <p>The following actions continue to apply to Staff and Pupils:</p> <ul style="list-style-type: none"> <li>○ Ensure good respiratory hygiene by promoting the 'Catch it, bin it, kill it' approach when sneezing into a tissue or elbow</li> <li>○ Be encouraged not to touch eyes, nose and mouth</li> <li>○ Wash hands / Hand sanitiser when they arrive at school</li> <li>○ Wash hands before going out to play</li> <li>○ Wash hands before eating</li> </ul>			
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Have you implemented good respiratory hygiene practices in the setting?		<ul style="list-style-type: none"> <li>● Ensure good respiratory hygiene by promoting the 'Catch it, bin it, kill it' approach when sneezing into a tissue or elbow</li> <li>● Be encouraged not to touch eyes, nose and mouth</li> <li>● Lidded bins in all areas, majority operated by a foot-pedal, emptied at lunchtime and at the end of the school day</li> <li>● Boxes of tissues provided in each classroom, offices and staffroom spaces</li> <li>● Site staff to open &amp; close all windows in the communal areas e.g corridors, school hall, staff room, staff toilets, pupil toilets</li> <li>● Teachers to be responsible for opening and closing the windows in their classroom when they arrive / leave</li> <li>● Office staff responsible for opening and closing the windows in their classroom when they arrive / leave</li> <li>● All internal doors to be opened</li> <li>● When external temperatures begin to drop, external doors can be closed for periods of time throughout the day as long as all other windows and internal doors remain open.</li> </ul>			
Have you identified how you will clean schools regularly and thoroughly and regularly clean surfaces that are frequently touched?	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.	<ul style="list-style-type: none"> <li>● After morning session wipe down door handles, taps, toilet door handles, toilet lids and flush.</li> <li>● Anti bac spray available in classrooms – kept out of reach – in teachers cupboard. Spray directly onto cloth not surface.</li> <li>● All cloths should be single use and disposed of or washed and bleached at the end of each day</li> </ul>			

		<ul style="list-style-type: none"> <li>• Each area has its own dedicated mop</li> <li>• Disinfectant / chlorine based products are used at the end of each day</li> <li>• All surfaces to remain clutter free.</li> <li>• Playtime equipment class box – to be cleaned at the end of each day</li> <li>• Sports equipment – 2 sets (1 for each class) to be cleaned thoroughly after each use</li> <li>• Regular cleaning of all touch points, i.e. handles, taps, toilets, doors is now routine</li> <li>• Water bottles to only be re-filled by an adult and the tap to be cleaned before and after use to avoid cross-contamination.</li> <li>• If a drink is provided disposable cups are to be used or blue plastic cups that are then put immediately into the dishwasher</li> <li>• Classroom tables and touch points throughout school will be cleaned at lunchtime.</li> <li>• Classrooms, offices, corridors, toilets and communal areas will be cleaned at the end of each day.</li> <li>• Crockery / cutlery to be put into the dishwasher after use and stored in cupboards when not in use</li> <li>• Hand sanitise prior to using anything in the staffroom and wipe down everything touched when finished e.g dishwasher, drawer &amp; cupboard handles, fridge, storage canisters and milk</li> <li>• Chairs removed from Entrance foyer</li> </ul> <p><b>Toilets</b></p> <ul style="list-style-type: none"> <li>• All toilets cleaned at lunchtime and at the end of the day</li> <li>• Staff toilets - Detol spray / wipes available and staff are to clean toilet seat/ taps / toilet flush / door handles / soap dispenser / paper towel dispenser after use. Dispose of paper towel too.</li> <li>• Staff only use allocated toilet where possible. Put toilet lid down before flushing</li> </ul>	
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		<ul style="list-style-type: none"> <li>• Electric Hand-dryers to be switched off and replaced with paper towels</li> <li>• Staff wipe your computer/laptop before use.</li> <li>• Wipe laptops/ipads before children use</li> <li>• Photocopier to be wiped down after each use.</li> </ul>			
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?		<ul style="list-style-type: none"> <li>• Stock-take to be taken by Caretaker to establish usage of cleaning supplies</li> <li>• Weekly stock check</li> </ul>			
Has the capacity and availability of cleaning staff been considered to meet the increased need for cleanliness and hygiene of the premises?		<ul style="list-style-type: none"> <li>• Re-deploy lunchtime supervisor with allocated 'cleaning duties'</li> <li>• Hands to be washed after cleaning</li> <li>• Cleaner-in-charge to monitor cleaning standards and liaise with Office Manager</li> <li>• Office Manager to establish a lunchtime cleaning rota / job list to be completed each day</li> </ul>			
<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>• <i>children, young people and learners whose care routinely already involves the use of PPE due to their intimate care needs should continue to receive their care in the same way</i></li> <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>		<ul style="list-style-type: none"> <li>• If a symptomatic person comes into school they will be sent home immediately or be supervised outside until they can be collected</li> <li>• A symptomatic member of staff must leave the building immediately and not remain on site to speak to other staff</li> <li>• PPE box available in Isolation room &amp; each classroom to be worn by person supervising a symptomatic person includes, face shields, face masks, disposable aprons and disposable gloves</li> <li>• PPE Guidance - laminated instruction sheet provided in Isolation room and on Staff re-opening notice board (adjacent to library fire exit). Document also uploaded onto My Concern to be read and electronically signed off.</li> <li>• 999 will be called if a person is seriously ill, injured or their life is at risk</li> <li>• A Basic first aid kit is provided in all classrooms containing disposable aprons, plastic gloves, face mask</li> </ul>			

		<ul style="list-style-type: none"> <li>• Sit to side and above the height of child rather than in front when administering first aid or comforting to avoid splutter/coughing.</li> <li>• A deep clean will take place in the areas that the symptomatic person has been in and PPE will be disposed of according to guidance e.g. double bagged and stored for <b>72 hours or until a negative test result</b>, in external storage before being put into the usual waste disposal</li> <li>• Additional PPE supplies stored in HT office</li> </ul>			
	<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 staggered break times)?</p>	<ul style="list-style-type: none"> <li>• Continue to use one-way system</li> <li>• Route 1a – up the main path, in front of the school hall, through the Reception playground, children walk along path on field, parents leave via the blue gate</li> <li>• Route 1b - up the main path, across the carpark, through the Reception playground, children walk along path on field, parents leave via the blue gate</li> <li>• Route 2 – up the main path, turn right at the office, children enter through side gate, parents leave via Church steps</li> <li>• Children will enter their classroom through the nearest external door</li> <li>• Extended one-way system around the playground so that the children can be dismissed from their classroom where possible. Parents to follow blue footprints around the 'blue zone'. Class dismissal /collection point will be indicated by their class sign. Once collected continue to follow the footprints around the blue zone and back towards the field. Take the black path on the edge of the field and follow to exit at the blue gate.</li> <li>• Painted footprints along the route into school to encourage parents and children to maintain 2m distance</li> <li>• Car-park gate will be locked at <b>08.30</b> due to car park being crossed to access the playground</li> <li>• Staggered playtimes and allocated playtime area</li> <li>• for each year group bubble</li> </ul>			



		<ul style="list-style-type: none"> <li>• Y3 – Y4 Lunches from home to be eaten within the classroom. Lunches provided by the kitchen to be eaten in the hall</li> <li>• YR, Y1 &amp; Y2 to eat in lunch in the hall</li> </ul> <p><b>Classrooms</b></p> <ul style="list-style-type: none"> <li>• Signage around the school</li> <li>• Assemblies to be held as Key Stages, singing re-introduced</li> </ul>			
<p>Have leaders checked the building and grounds for health and safety issues? Are all 'normal' tasks being carried out/planned such as fire alarm testing, legionella risk assessments, repairs, grass cutting, servicing of equipment or PAT testing? Check the boiler and heating, utilities, and internet services are working if the school building has been closed.</p>		<ul style="list-style-type: none"> <li>• Building has remained open continuously</li> <li>• PAT testing completed prior to Full-Reopening – was booked for the summer but not completed</li> <li>• All other compliance checks in place – see workbooks</li> </ul>			
<p><b>DfE guidance:</b></p> <ul style="list-style-type: none"> <li>• Prevention and control- <a href="https://www.gov.uk/government/publications/guidance-to-educational-settings-about-covid-19/guidance-to-educational-settings-about-covid-19">https://www.gov.uk/government/publications/guidance-to-educational-settings-about-covid-19/guidance-to-educational-settings-about-covid-19</a></li> <li>• PPE: <a href="https://www.gov.uk/government/collections/coronavirus-covid-19-personal-protective-equipment-ppe">https://www.gov.uk/government/collections/coronavirus-covid-19-personal-protective-equipment-ppe</a></li> <li>• Information re testing: <a href="https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested">https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested</a></li> <li>• Social distancing: <a href="https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-social-distancing-in-education-and-childcare-settings/coronavirus-covid-19-implementing-social-distancing-in-education-and-childcare-settings">https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-social-distancing-in-education-and-childcare-settings/coronavirus-covid-19-implementing-social-distancing-in-education-and-childcare-settings</a></li> <li>• Safe working in education, childcare and children's social care: Preventing and controlling infection, including the use of PPE, in education, childcare and children's social care settings during the coronavirus outbreak. <a href="https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care">https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care</a></li> <li>• Coronavirus (COVID-19): implementing protective measures in education and childcare settings <a href="https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings">https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings</a></li> <li>• Guidance for schools and other educational settings about the novel coronavirus, COVID-19. <a href="https://www.gov.uk/government/publications/guidance-to-educational-settings-about-covid-19">https://www.gov.uk/government/publications/guidance-to-educational-settings-about-covid-19</a></li> </ul>					

Theme 2: Accommodation / site usage			R	A	G
Consider:	Suggestions /consideration	Issues & actions to manage risk			
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?		<ul style="list-style-type: none"> <li>Looked at by SLT and Site Team</li> </ul>			
With social distancing in mind, how many pupils can be safely taught in each classroom area? How will each classroom be set out to ensure all pupils can follow social distancing effectively?		<p><b>September 2021</b></p> <ul style="list-style-type: none"> <li>Flexibility regarding tables and seating arrangements. Move back to table groups</li> <li>All pupils have an individual pack of resources including pencil, ruler, coloured pencils, whiteboard pen &amp; Whiteboard</li> <li>Individual playdough pots purchased for each child</li> <li>Playtime equipment class box – to be cleaned at the end of each day</li> <li>Maths resources to be shared 1 between 2</li> <li>Sports equipment – 2 sets ( 1 for each class) to be cleaned thoroughly after each use</li> <li>Coats, lunchboxes, water bottles (ensure labelled with name) and bookbags only allowed in school</li> <li>No 'show and tell'</li> <li>Children will attend school wearing their PE kit on their PE day.</li> </ul>			
What is school's rationale as to which year groups/pupils are considered as a priority to have in school first?	Refer to DfE Planning Guide, Section 4.	<ul style="list-style-type: none"> <li>Follow guidance</li> </ul>			
Do you have a full up-to-date list of all eligible key workers, including those		<ul style="list-style-type: none"> <li>Microsoft forms used to gather information initial lockdown. Need to update for pupils new to school</li> </ul>			

<p>who have not taken up the offer yet, but do qualify?</p>					
<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>		<ul style="list-style-type: none"> <li>• Continue to use one-way system</li> <li>• Route 1a – up the main path, in front of the school hall, through the Reception playground, children walk along path on field, parents leave via the blue gate</li> <li>• Route 1b - up the main path, across the carpark, through the Reception playground, children walk along path on field, parents leave via the blue gate</li> <li>• Route 2 – up the main path, turn right at the office, children enter through side gate, parents leave via Church steps</li> <li>• Children will enter their classroom through the nearest external door</li> <li>• Children will wash their hands / sanitise on arrival in school</li> <li>• Extended one-way system around the playground so that the children can be dismissed from their classroom where possible. Parents to follow blue footprints around the 'blue zone'. Class dismissal /collection point will be indicated by their class sign. Once collected continue to follow the footprints around the blue zone and back towards the field. Take the black path on the edge of the field and follow to exit at the blue gate.</li> <li>• Painted footprints along the route into school to encourage parents and children to maintain 2m distance</li> <li>• Car-park gate will be locked at <b>08.30</b> due to car park being crossed to access the playground</li> </ul>			
<p>How will the entry and exit be supervised and labelled/marked out including appropriate signage?</p>		<ul style="list-style-type: none"> <li>• Car-park gate to be locked at 08.30</li> <li>• Side entrance gate unlocked at 08.30 by TA / Office</li> <li>• Reception Playground double green gate and blue parent / pupil exit gate unlocked at 08.30 by HT / Office</li> <li>• HT / DH on duty at the start and end of the school day</li> <li>• Whiteboards / easels displaying messages</li> </ul>			
<p>How will leaders stagger start/finish times/playtimes and lunchtimes to support social distancing measures?</p>		<ul style="list-style-type: none"> <li>• YR, Y1, Y2 and lunches provided to FSM and Y3 / Y4 will now be eaten in the school hall</li> <li>• Children to remain seated until class is ready to leave the hall</li> </ul>			

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>Playground areas zoned for each year group</li> </ul>			
How could you adapt the timetable to allow for more socially distant activities (E.g. outdoor learning/use of hall?)		<ul style="list-style-type: none"> <li>Hall slots timetabled</li> <li>Assemblies reintroduced initially in Key Stages</li> </ul>			
What implications will social distancing changes have on movement around the school?	Display clear signage around the school to indicate movement in corridors/communal areas. You might also need to adjust your fire drill procedures and practice it in the first week when more pupils return. Refer to advice on fire safety in new and existing school buildings.	<ul style="list-style-type: none"> <li>Late arrival /early collection of pupils to be avoided due to restricted movement around school Office staff to collect</li> <li>Staff to maintain-distance between each other</li> <li>Signage displayed around school</li> <li>Staff to ensure that they use the one-way system into and out of the staffroom</li> <li>Staffroom can be used</li> </ul>			
Have leaders looked at premises use for lettings to make decisions about whether these will remain stopped/restart/fully operational again? (Consider financial implications as well as in 'normal' times, care for pupils for working parents)		<p><b>Lettings re-instated</b></p> <ul style="list-style-type: none"> <li>Pre-school letting to continue following Government guidance for Early Years settings</li> <li>After school clubs restarting in Year groups</li> <li>External lettings to begin in line with Government guidance allows: Karate, Dragon Music, Circuit training</li> <li>School equipment not to be used</li> <li>Risk assessments to be provided</li> <li>Hirers to establish cleaning touch points during / after use</li> <li>Additional clean post letting</li> </ul>			
Has the demand for wrap around care been ascertained and logistics considered?		<ul style="list-style-type: none"> <li>Liaise with Castle Kids – external child-care provider</li> </ul>			

**DfE guidance:**

- Premises: <https://www.gov.uk/government/publications/managing-school-premises-during-the-coronavirus-outbreak/managing-school-premises-which-are-partially-open-during-the-coronavirus-outbreak>
- Managing school premises during the coronavirus outbreak: <https://www.gov.uk/government/publications/managing-school-premises-during-the-coronavirus-outbreak>
- A detailed checklist and key guidance for action for health and safety is available at: [www.gov.uk/government/publications/managing-school-premises-during-the-coronavirus-outbreak/managing-school-premises-which-are-partially-open-during-the-coronavirus-outbreak](http://www.gov.uk/government/publications/managing-school-premises-during-the-coronavirus-outbreak/managing-school-premises-which-are-partially-open-during-the-coronavirus-outbreak)
- Social distancing: <https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-social-distancing-in-education-and-childcare-settings/coronavirus-covid-19-implementing-social-distancing-in-education-and-childcare-settings>
- Preparing for the opening of Early Years settings <https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-early-years-and-childcare-settings-from-1-june>
- Social distancing guidance for young people <https://www.gov.uk/government/publications/stay-alert-and-safe-social-distancing-guidance-for-young-people/staying-alert-and-safe-social-distancing-guidance-for-young-people>

**Theme 3: Safeguarding**

Theme 3: Safeguarding			R	A	G
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>• All staff are set up on My Concern</li> <li>• DSL &amp; DDSL x3 to be available at all times</li> <li>• COVID welfare calls to take place every 2/3 days</li> <li>• FSM vouchers provided</li> <li>• Continue to have remote meetings with school nurse</li> <li>• Continue to attend virtual CIN / Core group / CP &amp; Strategy meetings</li> </ul>			
How has the safeguarding policy been reviewed and amended considering the current situation?		<ul style="list-style-type: none"> <li>• DSL to be available at all times</li> <li>• COVID welfare calls to take place every 2/3 days</li> </ul>			
Have you adopted a 'COVID-19 outbreak' addendum to your child					

protection policy to include the specific issues for these circumstances?					
What could the specific issues be for your school?		<ul style="list-style-type: none"> <li>• Being unable to make contact with a family</li> <li>• Children not returning to school</li> </ul>			
How are you ensuring that someone is responsible for ensuring the policy actions are completed?		<ul style="list-style-type: none"> <li>• DSL holds this responsibility</li> <li>• Fortnightly DSL Team meeting</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>• Safeguarding updates on each agenda</li> </ul>			
How are you making sure that someone is responsible for continuity in safeguarding leadership?		<ul style="list-style-type: none"> <li>• DSL / DDSL x3 available at all times</li> </ul>			
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>• Mobile phone numbers available if DSL / DDSL are not on site</li> <li>• My Concern is web based allowing for easy access to all records</li> </ul>			
Is there a nominated senior leader to be the onsite safeguarding lead?		<ul style="list-style-type: none"> <li>• HT will be on site at all times</li> <li>• 3 additional DDSL's trained</li> </ul>			
Are all staff aware of the new arrangements for DSLs and reporting concerns?		<ul style="list-style-type: none"> <li>• Safeguarding induction for new teachers</li> </ul>			
Are the leaders aware of any LA/Trust changes there may be for contacting the LADO?	LADO update in Bulletin CV18 <a href="http://www.worcestershire.gov.uk/downloads/file/12402/education_and_early_health_bulletin_covid-19_update_18_-_8_april_2020">http://www.worcestershire.gov.uk/downloads/file/12402/education_and_early_health_bulletin_covid-19_update_18_-_8_april_2020</a>	<ul style="list-style-type: none"> <li>• Yes – through bulletin updates and HT briefings</li> </ul>			

Are leaders aware of WCF social care and safeguarding delivery protocol COVID 19?	<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>	<ul style="list-style-type: none"> <li>• Yes - through bulletin updates and HT briefings</li> </ul>			
Are all who need to, aware of which children have social workers and how to contact them?		<ul style="list-style-type: none"> <li>• All relevant staff informed</li> <li>• Contacts updated on My Concern.</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>• Yes – HT is also designated LAC teachers</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?		N/A			
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>• Yes – children with an allocated Social Worker given priority</li> </ul>			
Are leaders considering remote safeguarding based upon teacher knowledge from their pupils and the daily/weekly contact they have with their pupils and families?		<ul style="list-style-type: none"> <li>• All pupils to be called daily by class teachers until contact is made</li> <li>• Office staff to make additional @KIT (Keeping in touch) calls</li> <li>• All conversations recorded on engagement sheet and details of concerns / updates are recorded on My Concern</li> </ul>			
Do all who need to know, know which children		<ul style="list-style-type: none"> <li>• Yes – register set up</li> <li>• Office to make KIT welfare calls</li> </ul>			

should be in school and follow up where they do not attend?					
Who is ensuring emergency numbers and alternatives are kept up to date?		<ul style="list-style-type: none"> <li>HT</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>Safeguarding training completed in September 2021 for new staff</li> </ul>			
How might you make sure new staff, staff relocated to the school, and volunteers understand the staff code of conduct?		<ul style="list-style-type: none"> <li>Uploaded to My Concern for all staff to read and electronically sign off</li> <li>Staff handbook also provided</li> </ul>			
How have you ensured that any volunteers have been individually risk-assessed?		N/A			
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>Pupil's profiles on My Concern</li> <li>All class teachers have access to the profile's of pupils in their class</li> </ul>			



<p>How are you keeping track and recording which staff are onsite daily?</p>		<ul style="list-style-type: none"> <li>• Staff sign in on INventory</li> <li>• Staff absence procedures in place</li> </ul>			
<p>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?</p>		<ul style="list-style-type: none"> <li>• SCR is up to date</li> <li>• SCR reviewed, September 21</li> </ul>			
<p>Have leaders ensured that the safer recruitment processes are clear and adhered to, e.g anyone unknown to the school offering themselves as a volunteer?</p>		<ul style="list-style-type: none"> <li>• Yes – no volunteers being used at this time</li> </ul>			
<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><b>Worcestershire HACT Wellbeing Support Guide</b> with information to help direct families, children and young people to services available to support them during this time:</p> <p><a href="http://www.worcestershire.gov.uk/info/20773/coronavirus_covid-19_advice_for_parents_and_carers">http://www.worcestershire.gov.uk/info/20773/coronavirus_covid-19_advice_for_parents_and_carers</a></p>	<ul style="list-style-type: none"> <li>• Staff well-being check in calls</li> <li>• HT is Mental Health First Aider</li> <li>• Re-issued Staff insurance cards and support numbers</li> <li>• Displayed posters for all to access Education support</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>• Activities planned for that do not need screen time</li> <li>• E-Safety policy updated</li> <li>• E-safety advice on website</li> </ul>			
<p><b>DfE guidance:</b></p> <ul style="list-style-type: none"> <li>• Safeguarding: <a href="https://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers/coronavirus-covid-19-safeguarding-in-schools-colleges-and-other-providers">https://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers/coronavirus-covid-19-safeguarding-in-schools-colleges-and-other-providers</a></li> </ul>					

- Remote learning: <https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19>
- Attendance: <https://www.gov.uk/government/publications/coronavirus-covid-19-attendance-recording-for-educational-settings>
- School attendance: guidance for schools: <https://www.gov.uk/government/publications/school-attendance>
- Coronavirus (COVID-19): safeguarding in schools, colleges and other providers: <https://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers>
- Safeguarding and remote education during coronavirus (COVID-19) <https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19>
- Preparing for the opening of Early Years settings <https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-early-years-and-childcare-settings-from-1-june>

Recording pupil attendance <https://www.gov.uk/government/publications/coronavirus-covid-19-attendance-recording-for-educational-settings/process-for-recording-attendance-and-using-the-educational-setting-status-form>

### Theme 4: Staffing

Theme 4: Staffing					
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.</p> <p><a href="https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings">https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings</a></p>	<ul style="list-style-type: none"> <li>• All staff double vaccinated</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>		No staff currently in this category			

<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? <i>(Also referred to in Theme 1)</i></p>		<ul style="list-style-type: none"> <li>N/A</li> </ul>			
<p>Updated consideration Please confirm <b>that all Clinically Vulnerable staff who are at a higher risk of severe illness</b> (for example those with pre-existing conditions or who are pregnant) are:</p> <p>Working from home and completing home working activities where possible.</p> <p>Or</p> <p>If individuals cannot work from home, they are offered the safest available on-site roles, staying 2 metres away from others wherever possible.</p> <p>If this is not possible or an individual chooses to take on a role that does not allow for this 2 metre distance please confirm that you have carefully assessed and discussed with them whether this involves an acceptable level of risk and undertaken and recorded a risk assessment with them. <i>(Also referred to in Theme 1)</i></p>		<p><b>Pregnant staff</b></p> <ul style="list-style-type: none"> <li>Pregnant member of staff in 3<sup>rd</sup> trimester advised by consultant not to return to work</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>	Refer to DfE Planning Guide, section 2	<ul style="list-style-type: none"> <li>All staff returned and working on site</li> </ul>			
<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>Staff all received staff handbook and signed off on My Concern.</li> </ul>			
<p>How are leaders going to communicate and consult over the re-opening plan for their school?</p>		<ul style="list-style-type: none"> <li>Shared with SLT prior to September</li> <li>Shared in Staff meetings and email updates to all staff</li> <li>Shared with all other staff on INSET day in September</li> <li>Staff briefings continue 3x weekly</li> </ul>			
<p>What minimum staffing will you require daily with the model of pupil re-entry you have chosen?</p>		<ul style="list-style-type: none"> <li>All staff working on site</li> <li>Class teacher and TA/LS per class</li> </ul>			
<p>How will staff working arrangements be different and how will you involve them in this process?</p>		<ul style="list-style-type: none"> <li>N/A</li> </ul>			
<p>When looking at staffing and/or volunteers and the changes being made, are there staff that could potentially be redeployed to support the school working effectively?</p>		<ul style="list-style-type: none"> <li>SLT now available to provide class cover</li> <li>TAs can work across year group bubble for cover if required</li> <li>LS re-deployed for additional cleaning</li> <li>No volunteers at the moment</li> </ul>			
<p>What support will staff require to effectively manage the return of pupils to school?</p>	Refer to DfE Planning Guide, Annex B	<ul style="list-style-type: none"> <li>Clear procedures – opportunity to share risk assessment and ask questions</li> <li>Re-establish routines e.g handwashing, behaviour</li> <li>Staff briefings continue 3x weekly</li> </ul>			
<p>What cover plans have been thought of should leaders/teachers have significant absence? (at all staff levels)</p>		<ul style="list-style-type: none"> <li>TAs provide cover initially in case of a Teacher absence</li> <li>TAs shared across year group initially if needed</li> <li>LS shared across year group</li> <li>Supply cover for Teachers</li> <li>Cleaners can increase hours if needed</li> </ul>			

How will leaders evaluate the well-being and personal and emotional needs of staff who are dealing with anxiety, loss, fear and upset?	Signpost staff to <a href="#">Education Support</a> (free, 24hr service for education workers) Write and issue staff with guidance on protecting and maintaining good mental health.	<ul style="list-style-type: none"> <li>HT is Mental Health First Aider</li> <li>Signpost staff to Action for Happiness resources</li> <li>Signpost teaching staff to Staff Absence Insurance resources</li> <li>Staff well-being survey</li> </ul>			
How are leaders inducting new staff during this period? Are the appropriate checks being made, including the SCR checks and records?		<ul style="list-style-type: none"> <li>September new staff inducted during INSET days</li> </ul>			
How will recruitment be managed?		<ul style="list-style-type: none"> <li>Blended approach to Recruitment for September 21 held remotely and socially distanced</li> </ul>			
Do any staff contracts that need to be issued, extended or amended in light of the current situation?		N/A <ul style="list-style-type: none"> <li>Acting Deputy (secondment) continues until October half-term</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>Appraisal cycle to continue</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>No</li> </ul>			
Were any external staff furloughed? How has this been communicated and what agreements have been made? Do these staff now need to be utilised?		<ul style="list-style-type: none"> <li>No</li> </ul>			
<b>DfE guidance:</b> <ul style="list-style-type: none"> <li>Advice: <a href="https://www.gov.uk/government/collections/coronavirus-covid-19-list-of-guidance">https://www.gov.uk/government/collections/coronavirus-covid-19-list-of-guidance</a></li> <li>Data protection: <a href="https://www.gov.uk/government/publications/data-protection-toolkit-for-schools">https://www.gov.uk/government/publications/data-protection-toolkit-for-schools</a></li> <li>NQT advice: <a href="https://www.gov.uk/government/publications/coronavirus-covid-19-induction-for-newly-qualified-teachers">https://www.gov.uk/government/publications/coronavirus-covid-19-induction-for-newly-qualified-teachers</a></li> </ul>					

- Critical workers who can access schools or educational settings: <https://www.gov.uk/government/publications/coronavirus-covid-19-maintaining-educational-provision>

### Theme 5: Governance

Theme 5: Governance			R	A	G
Consider:	Suggestions / consideration	Issues & actions to manage risk	R	A	G
How are governors involved in the discussion and planning for the school re-opening?		<ul style="list-style-type: none"> <li>• Email and telephone conversations held with Chair / Vice chair</li> <li>• Governors meetings still held remotely</li> <li>• Meetings scheduled</li> </ul>			
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? What will be their determining factors for making the decisions they need to make?		<ul style="list-style-type: none"> <li>• Risk Assessment shared with Governors – September 21</li> </ul>			
How do leaders decide what governors need to know and how frequently they receive information? How might this be being determined?		<ul style="list-style-type: none"> <li>• Governors signposted to school website for Curriculum information / Home learning</li> <li>• Continue with scheduled meetings</li> </ul>			
How involved are governors in communicating with parents and the school's community?		<ul style="list-style-type: none"> <li>• Message from Governors in school newsletter</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>• Scheduled meetings continue remotely</li> </ul>			
How will governors know that the plans they have participated in are being followed and adhered to?		<ul style="list-style-type: none"> <li>• HT reports verbal / written</li> <li>• Continue with scheduled meetings</li> </ul>			
How will governors evaluate the impact of their work to re-open the school? What ways can this be achieved that would not cause additional work?		<ul style="list-style-type: none"> <li>• Share results / feedback from Parents / Staff / Pupils</li> </ul>			

What agencies are governors working with to ensure they are aware of the staffing situation? What can be planned? And how are staff used effectively as the school moves through the phases of re-opening fully?		<ul style="list-style-type: none"> <li>Regular meetings and email updates</li> </ul>			
What aspects of governance are being put to one side to deal with the immediate situation? When do leaders envisage these to be reviewed as being or not being required?		<ul style="list-style-type: none"> <li>Continuing as normal</li> </ul>			
How are governors ensuring they are providing support to leaders in this current situation?		<ul style="list-style-type: none"> <li>Email and telephone contact</li> </ul>			
<b>DfE guidance:</b> <ul style="list-style-type: none"> <li>Educational provision guidance: <a href="https://www.gov.uk/government/publications/coronavirus-covid-19-maintaining-educational-provision/guidance-for-schools-colleges-and-local-authorities-on-maintaining-educational-provision">https://www.gov.uk/government/publications/coronavirus-covid-19-maintaining-educational-provision/guidance-for-schools-colleges-and-local-authorities-on-maintaining-educational-provision</a></li> <li>Educational settings: <a href="https://www.gov.uk/government/publications/guidance-to-educational-settings-about-covid-19/guidance-to-educational-settings-about-covid-19">https://www.gov.uk/government/publications/guidance-to-educational-settings-about-covid-19/guidance-to-educational-settings-about-covid-19</a></li> <li>Guidance on school closures: <a href="https://www.gov.uk/government/publications/covid-19-school-closures/guidance-for-schools-about-temporarily-closing">https://www.gov.uk/government/publications/covid-19-school-closures/guidance-for-schools-about-temporarily-closing</a></li> <li>Reporting: <a href="https://www.gov.uk/government/publications/coronavirus-covid-19-attendance-recording-for-educational-settings/educational-settings-self-reporting-online-form-frequently-asked-questions-faq">https://www.gov.uk/government/publications/coronavirus-covid-19-attendance-recording-for-educational-settings/educational-settings-self-reporting-online-form-frequently-asked-questions-faq</a></li> </ul>					

Theme 6: Communication			R	A	G
Consider:	Suggestions / consideration	Issues & actions to manage risk	R	A	G
<b>PUPILS:</b>					
How are leaders/staff evaluating pupils' preparation and response to return to school – what will happen if that is not positive? What will be in place to support and give additional home support to alleviate this?		<ul style="list-style-type: none"> <li>Pupils sent a Teacher &amp; TA fact file as part of transition work</li> <li>Telephone calls, 1-1 meetings offered and photobooks provided for anxious children &amp; parents</li> <li>Home visits</li> </ul>			

What contact will staff have with pupils to share expectations for return to school?	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.	<ul style="list-style-type: none"> <li>• PowerPoint with voiceover, for children sharing photos of what school will look like and new rules</li> <li>• St. Peter's plan containing guidance for re-opening</li> <li>• Telephone calls, 1-1 meetings offered and photobooks provided for anxious children &amp; parents</li> <li>• Home visits made</li> </ul>			
Are there additional ways to communicate with pupils to prepare them, perhaps integrating this into their learning as groups of pupils have school-based learning extended?		<ul style="list-style-type: none"> <li>• Teacher and TA fact files shared with children and Parents</li> </ul>			
How will leaders communicate with pupils returning to school?		<ul style="list-style-type: none"> <li>• Handwashing posters</li> <li>• New rules posters</li> <li>• SLT on gate duty each morning and afternoon</li> <li>• SLT speak to children</li> </ul>			
How will pupils be included in the consultation process at their level, so they understand the expectations and the reasons for the differences in their daily school life?		<ul style="list-style-type: none"> <li>• PSHE work</li> <li>• Regular sharing of PowerPoint containing rules and expectations</li> </ul>			
<b>PARENTS:</b>					
How will leaders communicate with parents during the various phases of re-opening?		<ul style="list-style-type: none"> <li>• St. Peter's plan</li> <li>• App messages / emails</li> <li>• Follow-up phone calls</li> <li>• Newsletter / website</li> <li>• Parents Evening</li> </ul>			
What on-going weekly/regular communication could be used to ensure parents are kept well-informed?		<ul style="list-style-type: none"> <li>• Weekly newsletter</li> <li>• App messages / emails</li> <li>• Use of school website</li> </ul>			
How will leaders manage the different perspectives of parents		<ul style="list-style-type: none"> <li>• Telephone appointments made to discuss anxieties</li> </ul>			



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>• Meetings arranged</li> <li>• Home visits</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 and a phased approach with an emphasis on safety and well-being is established based on trusting leaders to keep their children safe?		<ul style="list-style-type: none"> <li>• Regular communication</li> <li>• Remote parents evening appointments</li> <li>• Prompt return of phone call / emails (within policy guidance)</li> </ul>			
How could a parent group support the school's work with communication?		NA			
Have leaders considered their current means of communication and the strengths of these to use as the school plans and implements re-opening over phases?		<ul style="list-style-type: none"> <li>• Continue to use Microsoft forms when requesting information from parents</li> </ul>			
Have leaders considered reasonable expectations of parents sending their children to school?		<ul style="list-style-type: none"> <li>• Regular reminders in weekly newsletter. Contact with parents will be via telephone or email.</li> <li>• Visitors with appointments provide with visitor protocol and asked to wear a face mask</li> </ul>			
How will leaders communicate the messages about safety for children and manage the anxiety parents will have?		<ul style="list-style-type: none"> <li>• Posters displayed</li> <li>• Parents issued with St. Peter's plan</li> <li>• Telephone conversations with parents</li> <li>• Regular reminders in weekly newsletter</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?		<ul style="list-style-type: none"> <li>• Government guidance in September was to send children back to school</li> <li>• Appointments with EWO</li> </ul>			
How will leaders manage attendance with parents considering the various phases of attendance as the re-		<ul style="list-style-type: none"> <li>• See strategies above</li> <li>• Office Admin staff to make phone calls</li> <li>• Office Manager to follow up</li> </ul>			

<p>opening extends further and more pupils are regularly attending school? How can the attendance of pupils be supported during the early stages to alleviate parental anxiety and still share expectations for the future?</p>		<ul style="list-style-type: none"> <li>EWO to make calls / home visits</li> </ul>			
<p>How will leaders share expectations of home learning which will not pressurise parents but equally reiterate set expectations that are realistic, doable and can be transferred seamlessly when pupils attend school more regularly?</p>		<ul style="list-style-type: none"> <li>Remote Learning letter detailing expectations</li> <li>Follow up phone calls</li> </ul>			
<b>STAFF:</b>					
<p>How will staff communicate with each other throughout the school day?</p>	<p>Use of staff radios to communicate with duty staff and to support social distancing measures.</p>	<ul style="list-style-type: none"> <li>TEAMS chat</li> <li>Emails</li> <li>Face to face</li> </ul>			
<p>To have a clear 'day one' plan in place that is well understood by all. Communication with staff pre and post reopening</p>	<p>Leaders to carefully map day one activities to support pupils as they return.</p>	<ul style="list-style-type: none"> <li>INSET days used for sharing information</li> </ul>			
<p>Transition year groups</p>		<ul style="list-style-type: none"> <li>Middle school communicating directly with Y4</li> </ul>			
<p><b>DfE guidance:</b></p> <ul style="list-style-type: none"> <li>Pupils' mental health support/pastoral care at home: <a href="https://www.gov.uk/government/publications/covid-19-guidance-on-supporting-children-and-young-peoples-mental-health-and-wellbeing/guidance-for-parents-and-carers-on-supporting-children-and-young-peoples-mental-health-and-wellbeing-during-the-coronavirus-covid-19-outbreak#helping-children-and-young-people-cope-with-stress">https://www.gov.uk/government/publications/covid-19-guidance-on-supporting-children-and-young-peoples-mental-health-and-wellbeing/guidance-for-parents-and-carers-on-supporting-children-and-young-peoples-mental-health-and-wellbeing-during-the-coronavirus-covid-19-outbreak#helping-children-and-young-people-cope-with-stress</a></li> <li>Parents: <a href="https://www.gov.uk/guidance/supporting-your-childrens-education-during-coronavirus-covid-19">https://www.gov.uk/guidance/supporting-your-childrens-education-during-coronavirus-covid-19</a></li> <li>Parents with pupils with SEND: <a href="https://www.gov.uk/guidance/help-children-with-send-continue-their-education-during-coronavirus-covid-19">https://www.gov.uk/guidance/help-children-with-send-continue-their-education-during-coronavirus-covid-19</a></li> <li>Supporting parents: <a href="https://www.gov.uk/government/publications/covid-19-school-closures/guidance-for-schools-about-temporarily-closing#working-with-parents">https://www.gov.uk/government/publications/covid-19-school-closures/guidance-for-schools-about-temporarily-closing#working-with-parents</a></li> <li>Preparing for the opening of Early Years settings <a href="https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-early-years-and-childcare-settings-from-1-june">https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-early-years-and-childcare-settings-from-1-june</a></li> </ul>					

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>St. Peter's plan written by HT and shared with SLT</li> <li>Shared with all staff and parents</li> </ul>			
How will staff keep themselves safe and be kept safe?		<ul style="list-style-type: none"> <li>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.</li> <li>Ensure that wipes / cleaning spray are placed next to all telephones / photocopier in school and staff are directed to wipe phones/shared keyboards before and after use.</li> </ul>			
<i>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? (Also referred to in Theme 4)</i>		<ul style="list-style-type: none"> <li>RE-issue Teaching staff insurance cards.</li> <li>Signpost staff to <a href="#">Education Support</a> (free, 24hr service for education workers) Display posters around school</li> <li>Staff to speak to line manager / HT to raise practical or emotional concerns that they may have about returning.</li> <li>HT is identified Mental health first aider</li> <li>HT available to speak to staff</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>Telephone tree established for line managers to contact those who are shielding</li> <li>HT contact</li> </ul>			
Is there a clear system of support through the bereavement policy that					

ensures staff know about the support and systems in place?					
Are staff aware of the bereavement policy and what this may require following the impact of COVID-19? How are staff supported to follow this within their own situations and that of pupils and colleagues?	Information to be shared confidentiality within the senior leadership team. Regular and timely support offered to staff through the reopening process, including daily checks on the well-being of bereaved staff.	<ul style="list-style-type: none"> <li>• Diocesan Rainbow Bereavement policy initially shared with SLT</li> <li>• To be re-issued</li> </ul>			
What support will staff require to effectively manage the return of pupils to school?		<ul style="list-style-type: none"> <li>• INSET days</li> <li>• Time with Classteacher &amp; TA within Year group</li> </ul>			
How will the return be managed with staff changing regularly? How will staff be informed of this information?		<ul style="list-style-type: none"> <li>• Staff remain in Year groups</li> <li>• Email communication</li> </ul>			
<i>How will staff working arrangements be different and how will you involve them in this process? (Also referred to in Theme 4)</i>		<ul style="list-style-type: none"> <li>• Staff remain in Year groups</li> </ul>			
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?		<ul style="list-style-type: none"> <li>• Staff spend first week giving children time to discuss summer</li> <li>• Transition project</li> </ul>			
What opportunities will pupils have to share the experiences they have had with COVID-19 sensitively and how will this shape how staff support pupils to communicate?					

<p><i>How will pupils be included in the consultation process at their level, so they understand the expectations and the reasons for the differences in their daily school life? (Also referred to in Theme 6)</i></p>		<ul style="list-style-type: none"> <li>Regularly re-visit powerpoint with expectations and new rules on</li> </ul>			
<p><b>DFE guidance:</b></p> <ul style="list-style-type: none"> <li>NQT advice: <a href="https://www.gov.uk/government/publications/coronavirus-covid-19-induction-for-newly-qualified-teachers">https://www.gov.uk/government/publications/coronavirus-covid-19-induction-for-newly-qualified-teachers</a></li> <li>Supporting wellbeing <a href="https://www.gov.uk/guidance/supporting-pupils-wellbeing">https://www.gov.uk/guidance/supporting-pupils-wellbeing</a></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>		<ul style="list-style-type: none"> <li>Curriculum shaped by assessments</li> <li>Remote learning in place</li> <li>Class email addresses available</li> <li>Microsoft form to be completed when children return</li> </ul>			
<p>What might learning look like for pupils at the different points of a phased return? Consider alongside the rationale for who returns first.</p>		<p>N/A</p>			
<p>What changes may be required to secure a consistent approach for in school and online learning?</p>		<ul style="list-style-type: none"> <li>3 tiers of learning</li> <li>Class / Year group bubble closure to have lessons via TEAMS</li> </ul>			
<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>Under current guidelines there are no children who need to continue shielding</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>Some pupils did not access Remote education when isolating</li> <li>Baseline assessment conducted in all year groups to identify gaps</li> <li>Recovery curriculum to be adapted depending on results from Baseline</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>• New posters made for rules</li> <li>• Assembly on 'good learning behaviours'</li> <li>• Encouragement with stickers</li> </ul>			
<p>What are reasonable expectations for the curriculum in the current circumstances and how will these be developed as the school moves through the phases of re-opening?</p>		<ul style="list-style-type: none"> <li>• Recovery curriculum plan</li> <li>• Pupil tracking meetings held after 4 weeks with all classteachers</li> <li>• Pupil progress meetings held termly</li> </ul>			
<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>• Priority to resettle children to ensure that they are happy and feel comfortable and safe in school</li> <li>• Transition topic only last one week</li> </ul>			
<p>How are leaders looking at the development of the curriculum for 2021/2022? 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>		<ul style="list-style-type: none"> <li>• Subject 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</li> <li>• Identify which knowledge / skills will need to be (re)visited prior to teaching new curriculum content</li> </ul>			
<p>How will staff be supported to transition between home/school planning and teaching?</p>		<ul style="list-style-type: none"> <li>• Staff continued to do both</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>• Priority given to classroom displays as children not moving around the school</li> </ul>			

<p>Have leaders considered how pupils will move on or transition to their next academic year? Do leaders have an 'ideal' that would meet the needs of their own pupils? What might this look like and what are the possible implications and considerations for the future?</p> <p>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>All transition work / communication continued with Middle schools and pre-schools</li> </ul>			
<p>How will leaders contact and support transition of new early years children for September 2020?</p>		<ul style="list-style-type: none"> <li>Different Induction arrangements: No home visits. Set up external water bottle and book bag collection in the Summer term. Autumn 1 Parent and child visit to say hello and look at the EYFS unit in Meet and greet session</li> </ul>			
<p>Have leaders ensured that pupils' transition from primary and secondary provision is considered and how this will be communicated?</p>		<ul style="list-style-type: none"> <li>Transition meetings continue to take place between staff</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>All events will be planned virtually / in school class events only</li> </ul>			
<p><b>DfE guidance:</b></p> <ul style="list-style-type: none"> <li>Home learning support: <a href="https://www.gov.uk/government/publications/coronavirus-covid-19-online-education-resources">https://www.gov.uk/government/publications/coronavirus-covid-19-online-education-resources</a></li> <li>Remote support: <a href="https://www.gov.uk/guidance/get-help-with-technology-for-remote-education-during-coronavirus-covid-19">https://www.gov.uk/guidance/get-help-with-technology-for-remote-education-during-coronavirus-covid-19</a></li> <li>Accountability measures: <a href="https://www.gov.uk/government/publications/coronavirus-covid-19-school-and-college-performance-measures/coronavirus-covid-19-school-and-college-accountability">https://www.gov.uk/government/publications/coronavirus-covid-19-school-and-college-performance-measures/coronavirus-covid-19-school-and-college-accountability</a></li> </ul>					

- Remote education during coronavirus (COVID-19) <https://www.gov.uk/guidance/remote-education-during-coronavirus-covid-19>
- Help primary school children continue their education during coronavirus (COVID-19) <https://www.gov.uk/guidance/help-primary-school-children-continue-their-education-during-coronavirus-covid-19>

### Theme 9: Vulnerable learners

Theme 9: Vulnerable learners			R	A	G
Consider:	Suggestions / consideration	Issues & actions to manage risk			
Has the school ensured its identification of vulnerable pupils is up to date? How will this inform future planning for their provision?		<ul style="list-style-type: none"> <li>• Class teachers highlight any concerns that arise from weekly telephone calls</li> <li>• Office staff also highlight</li> <li>• Register updated according to contact with School Nurse / CHS / FSW</li> <li>• Regularly review</li> </ul>			
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?		<ul style="list-style-type: none"> <li>• KIT calls to continue</li> <li>• Home visits</li> <li>• Laptops distributed</li> <li>• Paper packs / CPG books provided</li> <li>• Chatter chums</li> <li>• Morning check-in via TEAMS</li> </ul>			
Are families accessing support for pupils – free meals; food banks; support from social workers etc? How will these services be continued and maintained?		<ul style="list-style-type: none"> <li>• Yes. Contact maintained between school, parents and external agencies</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>• No pupil officially shielding</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?		<ul style="list-style-type: none"> <li>• Remote support</li> </ul>			
What additional support measures will require consideration for pupils with SEND to understand social distancing?		<ul style="list-style-type: none"> <li>• TA class support</li> </ul>			
How will leaders manage the reintegration of EHCP pupils especially those with allocated 1:1 support?		N/A			



What arrangements have been made to ensure the EHCPs are picked up and continue?		N/A			
Have leaders considered what transition will be required for pupils to access the EHCP arrangements?		N/A			
Will the school have a phased /separate return day for pupils more likely to find transition back to school more difficult?		<ul style="list-style-type: none"> <li>Reception children have a phased return</li> </ul>			
How are resources being adapted for vulnerable pupils?		<ul style="list-style-type: none"> <li>No</li> </ul>			
<p><b>DfE guidance:</b></p> <ul style="list-style-type: none"> <li>Vulnerable: <a href="https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people">https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people</a></li> <li>Extremely vulnerable: <a href="https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19">https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19</a></li> <li>SEND - <a href="https://www.gov.uk/government/publications/coronavirus-covid-19-send-risk-assessment-guidance/coronavirus-covid-19-send-risk-assessment-guidance">https://www.gov.uk/government/publications/coronavirus-covid-19-send-risk-assessment-guidance/coronavirus-covid-19-send-risk-assessment-guidance</a></li> <li>Guidance on temporary changes to education, health and care legislation during the coronavirus (COVID-19) outbreak <a href="https://www.gov.uk/government/publications/changes-to-the-law-on-education-health-and-care-needs-assessments-and-plans-due-to-coronavirus">https://www.gov.uk/government/publications/changes-to-the-law-on-education-health-and-care-needs-assessments-and-plans-due-to-coronavirus</a></li> <li>Guidance for schools and colleges to support them keeping children safe, including online, during the coronavirus (COVID-19) pandemic <a href="https://www.gov.uk/government/collections/coronavirus-covid-19-guidance-for-schools-and-other-educational-settings">https://www.gov.uk/government/collections/coronavirus-covid-19-guidance-for-schools-and-other-educational-settings</a></li> <li>Conducting a SEND risk assessment during the coronavirus outbreak <a href="https://www.gov.uk/government/publications/coronavirus-covid-19-send-risk-assessment-guidance">https://www.gov.uk/government/publications/coronavirus-covid-19-send-risk-assessment-guidance</a></li> <li>Supporting children and young people with SEND <a href="https://www.gov.uk/government/publications/coronavirus-covid-19-send-risk-assessment-guidance/coronavirus-covid-19-send-risk-assessment-guidance">https://www.gov.uk/government/publications/coronavirus-covid-19-send-risk-assessment-guidance/coronavirus-covid-19-send-risk-assessment-guidance</a></li> </ul> <p>Children with complex special educational needs and disability <a href="https://www.gov.uk/government/publications/coronavirus-covid-19-send-risk-assessment-guidance/coronavirus-covid-19-send-risk-assessment-guidance">https://www.gov.uk/government/publications/coronavirus-covid-19-send-risk-assessment-guidance/coronavirus-covid-19-send-risk-assessment-guidance</a></p>					

Theme 10: Suppliers					
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		<ul style="list-style-type: none"> <li>No visitors allowed in the building without prior appointment</li> <li>Large deliveries direct to the hall</li> <li>Smaller deliveries placed in entrance foyer</li> <li>No deliveries signed for</li> </ul>			

Has the reintroduction of contracts been considered linked to rationale for reopening? E.g.: Cleaning; IT support; catering; financial support services.		N/A			
Have catering requirements been assessed, alongside your catering supplier's capacity?		<ul style="list-style-type: none"> <li>• Packed lunch option only</li> <li>• Year R, Year 1, Year 2, FSM and pupils who wish to purchase a lunch from the kitchen offered a hot lunch option</li> <li>• FSM lunches provided to pupils in school. Vouchers provided to pupils isolating / not attending school</li> <li>• New Catering Manager appointed by MAC. Regular meetings with her and Catering company</li> </ul>			
Has the site team/assigned person increased stock levels for cleaning, toilet and hygiene products, first aid, soap and hand sanitiser? This will take time to order and be delivered.		<ul style="list-style-type: none"> <li>• All stock orders in place</li> <li>• Weekly stock take</li> </ul>			
How any scheduled building works could continue whilst the school is in the re-opening phase.	Agree approach to any scheduled or ongoing building works with the contractor. Liaise with the LA if appropriate. Liaise with building firm to ascertain their current working procedures - is it possible to bring work forward whilst the school is partially closed to most pupils, or move back to October half term?	N/A			
Have additional supplies associated with reopening been ordered?	Refer to DfE Planning Document, Appendix D:	<ul style="list-style-type: none"> <li>• Extensive cleaning order placed in September and regularly reviewed</li> <li>• Lidded bins, soap for sinks, hand sanitiser in rooms/learning environments, disposable paper towels, cleaning products, sanitising wipes for wiping some equipment</li> </ul>			

**DfE guidance:**

- <https://www.gov.uk/government/collections/coronavirus-covid-19-guidance-for-schools-and-other-educational-settings>
- Providing free school meals during the coronavirus outbreak <https://www.gov.uk/government/publications/covid-19-free-school-meals-guidance>
- What parents and carers need to know about schools and other education settings during the coronavirus outbreak <https://www.gov.uk/government/publications/closure-of-educational-settings-information-for-parents-and-carers>

**Theme 11: Transport**

<b>Theme 11: Transport</b>					
<b>Consider:</b>	<b>Suggestions / consideration</b>	<b>Issues &amp; actions to manage risk</b>	<b>R</b>	<b>A</b>	<b>G</b>
How are transport arrangements being managed and maintained for pupils? How will this look as increased number of pupils attend school at different times/days?	<p>Liaise with LA transport department to discover how much notice they will require to restart their service, so that a plan of action can be developed.</p> <p>Encourage pupils and parents to avoid public transport to and from school if possible (walk or use car if this is an option).</p> <p>Ensure guidance issued to parents on the 'dropping off' of pupils in the morning to reduce the risk of accidents.</p>	N/A			

**DfE guidance:**

- <https://www.gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-for-passengers>
- What parents and carers need to know about schools and other education settings during the coronavirus outbreak: <https://www.gov.uk/government/publications/closure-of-educational-settings-information-for-parents-and-carers>
- Coronavirus (COVID-19): safer travel guidance for passengers <https://www.gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-for-passengers>
- Coronavirus (COVID-19): safer transport guidance for operators <https://www.gov.uk/government/publications/coronavirus-covid-19-safer-transport-guidance-for-operators>

Theme 12: Costs associated with expanded opening			R	A	G
Consider:	Suggestions /consideration	Issues & actions to manage risk			
Is there a business continuity plan that can be adapted to reflect the changes and the phases of re-opening?		<ul style="list-style-type: none"> <li>Directors</li> </ul>			
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>Additional cleaning supplies</li> <li>Increased staffing due to staff absences due to periods of Isolation</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>Weekly TEAMS finance meeting</li> <li>Invoices/ orders file system already in place</li> <li>Authorisation via Finance Portal is web based</li> </ul>			
Are leaders aware of the delays and cancellations of some financial returns? E.g. BFRO for academies cancelled		<ul style="list-style-type: none"> <li>School finance Officer and Central Team</li> </ul>			
<i>Has the reintroduction of contracts been considered linked to rationale for reopening? E.g. Cleaning; IT support; catering; financial support services. (Also referred to in Theme 10)</i>		N/A			
Have leaders evaluated the impact of lettings and the finance implications of possibly		<ul style="list-style-type: none"> <li>Phased re-opening of lettings once school has re-opened fully</li> <li>Adjust budget income due to decrease in after school sports / holiday club lettings</li> </ul>			

not restarting or a phased re-opening of lettings?					
Are there financial implications for transport to ensure social distancing arrangements are upheld?		<ul style="list-style-type: none"> <li>N/A</li> </ul>			
Have visits/trips booked previously, E.g., residentials 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>No trips booked</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>Regular budget monitoring, with a particular focus on Staffing and cleaning budgets</li> <li>MAC Central Team</li> </ul>			
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>Regular budget monitoring</li> <li>Weekly meeting with HT and Finance Officer</li> <li>Finance officer to continue to attend a weekly Central Team finance meeting</li> </ul>			
<b>DfE guidance on finance:</b> <ul style="list-style-type: none"> <li>Financial support: <a href="https://www.gov.uk/government/publications/coronavirus-covid-19-financial-support-for-education-early-years-and-childrens-social-care/coronavirus-covid-19-financial-support-for-education-early-years-and-childrens-social-care">https://www.gov.uk/government/publications/coronavirus-covid-19-financial-support-for-education-early-years-and-childrens-social-care/coronavirus-covid-19-financial-support-for-education-early-years-and-childrens-social-care</a></li> <li>Exceptional costs: <a href="https://www.gov.uk/government/publications/coronavirus-covid-19-financial-support-for-schools/school-funding-exceptional-costs-associated-with-coronavirus-covid-19-for-the-period-march-to-july-2020">https://www.gov.uk/government/publications/coronavirus-covid-19-financial-support-for-schools/school-funding-exceptional-costs-associated-with-coronavirus-covid-19-for-the-period-march-to-july-2020</a></li> <li>Reducing burdens: <a href="https://www.gov.uk/government/publications/coronavirus-covid-19-reducing-burdens-on-educational-and-care-settings/reducing-burdens-on-educational-and-care-settings">https://www.gov.uk/government/publications/coronavirus-covid-19-reducing-burdens-on-educational-and-care-settings/reducing-burdens-on-educational-and-care-settings</a></li> </ul>					