

Worcestershire Recovery Planning: Supporting the Implementation of Phased School Return in Covid19 conditions

Risk Assessment tool for Worcestershire Schools

St Thomas More Catholic First School

(September 2021)

Please be aware that this document has been designed to support assessment and decision making for schools when considering their plans for the different phases of recovery. Reference to the latest DfE government guidance should be made when considering the prompts.

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.

An example Risk Assessment and associated documents are available at http://www.worcestershire.gov.uk/downloads/download/1433/phased_re-opening_of_schools_and_settings_documents

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.
- 1st 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 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

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Amendment History

Version Number	Date	Reason for Amendment
V16.0	02.06.2020	Special School and Secondary school amendments
V15.0	22.05.2020	Theme 1 – considerations updated
V14.0	22.05.2020	Additional links to Worcestershire guidance – Published on webpage
V13.0	21.05.2020	Additional links to Worcestershire guidance – Published on webpage
V11.0	18.05.2020	Published on webpage

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/>
- Government advice: <https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance>
- 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
- Information re testing: <https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested>

- Preparing for the wider opening of schools from 1 June
<https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june>
- 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>
- Actions for FE colleges and providers during the coronavirus outbreak
<https://www.gov.uk/government/publications/coronavirus-covid-19-maintaining-further-education-provision>
- 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>
- Guidance for secondary school provision <https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june/planning-guide-for-secondary-schools>
- Worcestershire Covid 19 Education Bulletins:
http://www.worcestershire.gov.uk/downloads/download/1421/coronavirus_covid-19_education_and_early_help_bulletin_for_schools

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.	<p>Behaviour policy updated to reinstate tokens.</p> <p>Code of Conduct to reinforce staff adherence to COVID safeguarding measures with disciplinary policy used to sanction if necessary.</p> <p>Staff updated on COVID 19 measures 2/9/21- hygiene, no masks, except if meeting with new people/parents, mixed bubbles for assemblies/playtime/lunchtime etc. RA updated DfE attendance reported by office. First day calls etc in place. Reminders on newsletters, website and Facebook about not attending with symptoms, isolating etc. (10/9/21)</p> <p>LATERAL FLOW TESTING BY STAFF 2 PER WEEK-Monday and Thursday including sports coach</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.	<p>All compliance testing undertaken Teacher Days (2&3/9/21) by Head Teacher/Site Manager.</p> <p>Legionella and air conditioning. Checks made to hot and cold water systems, gas and fire safety (all zones in place with named marshals) kitchen equipment, and security including alarms.</p> <p>Weekly safety checks are ongoing.</p> <p>Partial PAT test August arranged by Central</p>			
<p>Are staff, parents and pupils aware of the key COVID-19 prevention control measures:</p> <ul style="list-style-type: none"> • avoiding contact with anyone with symptoms • frequent hand cleaning and good respiratory hygiene practices • regular cleaning of settings <p>minimising contact and mixing (social distancing)</p>	<p>Ensure staff have been signposted to government guidance on coronavirus symptoms and protection measures in schools to prevent transmission and obtain confirmation that has been read.</p> <p>Share government key messages, information, guidance and resources (posters, social media, website links) with parents and pupils.</p>	<p>All staff (office, Teachers, TAs) briefed on Teacher Day. LTS and site staff updated at beginning of shifts (Wk beg 6/9/21)</p> <p>Visitors informed of applicable rules e.g. mask, hygiene, isolating and attendance etc. On arrival.</p> <p>RA circulated via My Concerns 10/9/21</p> <p>Key messages up around school – hand washing, ‘catch it, bin it, kill it’.</p> <p>Regular newsletters to parents, webpage and Facebook update parents on procedures on-going.</p> <p>Senior leaders and site manager on gates/playground to reinforce one-way system.</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 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>Adults coming to reception main entrance to socially distance – limit number of visitors in office foyer. Notice put on to door and in newsletter.</p> <p>Any members of staff becoming pregnant to inform HT immediately to allow RA to be conducted.</p> <p>Share information from WCF/DFE.</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 14 days for their household)</p>	<p>All staff and parents informed via letters, staff meetings and notice on doors. Set up reminder via Facebook and webpage.</p> <p>All staff to inform TM of any symptoms or link to positive cases so decision can be made by SLT as to if they should be at school. Follow PHE guidance.</p> <p>School monitors cases of COVID -19 to ensure isolation is adhered to. Information on newsletters/webpage/doors. Forms completed in office.</p> <p>Reminder to parents via letter that school must be informed of positive cases even if child is not in school.</p> <p>Staff contact line 2 and text/phone the Head Teacher to inform school. Staff remain at home until the results of the test and if positive remain isolated for required period.</p> <p>If staff member shows symptoms they leave immediately to get tested and all areas they have accessed are deep cleaned.</p>			

	<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>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 10 or 14 days absence?</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 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>If a child shows symptoms they go to SENDCo's room to isolate them from the bubble and a member of staff from their bubble stays with them to await parents who are told to get them tested and contact school with the results. The office used and the bubble and any areas such as toilets are deep cleaned. If the child needs to use the toilet while waiting the visitor toilets are used and then cleaned. Supervising staff can be 2 meters or more away from the child. PPE is available if the member of staff prefers to use it. Double bagging to be used. Office to keep log of absences related to COVID to prevent early returns. All classes provided with individual packs of PPE to deep clean areas if suspected child or staff member sent home.</p>			
<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</p>	<p>All adults sanitise on entry to the building, before signing in.</p>			

	<p>after eating, and 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 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 e-Bug re hygiene practice:</p> <ul style="list-style-type: none"> • Horrid hands • Super sneezes • Hand hygiene • Respiratory hygiene <p>Microbe mania</p>	<p>Children sanitise on entry to school in the morning – those who are unable due to medical reasons/allergies go and wash their hands immediately.</p> <p>Staff supervise children to wash hands.</p> <p>Reminder in newsletter re tissues.</p> <p>Everybody washes hands before and after eating rather than sanitising.</p> <p>Children and staff to sanitize beginning and end of smaller groups for interventions/foundation groups.</p> <p>Laptops and iPads to be cleaned by staff after every use. Mice and keys boards etc to be wiped after use in shared areas or if borrowing someone else’s device. Soft cloth for Acer Notebook screens only - information shared with staff via briefing.</p> <p>Remind staff about cleaning standalone computers - keyboard, mice and visualisers between users.</p> <p>Staff have revisited and demonstrated to children how to wash hands properly and are escorted to the sinks where they are monitored, supervision of any not complying To be revisited at the start of every half term.</p> <p>Soap, hot water and paper towels are available and checked daily in all areas. Hand sanitisers are available in all rooms. Hand-driers can be used again.</p> <p>Boys use boys toilets and girls use girls – crossing key stages. Additional cleaning of children’s toilets midday – flush, cubicle doors and taps, 1.30 by site Supervisor.</p>	
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<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 natural ventilation (opening windows) or ventilation units</p>	<p>Constant reminders, posters, individual tissues and boxes of tissues available in rooms.</p> <p>Regular reminders to parents and children to bring own packets of tissues. (Facebook and newsletters.)</p> <p>Bins with lids in all classrooms. Cleaner empty these daily using plastic gloves. Doors and windows are open when possible to ventilate rooms. Desk fans encouraged to circulate stagnant air when not possible to ventilate. (HT room/photocopier room/NJ's office) Will ask parents to send in extra layers of clothing/boots as windows and doors open throughout day and very cold weather when applicable. 7/12/20 Advised by LORT to buy pedal bins when replacing swing bins so no touch.</p>	
<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>	<p>New cleaning schedule with all listed items was introduced for 8th June 2020. This is remaining in place for September 2021. Desks and high touch points doors and light switches) are cleaned throughout the day by staff</p> <p>Library books and home readers to be given out. Continue to isolate returning books for 72 hours.</p> <p>Reception and any shared resources e.g. maths, science, PE to be sanitized or rotated on a 48hrs basis with 72 hrs for plastic if not washed. All classrooms have own set of cleaning materials to enable this.</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</p>	<p>All soft furnishings and hard to clean toys have been reOintroduced. SLT to monitor situation.</p> <p>Cleaning products monitored and purchased when necessary.</p>	

	<p>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>	<p>All appropriate supplies kept in cleaners' cupboard and available on site.</p> <p>September- PPE added to each classroom to enable the deep clean to happen quickly.</p>			
<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</p> <ul style="list-style-type: none"> – explore individual cleaners extending their hours and working more flexibly if other cleaners are absent (e.g. working before and after school operating hours) – if cleaners are provided by a traded service, does the company have the capacity to utilise cleaners from other schools? <p>A nominated member of staff monitors the standards of 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. 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>Cleaning areas have been worked out to ensure all areas of school are covered. If staff are absent, then the Site Manager covers their area. Staff have worked flexible hours when required to do so previously if we had a long-term absence. The Site Manager monitors the standard of cleaning when locking up/opening and reports to the Finance Officer/Head Teacher and areas of concern.</p> <p>Staff are cleaning these areas throughout the day. Cleaners schedules include these as standard with effect from 8th June 2020.</p> <p>Microfibre cloths to be used on all touch screen with staff and children sanitising before and after use. Disinfectant wipes should be used on standalones/old laptops after each use before returning them. Please allow time for them to dry.</p>			
<p>Has appropriate use and supply of PPE been identified?</p>	<p>Ensure a small stock of PPE for use by staff supervising children who develop</p>	<p>PPE regularly checked. Supply kept in both offices identified. Aprons in school.</p>			

<p><i>PPE is only needed in a very small number of cases:</i></p> <ul style="list-style-type: none"> • <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> • <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> 	<p>symptoms whilst at school before they go home.</p> <p>Identify pupils whose care routinely already involves the 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>All classes have stock of PPE and cleaning material. Double bagging necessary only if cleaning up suspected/confirmed COVID. Bins with lids are acceptable for other times.</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 staggered break times)?</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> <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>Tables can be grouped again – no longer all facing forward. Children can sit on the carpet. No bubbles but keeping separate playground areas for KS1 and 2 using Smooga. Hall to be used for PE, collective worship and lunchtimes.</p> <p>Children will work primarily in their own class group with the same teacher and teaching assistant. Small groups and interventions will take place. Each table has set of pencils crayons etc. Staff to clean regularly. Playground divided into 2 areas giving each Key Stage their own larger area. Each Key Stage continues to use and clean their own equipment.</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 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>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>	<p>Reopening Council Buildings Checklist 120520 http://www.worcestershire.gov.uk/recovery/schools</p> <p>Updated Recommendation: It will be very helpful to aid the risk assessment process if the checklist could be completed and sent with the risk assessment.</p>	<p>All tests have been conducted in line with the normal schedule and logged. SLT and Site Manager will completed the checklist week beginning September 2021, prior to the children returning.</p> <p>On-going weekly tests. PAT tests conducted - August (partial)</p>			

	<p>Use the legionella instructions decision trees (http://www.worcestershire.gov.uk/downloads/download/1433/phased_re-opening_of_schools_and_settings_documents) to decide if further management of the water system is required.</p>				
Additional considerations:					
<p>Worcestershire supporting tools and resources:</p> <ul style="list-style-type: none"> • Coronavirus (COVID-19) general FAQs for education providers: Public health - cleaning and protective equipment http://www.worcestershire.gov.uk/info/20774/coronavirus_covid-19_advice_for_schools_and_education_settings/2211/coronavirus_covid-19_general_faqs_for_education_providers/4 • Safe working including use of PPE: Bulletin CV35 http://www.worcestershire.gov.uk/downloads/file/12524/education_and_early_help_bulletin_covid-19_update_35_-_15_may_2020 • Covid19 Testing for education staff: Bulletin CV28 http://www.worcestershire.gov.uk/downloads/file/12499/education_and_early_help_bulletin_covid-19_update_28_-_1_may_2020 and CV25 http://www.worcestershire.gov.uk/downloads/file/12479/education_and_early_help_bulletin_covid-19_update_25_-_24_april_2020 • Testing link and CV37 http://www.worcestershire.gov.uk/downloads/file/12546/education_and_early_help_bulletin_covid-19_update_37_-_20_may_2020 • Personal Protective Equipment (PPE) in Schools: Bulletin CV38 Coronavirus COVID-19 Education and Early Help Bulletin 38 Worcestershire County Council • If you are unable to access essential supplies please contact: CV19Logistics@worcestershire.gov.uk where someone will contact you to discuss your requirements and provide any support possible. • Worcestershire Public Health guidance to mainstream schools: http://www.worcestershire.gov.uk/downloads/download/1433/phased_re-opening_of_schools_and_settings_documents • Worcestershire Public Health guidance to special schools http://www.worcestershire.gov.uk/downloads/download/1433/phased_re-opening_of_schools_and_settings_documents • Legionella instructions for schools and Decision trees http://www.worcestershire.gov.uk/downloads/download/1433/phased_re-opening_of_schools_and_settings_documents 					

<p>DfE guidance:</p> <ul style="list-style-type: none"> • Prevention and control- https://www.gov.uk/government/publications/guidance-to-educational-settings-about-covid-19/guidance-to-educational-settings-about-covid-19 • PPE: https://www.gov.uk/government/collections/coronavirus-covid-19-personal-protective-equipment-ppe • Information re testing: https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested • 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 • 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. https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care • 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 • Guidance for schools and other educational settings about the novel coronavirus, COVID-19. https://www.gov.uk/government/publications/guidance-to-educational-settings-about-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 			
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Theme 2: Accommodation / site usage					
Consider:	Suggestions /consideration	Issues & actions to manage risk	R	A	G
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?		Attendance etc. has reverted to normal seating as prior to COVID 19 Chadsgrove accessing site for project with Vulnerable school refusers. STM RA shared, staff signing in with office.			

<p>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>	<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>	<p>As above. When possible doors and windows will be opened to ventilate rooms. Internal doors left open to ventilate and reduce hot spots.</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>	<p>All children expected to be in school unless unwell or isolating as per PHE guidelines.</p>			
<p>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?</p>		<p>New form to be sent out if we go into a National Lockdown.</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>	<p>Produce clear FAQ's for parents guiding them through the reopening process and directly addressing identified concerns 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.</p> <p>If not possible consider use of marked out waiting/passing zones. Think about any stairs and lifts in the school.</p> <p>Plan for the supervision of hand-washing / sanitising facilities at the start of the school day.</p>	<p>The staggered start 8.40 -8.55 and one-way system used. Parents to go round the back of the playground to exit playground. Main gates only to be used to control access to the site. Review gates after week 1 to allow access to back gate. End time 3.00- 3.05 late collection from office. 1 Senior Leader and Site Manager on duty to oversee numbers on site and one-way system.</p> <p>Sanitisers or bottles of sanitisers in all rooms and entrance to the school. KR to check daily and refill when necessary.</p>			
<p>How will the entry and exit be supervised and labelled/marked out</p>	<p>Pupils to come straight into school through a range of pre-determined entrances that are manned and</p>	<p>All classes will continue to use classroom doors directly on to the playground, these are manned by staff during drop off and pick up</p>			

<p>including appropriate signage?</p>	<p>controlled by staff (this will limit the gathering of pupils and parents on the playground). 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. Pupils to use anti-bacterial hand gel as they enter the building at the start of the day and exit at the end of the day.</p>	<p>times. SLT and Site Manager are strategically placed on playground to monitor and limit numbers on site and flow. Y2 to use corridor doors for beginning and end of day to reduce congestion and number of adults passing at top end of playground. Waiting parents to queue 2m apart behind yellow feet outside rooms. Staff to encourage social distancing. SY2 to use the double doors at playtime and lunchtimes as well as beginning and end of day.</p>			
<p>How will leaders stagger start/finish times/playtimes and lunchtimes to support social distancing measures?</p>	<p>Close cloakrooms and pupils to use the back of their chairs and under their desks to store coats and belongings. 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>Children to come to school in PE kit on both PE days so no PE bags are brought into school being retained. Cloakrooms to be used with adult supervision – staff to manage numbers Both KS1 and 2 out together but in separate halves of playground with appropriate Key Stage staff on duty both playtime and lunchtime. Bags of equipment for each key stage from collated class supplies. Clamber stack back in use for KS1.</p>			
<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?</p>	<p>Educate pupils about social distancing when lining-up. Consider using floor markers and limit the need for lining-up.</p>	<p>All children eating in hall – allocated tables for key stages with ongoing cleaning. Children to use both sides of the tables. AIP to prepare trays with cutlery after washing hands and putting on gloves. Water on tables – staff to pour /handle cups and jugs. Meals to be served by AIP – following COVID guidelines they are not to attend site if they have any symptoms and must inform SLT immediately if they feel unwell during shift. Collection stations for dirty trays to be set up in hall. Continue to push hygiene, social distancing in lines and only 4 per bench. Windows and doors to be open to ventilate room.</p>			

<p>How could you adapt the timetable to allow for more socially distant activities (E.g. outdoor learning/use of hall?)</p>	<p>Timetable regular hand washing opportunities into 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 e-Bug re hygiene practice:</p> <ul style="list-style-type: none"> • Horrid hands • Super sneezes • Hand hygiene • Respiratory hygiene • Microbe mania 	<p>Handwashing is built into timetables e.g. before and after snack, lunch, shared equipment.</p> <p>Posters are displayed around school handwashing, catch it, bin it, kill it.</p> <p>Reminders on website and by staff.</p> <p>Increased planning of outdoor provision – Reception to use outdoor as much as possible.</p> <p>Forest School introduced for Reception and Year 1 – 1 pm per week.</p> <p>PE (KS1 x 1 and KS2 x 2) per week – both outside weather permitting.</p> <p>Sports clubs to use outside – weather permitting.</p> <p>One Key Stage only per club to prevent bubble mixing.</p> <p>Afterschool clubs are running.</p>			
<p>What implications will social distancing changes have on movement around the school?</p>	<p>Display clear signage around the school to indicate movement in corridors/communal areas.</p> <p>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.</p> <p>Reopening Council Buildings Checklist 120520 http://www.worcestershire.gov.uk/recoveryschools</p>	<p>All staff to be aware of exit and lining up areas in September with practice within first 3 weeks. Ensure classes allocate zone marshals and know where cards are.</p> <p>Fire safety signs in all areas and COVID update added.</p>			
<p>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>		<p>Lettings of field/hall for after school clubs to begin September 2021. Clubs to work outside where possible but use the hall when necessary. One Key Stage Bubble only as poor weather will mean both groups may have needed to share hall. SLT monitor provision – reminder and clarification of expectations and keeping Key Stages separate sent to provider and hard copies given when staff arrive.</p> <p>All providers to be sent school risk assessment with specific pages highlighted to draw attention. School to have copy of providers RA.</p>			

<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>	<p>We do not currently provide wrap-around but longer drop off at start of day give parents greater flexibility. End of day pupils not collected by 3.10 go to office with a member of staff. Gate locked as clubs using playground at 3.10. School investigating after school wrap around to open thi year. Little Angels to collect from KS1 garden at 3.10 to reduce contact with parents, allocated staff from each Key Stage to collect children to escort to new build and use KS1 outside in garden weather allowing. Handover to Little Angels staff.</p>			
<p>Additional considerations:</p>					
<p>Worcestershire supporting tools and resources:</p> <ul style="list-style-type: none"> • Covid 19 Schools Phased return space planning considerations http://www.worcestershire.gov.uk/phasedschoolsreopening • Reopening Council Buildings Checklist 120520 http://www.worcestershire.gov.uk/recoveryschools • Guidance from Highways regarding marking footpaths outside schools: Bulletin CV 41 Coronavirus COVID-19 Education and Early Help Bulletin 41 Worcestershire County Council 					
<p>DfE guidance:</p> <ul style="list-style-type: none"> • 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 • 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					
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)		<p>Checked against WCF risk assessment for vulnerable children.</p> <p>Staff to identify children who are vulnerable/very anxious on returning to school to DSL/Deputy DSLs.</p> <p>1:1 support as and when needs arise – school to redeploy staff as necessary.</p> <p>All pupils expected have return to school.</p>			
How has the safeguarding policy been reviewed and amended considering the current situation?		<p>Safeguarding Policy updated September 2021 to be disseminated to staff and on the website.</p> <p>KCSIE part 1 circulated to all staff with quiz to support evidence of understanding.</p> <p>Changes to Code of Conduct policy Sept 2021 in line with KCSIE 2021.</p>			
Have you adopted a 'COVID-19 outbreak' addendum to your child protection policy to include the specific issues for these circumstances?		<p>Yes.</p> <p>Updated as necessary.</p>			
What could the specific issues be for your school?		<p>None.</p>			
How are you ensuring that someone is responsible for ensuring the policy actions are completed?		<p>DSL and deputy DSLs meet regularly to review.</p> <p>All DSL have My Concern alerts directly.</p> <p>Meeting with Safeguarding Governor, and on-going monitoring.</p>			
Are governors aware of the Government's interim safeguarding guidance and how this has been included in their school policy?		<p>Yes, this has been circulated to all of them and referred to at the full Governing Body meeting in June.</p> <p>Updates circulated to Governors as amended.</p>			

<p>How are you making sure that someone is responsible for continuity in safeguarding leadership?</p>		<p>Head Teacher now DSL and liaising with DSL from St Bede's to set up pastoral team of Deputy DSL who will reports on a monthly basis to her. 20/9/21 further training for DSL + Deputy DSL on My Concerns. Safeguarding report on Head Teacher's report to Governors being updated in line with STB. Termly visit with safeguarding governor booked for September. Safeguarding audit with JL (HMI) 14/7/21 and 11/10/21 Reports to Strategic Leadership Committee of the Governing Body on Safeguarding audit and action plan 15/9/21.</p>			
<p>How might you ensure a trained DSL is available, in-person, by phone or video link when required?</p>		<p>At least 1 of the 4 trained DSL on site daily.</p>			
<p>Is there a nominated senior leader to be the onsite safeguarding lead?</p>		<p>All DSLs are either Head Teacher or Assistant Heads or Phase Leaders.</p>			
<p>Are all staff aware of the new arrangements for DSLs and reporting concerns?</p>		<p>My Concern was adopted April 1st 2020 and is being used by staff to report. Updated training September – staff to log behaviour, attendance and conversations with parents to provide holistic picture of the child. Further training for DSL and Deputy DSLs on My Concerns to manage and analyse as well as delegated duties during September.</p>			
<p>Are the leaders aware of any LA/Trust changes there may be for contacting the LADO?</p>	<p>LADO update in Bulletin CV18 http://www.worcestershire.gov.uk/downloads/file/12402/education_and_early_help_bulletin_covid-19_update_18_-_8_april_2020</p>	<p>WCF and safeguarding updates sent to HT and DSLs and changes made as necessary. Changes implemented.</p>			

Are leaders aware of WCF social care and safeguarding delivery protocol COVID 19?	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	Yes – delivered weekly to school.			
Are all who need to, aware of which children have social workers and how to contact them?		DSL to add contact names and numbers via My Concerns.			
Do all who need to, know which children are CLA/PCLA, who their Virtual School Head is and how to contact them?	http://www.worcestershire.gov.uk/virtualschool	N/A			
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?		We are not in a hub.			
Are leaders able to evaluate the risks and include this information in their rationale for assessing which pupils come into school first and when?		NA.			
Are leaders considering remote safeguarding based upon teacher knowledge from their pupils and the daily/weekly contact they have with their pupils and families?		During any lockdown or bubble closure most children are seen daily in school or on TEAMS. Registers of both kept. Phone calls to those not seen.			
Do all who need to know, know which children should be in school and follow up where they do not attend?		Yes, registers and follow up phone calls from office. COVID/Isolating forms being kept.			

		DSL/HT update and discuss needs against vulnerable criteria and ongoing family circumstances.			
Who is ensuring emergency numbers and alternatives are kept up to date?	The CSP securely holds a list of contact details for school key holders and staff who should be contacted in emergency situations. You can update the details for your school via the CSP. The information will only be available to selected County hall staff. Please click on 'Keyholders/Emergency Contacts button and complete the section for your school. Children Services Portal Keyholder and Emergency Contact Instructions http://www.worcestershire.gov.uk/phasedschoolsreopening	100% now on ParentPay, Year 1 –4 New Reception to be added. Site Supervisor and Central Team have keys to access the site.			
Are there new staff deployed to the school/volunteers? How are they made aware of the safeguarding processes they should adhere to?		Part of training on first Teacher Day with annual refresher for all staff and governors. Induction programme for new teachers or support staff. New technician, all given safeguarding talk and leaflet and shown fire escapes and procedure.			
How might you make sure new staff, staff relocated to the school, and volunteers understand the staff code of conduct?		Code of Conduct being revisited in September 2021, circulated via My Concerns or given paper copy (site staff) and sign to say they have read and understood it.			
How have you ensured that any volunteers have been individually risk-assessed?		2 references and DBS are needed for any volunteers, plus a meeting with Head Teacher. Details added to SCR.			
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		Archived paper records kept in central locked cabinet. Chronologies added to My Concerns to indicate incidents prior to My Concerns. Safeguarding records now being kept on My Concerns used by all MAC schools to enable electronic transfer for the majority of pupils.			

<p>worker and contact details, for LAC children the name of the relevant Virtual School Head?</p>		<p>CP, CIN and EHCP records uploaded and added to My Concerns. Notes on files give names and contacts for current social workers.</p>			
<p>How are you keeping track and recording which staff are onsite daily?</p>		<p>Site register and DFE returns.</p>			
<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>		<p>Scheduled checks in the diary. Additional checks made by Safeguarding governor.</p>			
<p>Have leaders ensured that the safer recruitment processes are clear and adhered to, E.g., being aware of anyone unknown to the school offering themselves as a volunteer?</p>		<p>Yes we continue to follow them. Head Teacher updated training 1/1/21. Panel for SENDCO appointment met 7/1/21 updated on safer recruitment and review questions.</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 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 https://www.babcockprime.co.uk/coronavirus-support-for-schools-settings-parents-and-pupils Emotional Health and Wellbeing Services - Bulletin CV31 http://www.worcestershire.gov.uk/downloads/file/12512/education_and_early_help_bulletin_covid-19_update_31_-_6_may_2020 Worcestershire HACT Wellbeing Support Guide with information to help direct families, children and young people to services available to support them during this time:</p>	<p>Staff well-being project with EP started. Staff well-being and mental health on School Development Plan Individual time with Head to look at individual needs including mental health. Revisit individual risk assessments. Adjustments made to support individuals. Mental health in Pupil Premium Strategy and Sports Premium Strategy. Termly staff questionnaires. GH completed Mental Health course. 3 staff First Aid for adults trained. 1 Teacher Trauma Informed Schools trained + HT with overview. All staff offered training in psychological first aid.</p>			

	http://www.worcestershire.gov.uk/info/20773/coronavirus_covid-19_advice_for_parents_and_carers				
<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>		<p>Remote learning to be updated in order to provide for isolating individuals/groups in line with new guidance. Remote learning policy. E-safety policy to be revised and e-safety addendum agreed with First schools in OLOL MAC and added to e-safety policy.</p>			
<p>Additional considerations:</p>					
<p>Worcestershire supporting tools and resources:</p> <ul style="list-style-type: none"> • Update: DSL Newsletters and E-Library https://worcestershirecc.sharepoint.com/sites/external/chsiag/Pages/Safeguarding.aspx • https://www.safeguardingworcestershire.org.uk/learning-development/training-c/training-resources-documents/ • http://www.worcestershire.gov.uk/info/20775/coronavirus_covid-19_frequently_asked_questions_for_schools/2196/coronavirus_covid-19_frequently_asked_questions_for_schools • CLIMB – The diversionary service for 10-17yr olds – Bulletin CV35 http://www.worcestershire.gov.uk/downloads/file/12524/education_and_early_help_bulletin_covid-19_update_35_-_15_may_2020 					
<p>DfE guidance:</p> <ul style="list-style-type: none"> • Safeguarding: 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 • 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			R	A	G
Consider:	Suggestions / consideration	Issues & actions to manage risk	R	A	G
<p>Updated Consideration: Please can you confirm that you have assessed all staff against the guidance in respect of:</p> <ul style="list-style-type: none"> Extremely Clinically Vulnerable (known as Shielding) <p>and</p> <ul style="list-style-type: none"> Clinically Vulnerable <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>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</p>	<p>HR guidance from County followed. All staff risk assessed through 1:1 proforma.</p>			
<p>Updated consideration Please confirm that all Extremely Clinically Vulnerable staff (known as Shielding) are remaining at home and being supported to work at home? <i>(Also referred to in Theme 1)</i></p>		<p>No longer applicable</p>			
<p>Updated consideration Please confirm that in respect of any staff who lives with someone who is Extremely Clinically Vulnerable (known as Shielding), who is attending on-site, that stringent social distancing can be adhered to? <i>(Also referred to in Theme 1)</i></p>		<p>Covered in overall COVID measures.</p>			

<p>Updated consideration Please confirm that all Clinically Vulnerable staff who are at a higher risk of severe illness (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>RA in place for pregnant member of staff who has had first vaccine and awaiting second.</p>			
<p>What is the capacity of staff:</p> <ul style="list-style-type: none"> To be in school? If not able to be in school, capacity to work from home? 	<p>Refer to DfE Planning Guide, section 2</p>	<p>All staff in school unless ill or waiting PCR results following guidance from PHE.</p>			
<p>Are all staff clear on the absence reporting system linked to COVID-19? How do leaders know?</p>		<p>My Concerns/form completed stated that staff knew and understood RA.</p>			

<p>How are leaders going to communicate and consult over the re-opening plan for their school?</p>		<p>Share the RA over My Concern and talk through with staff. Draft plans discussed to identify areas of concern. Newsletter/website informs parents of changes.</p>			
<p>What minimum staffing will you require daily with the model of pupil re-entry you have chosen?</p>		<p>NA</p>			
<p>How will staff working arrangements be different and how will you involve them in this process?</p>		<p>NA</p>			
<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>		<p>NA</p>			
<p>What support will staff require to effectively manage the return of pupils to school?</p>	<p>Refer to DfE Planning Guide, Annex B</p>	<p>Identification of risks via the RA through TEAMS.</p>			
<p>What cover plans have been thought of should leaders/teachers have significant absence? (at all staff levels)</p>		<p>If Teacher ill (1-2 days – TA cover) If TA absent – cover can be shared, where possible above key stage If LTS abs – SLT to cover. If cleaners – Site Manager or cover from MAC.</p>			
<p>How will leaders evaluate the well-being and personal and emotional needs of staff who are dealing with anxiety, loss, fear and upset?</p>	<p>Ensure staff are aware of resources the school already links to. Signpost staff to Education Support (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.</p>	<p>Autumn term staff audit as baseline for well-being project and termly reviews/questionnaires. Mental health written into SDP for 2021 HR to be consulted when appropriate. Open door policy.</p>			

<p>How are leaders inducting new staff during this period? Are the appropriate checks being made, including the SCR checks and records?</p>		<p>All checks are made when recruiting and 1:1 talk through RA would be implemented on start of work. Photo ID asked for on first visit with MAC confirming SCR checks.</p>			
<p>How will recruitment be managed?</p>		<p>Interviews on TEAMS or socially distanced interviews. All checks in place. Paperwork and shortlisting circulated and received electronically with TEAMS meeting to identify questions and appropriate answers as well as potential red flags. Face to face interviews in well ventilated rooms.</p>			
<p>Do any staff contracts that need to be issued, extended or amended in light of the current situation?</p>		<p>No</p>			
<p>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?</p>		<p>Advice checked and followed.</p>			
<p>Prior to the current situation, were there any outstanding HR matters that require appropriate communication within timescales and deadlines, E.g., redundancy consultations?</p>		<p>On going management of sickness in line with CES policy.</p>			
<p>Were any external staff furloughed? How has this been communicated and what agreements have been made? Do these staff now need to be utilised?</p>		<p>No</p>			
<p>Additional considerations:</p>					

<p>Worcestershire supporting tools and resources:</p> <ul style="list-style-type: none"> • CV28 HR guidance for maintained schools on staff who have a vulnerable health condition http://www.worcestershire.gov.uk/downloads/file/12499/education_and_early_help_bulletin_covid-19_update_28 - 1 may 2020 • CV27 HR guidance on working from home http://www.worcestershire.gov.uk/downloads/file/12498/education_and_early_help_bulletin_covid-19_update_27 - 30 april 2020 • Coronavirus COVID-19 frequently asked questions for schools - HR guidance for schools on Coronavirus (COVID-19) issues http://www.worcestershire.gov.uk/info/20775/coronavirus_covid-19_frequently_asked_questions_for_schools/2196/coronavirus_covid-19_frequently_asked_questions_for_schools/7 • Update: CV36 HR Updated guidance for school leaders: http://www.worcestershire.gov.uk/downloads/file/12539/education_and_early_help_bulletin_covid-19_update_36 - 18 may 2020 			
<p>DfE guidance:</p> <ul style="list-style-type: none"> • Advice: https://www.gov.uk/government/collections/coronavirus-covid-19-list-of-guidance • Data protection: https://www.gov.uk/government/publications/data-protection-toolkit-for-schools • NQT advice: https://www.gov.uk/government/publications/coronavirus-covid-19-induction-for-newly-qualified-teachers • 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?		SLC 15/09/20 to review RA and September 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? What will be their determining factors for making the decisions they need to make?		They have read the RA and ask questions to clarify points and assure themselves all measures are in place. Determining factors are the safety and well-being of staff and pupils. E-mail off director to Head Teacher expressing support and thanks 21/10/20. Chair available for HT/staff when needed.			

		Governors wrote to staff and provided chocolates. CSEL letter to all staff and parents 4/1/21.			
How do leaders decide what governors need to know and how frequently they receive information? How might this be being determined?		Head Teacher contacts Chair as necessary. RA sent to all governors and COVID 19 discussed at Full Governing Body and SLC. SLC, Curriculum and full Governing Body meetings will include COVID updates. 5/12/20 Chair and Vice Chair informed of bubble closure. First School Heads continue to meet with Mac representative and each other weekly to share good practice and make uniform decisions across OLOL MAC.			
How involved are governors in communicating with parents and the school's community?		The Chair writes an annual review to parents. Governors get copies of school newsletters and results of forms etc at relevant committees. Annual letter sent to parents September 2020 and parental feedback on forms. Annual questionnaire to go out via Forms – November 2020 with responses shared with Governors. Parental responses to Remote Learning shared with SLC 13/1/21.			
Are governors able to work with leaders to review what is happening on a regular basis? What might this look like for the school?		Governors have been informed as it is covered under day to day management. Directors have been informed of key decisions and given approval. First School Heads continue to meet with each other weekly to share good practice and make uniform decisions across OLOL MAC.			
How will governors know that the plans they have participated in are being followed and adhered to?		Feedback from HT at SLC, HT report and link governor visits/TEAMS. Parent and staff governor feedback.			
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?		Report from the Head Teacher to be shared at SLC 15/9/21 and full Governing Body 5/11/20			
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		They are updated by the Head Teacher who is working with HR as necessary.			

moves through the phases of re-opening fully?					
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?		Monitoring of School Development Plan and Link Governor visits were not undertaken during the summer term. They have been scheduled back in for the autumn term. Governing Body meetings have taken place in line with the annual calendar on Teams.			
How are governors ensuring they are providing support to leaders in this current situation?		They are always available to phone or respond to emails. Recognition of work through performance management.			
Additional considerations:					
Worcestershire supporting tools and resources: <ul style="list-style-type: none"> • Coronavirus COVID-19 frequently asked questions for schools - Attendance http://www.worcestershire.gov.uk/info/20775/coronavirus_covid-19_frequently_asked_questions_for_schools/2196/coronavirus_covid-19_frequently_asked_questions_for_schools • Coronavirus COVID-19 frequently asked questions for schools - General questions http://www.worcestershire.gov.uk/info/20775/coronavirus_covid-19_frequently_asked_questions_for_schools/2196/coronavirus_covid-19_frequently_asked_questions_for_schools/6 • Message from Governor Services on staff wellbeing - Bulletin CV31 http://www.worcestershire.gov.uk/downloads/file/12512/education_and_early_help_bulletin_covid-19_update_31_-_6_may_2020 					
DfE guidance: <ul style="list-style-type: none"> • Educational provision guidance: https://www.gov.uk/government/publications/coronavirus-covid-19-maintaining-educational-provision/guidance-for-schools-colleges-and-local-authorities-on-maintaining-educational-provision • Educational settings: https://www.gov.uk/government/publications/guidance-to-educational-settings-about-covid-19/guidance-to-educational-settings-about-covid-19 • Guidance on school closures: https://www.gov.uk/government/publications/covid-19-school-closures/guidance-for-schools-about-temporarily-closing • Reporting: https://www.gov.uk/government/publications/coronavirus-covid-19-attendance-recording-for-educational-settings/educational-settings-self-reporting-online-form-frequently-asked-questions-faq 					

Consider:	Suggestions / consideration	Issues & actions to manage risk	R	A	G
PUPILS:					
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?		<p>The first week back in September was an opportunity for staff to talk to pupils and identify anybody in need of additional support.</p> <p>We are already aware of some pupils who had high anxiety coming to school and have meet and greet in place to help. Others may need 1:1 for a period to support behaviour issues.</p> <p>The provision continues to be monitored and adapted where necessary.</p>			
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.	<p>On the first day back in September staff talked through all rules and expectations with the class. This will be revisited and reinforced regularly.</p> <p>A letter has gone out to parents about routines and timings for coming and going from school.</p>			
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?		We have not adopted any of these.			
How will leaders communicate with pupils returning to school?	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. Clear procedures in place for the return of pupils and staff following illness	<p>Key messages are promoted via posters around school.</p> <p>Procedures to return follow normal protocol for staff with a return to work interview.</p>			
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?		<p>Class discussions helped pupils feel included and ensure they understand the reasons behind the different routines.</p> <p>Due to the age of the children they have not been consulted on the process.</p>			

PARENTS:					
How will leaders communicate with parents during the various phases of re-opening?	Utilise technology as much as possible to keep lines of communication open. Consider video link/email/school social media/newsletter.	We send newsletters, parent-mail, Facebook, Twitter and website.			
What on-going weekly/regular communication could be used to ensure parents are kept well-informed?		Fortnightly newsletters and Facebook updates in between. ParentPay started 2 nd November for newsletters. 100% of parents on ParentPay.			
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?		We continue to be happy to talk individually with parents and answer questions. Those worried about their child falling behind may be given extra work or sign posted to additional work.			
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?		Communication with parents on the doors, sharing work via class blogs and answering questions when asked, responding to needs as they arise. Parent questionnaire via Forms			
How could a parent group support the school's work with communication?		There is currently no parent group.			
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?		We used all methods available to us – Parent-Mail, website, Facebook and Twitter. Follow up with phone calls when necessary. Welfare calls and home visits where no contact made by call or remote			

<p>Have leaders considered reasonable expectations of parents sending their children to school?</p>	<p>Issue guidance to parents detailing contact procedures post reopening. Reiterate that contact will, unless in emergencies, be over the phone or via email. If a meeting is required inform parents that social distancing rules will be enforced</p>	<p>All contained in letters to parents.</p>			
<p>How will leaders communicate the messages about safety for children and manage the anxiety parents will have?</p>	<p>Reassure parents of the social distancing strategies that are being followed in school and the social, emotional and academic benefits associated with returning to school – provide extra capacity to the attendance team/family support workers, so that they can work with and support relevant families to get pupils back into school. Review mobile phone policies in the early stages of reopening and communicate clearly to parents and pupils the whole school approach to mobile phones and contacting home during the school day. 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. Produce clear FAQ's for parents guiding them through the reopening process and directly addressing identified concerns. Produce daily updates for parents to inform and reassure post-reopening. Information to be given to parents to ensure that they are encouraged to contact a named person in the school if they believe that their child has been exposed to the virus outside of school.</p>	<p>Parents reassured about social distancing, handwashing and cleaning routines through newsletters.</p>			
<p>Have leaders considered parental choice re sending their children into school – what might this guidance</p>		<p>All children returned to school.</p>			

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? How can the attendance of pupils be supported during the early stages to alleviate parental anxiety and still share expectations for the future?		Followed new Government Attendance and Behaviour document – revised Attendance 202 and Behaviour policies in September 2021. Attendance awards are being distributed at the end of each half term to encourage good attendance.			
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?		Information has been given to parents for individual isolating situations and remote learning put in place with full support of parent where necessary.			
STAFF:					
How will staff communicate with each other throughout the school day?		Staff have used socially distanced conversations, TEAMS, WhatsApp and Facebook groups to communicate as well as appropriate.			

<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>	<p>Key features of the plan were shared and changed following staff feedback before the September RA was written up. Changes have been communicated to all staff via e-mail and a whole staff meeting to revisit key areas is held September.</p>			
<p>Transition year groups</p>	<p>Communication between school staff (inc SENCos) is essential – if transition year group pupils return to school before the summer break, they will be able to visit their new school and staff from the middle / secondary school will be able to visit the primary school in a manner that respects social distancing - if not, receiving form tutors to arrange phone calls with individual pupils – virtual tours and podcasts from secondary school staff to be placed on the secondary school's website – relevant information to be posted on the secondary school's website and/or information packs posted to families if required.</p>	<p>There has been good communication between the SENDCO and middle schools – phone calls, transferred documents and a joint visit to the new school to support extra vulnerable children and parents. Middle school have sent out pictures and information to the Y5 pupils. Vulnerable children able to visit middle school with parents. Letters and information about transition into Reception have gone out. All families have received phone calls from the Head of Early Years/Teacher. Photos have not been sent out due to large partition and current set up being too different from September. Dialogue with pre-school providers occurred during lockdown, with visits to sites to see children. First two days back in September transition activities with parents on day one and without day 2. All Reception children started fulltime 8/9/21.</p>			
<p>Additional considerations:</p>					
<p>Worcestershire supporting tools and resources:</p>					

<ul style="list-style-type: none"> • Coronavirus COVID-19 frequently asked questions for schools - Health services: 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 • Covid19 (coronavirus) Worcestershire Health and Care Trust Service updates: https://www.hacw.nhs.uk/covid19/ 			
<p>DfE guidance:</p> <ul style="list-style-type: none"> • Pupils’ mental health support/pastoral care at home: 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 • Parents: https://www.gov.uk/guidance/supporting-your-childrens-education-during-coronavirus-covid-19 • Parents with pupils with SEND: https://www.gov.uk/guidance/help-children-with-send-continue-their-education-during-coronavirus-covid-19 • Supporting parents: https://www.gov.uk/government/publications/covid-19-school-closures/guidance-for-schools-about-temporarily-closing#working-with-parents • 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 			

Theme 7: Pupil and staff well-being					
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?		E-mail and Teacher Day briefing			
How will staff keep themselves safe and be kept safe?	<p>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.</p> <p>Ensure that wipes are placed next to all telephones in school and staff are directed to wipe phones/shared keyboards before and after use.</p>	<p>Following National guidance. SLT to signpost new information via email or briefings.</p> <p>Staff down loaded Track and Trace app but not used as school policy as phones are not allowed in classrooms for safeguarding reasons.</p> <p>Reminder to follow risk assessment and additional measures put in place.</p>			

		<p>Revisit RA and follow procedures. LFT tests to be reported to PHE and school before coming to school Long term wellness of staff who have tested positive will be monitored.</p>			
<p>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)</p>	<p>Ensure staff are aware of resources the school already links to. Signpost staff to Education Support (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.</p>	<p>Staff questionnaire Feedback from colleagues 1:1 well-being discussions in September. Open door policy Mental Health training Peer support. HR as necessary</p>			
<p>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?</p>		<p>NA</p>			
<p>Is there a clear system of support through the bereavement policy that ensures staff know about the support and systems in place?</p>		<p>MAC Bereavement Policy in place. School will continue to support individuals through access to HR counselling.</p>			
<p>Are staff aware of the bereavement policy and what this may require following the impact of COVID-19?</p>	<p>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.</p>	<p>In place – no staff have currently lost loved ones due to COVID. HT meets individuals to assess needs.</p>			

How are staff supported to follow this within their own situations and that of pupils and colleagues?	Bereavement training for schools http://www.worcestershire.gov.uk/downloads/file/12522/education_and_early_help_bulletin_covid-19_update_34 - 13 may 2020			
What support will staff require to effectively manage the return of pupils to school?		Clear knowledge of expectations and time to prepare.		
How will the return be managed with staff changing regularly? How will staff be informed of this information?		Not necessary in September as all staff in full time.		
<i>How will staff working arrangements be different and how will you involve them in this process? (Also referred to in Theme 4)</i>		Not necessary in September as all staff in full time.		
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?	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. This may be through photos and displays.	Opportunities to discuss built into the curriculum. First week circle time. Ten:Ten RSHE scheme in place.		
What opportunities will pupils have to share the experiences they have had with		Opportunities for individuals to talk will be made available as necessary.		

COVID-19 sensitively and how will this shape how staff support pupils to communicate?					
<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>					
Additional considerations:					
Worcestershire supporting tools and resources:					
<ul style="list-style-type: none"> Babcock support for schools, settings, parents and pupils: https://www.babcockprime.co.uk/coronavirus-support-for-schools-settings-parents-and-pupils HR Guidance - Staff well-being and resilience - Bulletin CV23 http://www.worcestershire.gov.uk/downloads/file/12452/education and early help bulletin covid-19 update 23 - 21 april 2020 					
DFE guidance:					
<ul style="list-style-type: none"> NQT advice: https://www.gov.uk/government/publications/coronavirus-covid-19-induction-for-newly-qualified-teachers Supporting wellbeing https://www.gov.uk/guidance/supporting-pupils-wellbeing 					

Theme 8: Learning – in school and online

Consider:	Suggestions / consideration	Issues & actions to manage risk	R	A	G
What does learning currently look like for those pupils at home and at school?	Teachers and curriculum leaders to consider records/registers of the online learning that pupils have	In September all children will be expected to attend school unless ill. Staff have planned opportunities to assess pupils' basic skills, phonics, number, reading and writing within the first week to enable them to			

	engaged in during lockdown when planning future learning	effectively pitch the recovery curriculum. All subjects are being taught so that pupils will have a broad and balanced curriculum. Intervention groups and RWI groups will take place within Key Stages.			
What might learning look like for pupils at the different points of a phased return? Consider alongside the rationale for who returns first.		N/A in September			
What changes may be required to secure a consistent approach for in school and online learning?	Consider how Oak National Academy or other remote education platforms can provide additional support for learning, as well as how learning delivered in school, if manageable, could be made available to pupils learning remotely.	The school has continued to develop online learning. Bug Club and RWI will be used more effectively online to promote home learning. Oak National Academy units for KS2 English to be used if Bubble closes. Home Learning Policy.			
Who are the children that will need continued shielding and what will be the provision for them?		N/A in September.			
Have pupils been disadvantaged by accessing learning from home? Evaluate to what extent and consider actions	Teachers and curriculum leaders to take into account records/registers of online learning and use this to identify those pupils who have not engaged, or who have not engaged as fully – use this information to identify key gaps in knowledge and skills and provide additional support in school for identified pupils (NB the entire online programme cannot be revisited, but essential components may need to be covered) - use pupil premium funding to provide DAPs with more intense support as they may not have received as much support at home	Baseline data shows that pupils are below age-related expectations with a significant decrease in writing standards. The majority of pupils have retained and built on phonics skills as a result of RWI teaching during spring lockdown. A significant proportion of pupils have gaps in learning as a result of home learning.			

	with the online learning during their absence from school.				
How will the curriculum address the impact upon learning for pupils linked to: <ul style="list-style-type: none"> well-being – loss/stress/concern? emotionally and personally following long periods of time not in school? gaps in being able to access home schooling? differing attitudes between being at home and at school? 		The curriculum will be adapted to address the needs of classes and individuals. We are not able to say exactly how until we can assess the children’s needs. Timetables have been adjusted to allow more time for areas such as humanities/arts. Not all areas are taught every half term allowing more time for in depth learning. The long-term planning is being adjusted to review how we cover all programmes of study with revised topics.			
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?	When considering the curriculum, also consider the use of resources in light of COVID-19 hygiene considerations. See DfE Planning Guide, section 11	Activities and timetables have been adapted to consider what shared resources are used and to give time for cleaning or rotating of equipment. Staff are also planning for more outside learning where possible.			
How will leaders consider what the expectations for the quality of education will be during all phases, considering realistically the phases of re-opening?		Planning, monitoring of work, staff and pupil voice will be used to judge the effectiveness of the curriculum.			
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?	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	Analysis of monitoring and outcomes from 2020/21, staff consultations will inform revision of foundation subjects. Planning has been put into place to address key skills for each year group. RWI and Talk for Writing to be used consistently across school. Mastery maths being developed this year with focus on Reception and Key Stage 1.			
How will staff be supported to transition between home/school planning and teaching?		There will be no home teaching unless a Bubble is closed.			

<p>How will the school displays be adapted for the phased approaches to the curriculum?</p>		<p>NA</p>			
<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? 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>		<p>Re-assess all pupil when they return to school in order to plan next steps. Planning has been pitched for the beginning of the year for that age group but will be differentiated and scaffolded to match the pupils' starting points. Staff are aware of pupils and their SEND needs. Concerns have been addressed with SENDCO and transition meetings between teachers to handover. Pupils had time to settle into new year group in first week and this appears to have been successful.</p>			
<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>	<p>Phone calls to all parents and TEAMs PowerPoint presentation about Reception. A letter re September transition and start dates. Teams calls to all families to get to know them. 2days transition in place for new reception children and parents in September. Pre-school providers visited by Head of Early Years. Reception open days via video on website – new page created.</p>			
<p>Have leaders ensured that pupils' transition from primary and secondary provision is considered and how this will be communicated?</p>		<p>Parent Link Teacher has spoken to parents of pupils who transferred to Middle School and contacted SENDCO at Middle School. Parents happy with arrangements.</p>			
<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>		<p>We have discussed annual events such as open days, FHC and educational visits. There will be a meeting with other first schools and Parish to review open days and FHC in September so we are able to use most updated guidance. Many meetings will be streamed or video presentations rather than in person. Educational visits to school have been booked rather than visiting places. No decision has been made re the residential.</p>			

		<p>Masses to take place in school hall Clubs operating within Key Stages and smaller numbers where necessary. RA completed by school and providers. New Y3 FHC Programme to be over Teams with no masses at the Parish Church. Parents Consultations/ PLP meetings over Teams in November.</p>			
<p>Additional considerations:</p>					
<p>Worcestershire supporting tools and resources:</p> <ul style="list-style-type: none"> Babcock support for schools, settings, parents and pupils: https://www.babcockprime.co.uk/coronavirus-support-for-schools-settings-parents-and-pupils Education resources and keeping children and young people entertained http://www.worcestershire.gov.uk/info/20772/keeping_kids_entertained Covid 19 Transition planning during Covid19 http://www.worcestershire.gov.uk/phasedschoolsreopening Covid 19 Sharing of Assessment transition data http://www.worcestershire.gov.uk/phasedschoolsreopening 					
<p>DfE guidance:</p> <ul style="list-style-type: none"> Home learning support: https://www.gov.uk/government/publications/coronavirus-covid-19-online-education-resources Remote support: https://www.gov.uk/guidance/get-help-with-technology-for-remote-education-during-coronavirus-covid-19 Accountability measures: https://www.gov.uk/government/publications/coronavirus-covid-19-school-and-college-performance-measures/coronavirus-covid-19-school-and-college-accountability Remote education during coronavirus (COVID-19) https://www.gov.uk/guidance/remote-education-during-coronavirus-covid-19 Help secondary school children continue their education during coronavirus (COVID-19) https://www.gov.uk/guidance/help-secondary-school-children-continue-their-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 Guidance for secondary school provision from 15th June 2020 https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june/planning-guide-for-primary-schools 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 					

Consider:	Suggestions / consideration	Issues & actions to manage risk	R	A	G
Has the school ensured its identification of vulnerable pupils is up to date? How will this inform future planning for their provision?		SEND register, vulnerable children and safeguarding on My Concerns kept up to date. Monthly DSL updates across team.			
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?		Paper packs for those who requested it. Phone calls minimum once a week usually twice weekly. Contact with parents at the gate in September or calls where necessary. School will continue its' open-door policy following social distancing/phone calls as appropriate. 7/12/20 KS1 vulnerable learners joining remote session at 10 am each morning. Follow up call by class teacher for those unable to join. Laptops delivered to those with no device. Paperwork delivered to those with no WIFI. Phone calls to vulnerable children and families. Laptops/paper packs, parents coming to school to collect FSM vouchers/ work - enable welfare check at the same time.			
Are families accessing support for pupils – free meals; food banks; support from social workers etc? How will these services be continued and maintained?		FSM vouchers School is in regular contact with social workers and identified families			
How are pupils currently shielded being supported? What will this look like while working through the phases of re-opening?		No pupils currently shielding.			
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?		We identified support on an individual basis and signposted where necessary in line with our standard practice.			
What additional support measures will require consideration for pupils with SEND to understand social distancing? (thinking about the younger pupils/varying independence levels)		Constant reminders, modelling by staff and peers and what activities and resources are planned.			
How will leaders manage the reintegration of EHCP pupils especially those with allocated 1:1 support?		NA will move up with 1-1 support to new class.			
What arrangements have been made to ensure the EHCPs are picked up and continued?		Reviews took place in the summer term or are scheduled for early September 2021. PLPs and			

		Learning Journeys have been updated and handed onto new teachers ready for September. Liaise with EP to set targets for newly granted EHCP. SENDCO to monitor and arrange reviews.			
Have leaders considered what transition will be required for pupils to access the EHCP arrangements?		Y3 moved to room with a door to support needs. Child is staying with the same 1:1 Teaching Assistant for continuity. Newly granted EHCP arrangements to be discussed September			
Will the school have a phased or separate return day for those pupils more likely to find transition back to school more difficult?		At present only new Reception had a phased start over 2 days as they had not had the chance to visit the school before. We will make arrangements on individual basis as needs arise such as part-time or meet and greet.			
How are resources being adapted for vulnerable pupils?		Through the SENDCO – staff know where to access key resources such as writing slopes, cushions and fiddle toys which are allocated on an individual basis. This is ongoing and any necessary support sent home for individual pupils where necessary.			
Additional considerations:					
Worcestershire supporting tools and resources:					
<ul style="list-style-type: none"> • Risk Assessment Guidance http://www.worcestershire.gov.uk/phasedschoolsreopening <ul style="list-style-type: none"> ○ Covid 19 Risk Assessment Guidance for EHCP ○ Covid 19 Risk Assessment Form for EHCP ○ Covid 19 Risk Assessment summary table • Covid 19 Transition planning during Covid19 http://www.worcestershire.gov.uk/phasedschoolsreopening • Covid 19 Sharing of Assessment transition data http://www.worcestershire.gov.uk/phasedschoolsreopening • SEND Service Update Changes in SEND Legislation - Bulletin CV31 http://www.worcestershire.gov.uk/downloads/file/12512/education_and_early_help_bulletin_covid-19_update_31_-_6_may_2020 • EHCP Annual Reviews - Bulletin CV28 http://www.worcestershire.gov.uk/downloads/file/12499/education_and_early_help_bulletin_covid-19_update_28_-_1_may_2020 • Coronavirus COVID-19 frequently asked questions for schools - Special Educational Needs and Vulnerable Learners http://www.worcestershire.gov.uk/info/20775/coronavirus_covid-19_frequently_asked_questions_for_schools/2196/coronavirus_covid-19_frequently_asked_questions_for_schools/9 					

<ul style="list-style-type: none"> Babcock support for schools, settings, parents and pupils: https://www.babcockprime.co.uk/coronavirus-support-for-schools-settings-parents-and-pupils 			
<p>DfE guidance:</p> <ul style="list-style-type: none"> Vulnerable: 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 Extremely vulnerable: https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19 SEND - https://www.gov.uk/government/publications/coronavirus-covid-19-send-risk-assessment-guidance/coronavirus-covid-19-send-risk-assessment-guidance Guidance on temporary changes to education, health and care legislation during the coronavirus (COVID-19) outbreak https://www.gov.uk/government/publications/changes-to-the-law-on-education-health-and-care-needs-assessments-and-plans-due-to-coronavirus Guidance for schools and colleges to support them keeping children safe, including online, during the coronavirus (COVID-19) pandemic https://www.gov.uk/government/collections/coronavirus-covid-19-guidance-for-schools-and-other-educational-settings Conducting a SEND risk assessment during the coronavirus outbreak https://www.gov.uk/government/publications/coronavirus-covid-19-send-risk-assessment-guidance Supporting children and young people with SEND https://www.gov.uk/government/publications/coronavirus-covid-19-send-risk-assessment-guidance/coronavirus-covid-19-send-risk-assessment-guidance Children with complex special educational needs and disability https://www.gov.uk/government/publications/coronavirus-covid-19-send-risk-assessment-guidance/coronavirus-covid-19-send-risk-assessment-guidance 			

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	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.	Grounds maintenance work outside only and office staff sign them in. They are not in contact with children or staff. AiP have had a copy of our policy and we have had theirs. The office staff sign them in and open the gate and door to the hall so they don't touch anything. They serve from behind a counter, with gloves on so min. contact with children and staff. The servers have twice weekly LFT tests at Arrow Vale School and will inform results to STM.			

		<p>School LTS use gloves and prepare trays so reduce cross contamination. Hot trolley will be provided with spray and cloths to clean. AiP staff to wear gloves to stack trays etc at end of shift. Access to handwashing or sanitiser on entry. Allocated toilet in main entrance for AiP.</p> <p>All AiP/LTS to wear gloves aprons and visors.</p> <p>Food waste to be set up and manned by LTS. LTS to wipe fire door handles when AiP leave. Doors to hall open to enable free flow and reduce touching.</p> <p>Deliveries front office don't sign in – drop delivery and leave – Reception staff wipe door handles after visit. All deliveries after children have come into school. Social distancing to be observed in Reception – notice on front door.</p>			
Has the reintroduction of contracts been considered linked to rationale for reopening? E.g.: Cleaning; IT support; catering; financial support services.		<p>Any visitors adhere to social distancing and use sanitiser Lourdes IT provided with wipes and hand sanitiser in the room.</p> <p>Cleaners are all employed by the Academy and updated on RA.</p> <p>Catering see above.</p> <p>Auditors work socially distanced or in a room on their own.</p>			
Have catering requirements been assessed, alongside your catering supplier's capacity?		Yes.			
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.		<p>More cleaning products, soap, sanitiser, toilet rolls, paper towels and tissues. Regular stock checks being done by Site Manager.</p> <p>First aid is ordered as necessary.</p>			

<p>How any scheduled building works could continue whilst the school is in the re-opening phase.</p>	<p>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?</p>	<p>Worked when children are not in school or worked in areas not populated. Fire Safe Services -urgent callouts only - see above for visitors.</p>			
<p>Have additional supplies associated with reopening been ordered?</p>	<p>Refer to DfE Planning Document, Appendix D:</p> <ul style="list-style-type: none"> • posters (to encourage consistency on hygiene and keeping to own group) • soap for sinks, and where there is no sink nearby, hand sanitiser in rooms/learning environments • disposable paper towels • cleaning products • sanitising wipes for wiping some equipment • lidded bins • tape for cordoning off areas and marking floors 	<p>All in place. Sneeze screen ordered and in place for front office hatch.</p>			
<p>Additional considerations:</p>					
<p>Worcestershire supporting tools and resources:</p> <ul style="list-style-type: none"> • Coronavirus COVID-19 frequently asked questions for schools - Free school meals: http://www.worcestershire.gov.uk/info/20775/coronavirus_covid-19_frequently_asked_questions_for_schools/2196/coronavirus_covid-19_frequently_asked_questions_for_schools/3 • Coronavirus COVID-19 frequently asked questions for schools - Funding and payments: http://www.worcestershire.gov.uk/info/20775/coronavirus_covid-19_frequently_asked_questions_for_schools/2196/coronavirus_covid-19_frequently_asked_questions_for_schools/4 					
<p>DfE guidance:</p> <ul style="list-style-type: none"> • 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

Theme 11: Transport			R	A	G
Consider:	Suggestions / consideration	Issues & actions to manage risk	R	A	G
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			
Additional considerations:					
Consideration of pupil handover protocol at beginning and end of school day between Passenger Assistants and School Staff.	Liaise with LA Transport Department and advise of Staff Protocols	N/A			
Informing LA Transport department of pupils testing positive for Covid-19 so Passenger Assistants/Drivers can be requested to isolate		N/A			
Worcestershire supporting tools and resources:					
<ul style="list-style-type: none"> • Coronavirus COVID-19 frequently asked questions for schools - Education transport: http://www.worcestershire.gov.uk/info/20775/coronavirus_covid-19_frequently_asked_questions_for_schools/2196/coronavirus_covid-19_frequently_asked_questions_for_schools/2 					
DfE guidance:					
<ul style="list-style-type: none"> • https://www.gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-for-passengers 					

<ul style="list-style-type: none"> • 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 			
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Theme 12: Costs associated with expanded opening			R	A	G
Consider:	Suggestions /consideration	Issues & actions to manage risk	R	A	G
Is there a business continuity plan that can be adapted to reflect the changes and the phases of re-opening?		Not applicable.			
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?		Cover costs for isolating staff may be incurred if PT teacher unable to cover i.e. more than one person out and for the two days she does not work.			
How will leaders of finance ensure invoices etc continue to be paid and authorised if remote working is required?		Finance Officer continues to work in individual office and accessible online. Invoices usually through email not through post. Finances are now online through MAC portal/Office 365.			
Are leaders aware of the delays and cancellations of some financial returns? E.g. BFRO for academies cancelled		Yes Finance Officer aware through MAC meetings.			
<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>		None were cancelled.			
Have leaders evaluated the impact of lettings and the finance implications of possibly not restarting or a phased re-opening of lettings?		Sports letting in September 2021 in line with MAC policy. Letting fulltime to Chadsgrove from September –awaiting new updated MAC letting policy for costing/SLA etc			
Are there financial implications for transport to ensure social distancing arrangements are upheld?		N/A			

<p>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?</p>		<p>N/A</p>			
<p>Is there a plan for a potential COVID-19 repeat that could be included in a crisis management financial plan?</p>		<p>School will follow DfE guidance. Currently no crisis management plan for finances.</p>			
<p>Have leaders risk reviewed all related safety concerns with financial implications including premises, cleaning, water hygiene, fire safety, gas safety, ventilation etc?</p>		<p>Yes - part of annual contract, school ensures it has remained compliant throughout.</p>			
<p>Additional considerations:</p>					
<p>Worcestershire supporting tools and resources:</p> <ul style="list-style-type: none"> Coronavirus COVID-19 frequently asked questions for schools - Funding and payments: http://www.worcestershire.gov.uk/info/20775/coronavirus_covid-19_frequently_asked_questions_for_schools/2196/coronavirus_covid-19_frequently_asked_questions_for_schools/4 					
<p>DfE guidance on finance:</p> <ul style="list-style-type: none"> Financial support: 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 Exceptional costs: 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 Reducing burdens: https://www.gov.uk/government/publications/coronavirus-covid-19-reducing-burdens-on-educational-and-care-settings/reducing-burdens-on-educational-and-care-settings 					