

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

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.

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
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>
- Worcestershire Covid 19 Education Bulletins: http://www.worcestershire.gov.uk/downloads/download/1421/coronavirus_covid-19_education_and_early_help_bulletin_for_schools



Risk Assessment for the phased re-opening of St Augustine's Catholic High School to students from 15th June 2020

What is the risk? Covid19 is an infectious disease recognised internationally as a pandemic, the transmission of which must be controlled. The foreseeable risk in re-opening schools, is the potential transmission of Covid19 between members of the school community and consequently the wider community. This risk assessment therefore focuses on actions that are reasonably practicable to implement, that will reduce the risk of transmission of Covid19 as a consequence of re-opening schools to a minimal level.

Who is responsible? The employer is responsible for making sure that risks, particularly the risks to staff and pupils, are managed so far as is reasonably practicable. Whilst it is recognised that the employer cannot delegate the overall legal accountability for the health and safety of employees; the day-to-day running of the school including responsibility for the health and safety of staff and pupils is ordinarily delegated to the head teacher and school management team. Reference:

<https://www.hse.gov.uk/services/education/sensible-leadership/school-leaders.htm>

Actions required for safe working:

- Put in place sensible approaches to minimise the risk of Covid19 transmission to staff, pupils and visitors whilst in school.
- Communicate the risks and required safe methods of working to all building users
- Ensure that staff (employees) have the relevant information and training to manage risks on a day to day basis, including access to competent health and safety advice where needed.
- Check that the control measures have been implemented and remain appropriate and effective.
- Ensure that the control measures are monitored throughout the day and reviewed where necessary.

Key Message:

- Good health and safety is about keeping things simple, being proportionate and focusing on the real (substantive) risks. Procedures should be clear and concise with assessment of risk being practical. Good leadership is about getting the balance right on managing risk rationally, it is not about trying to eliminate it altogether.

What leaders need to do:

- Ensure that the school is following the employer's health and safety policy and has effective arrangements for managing the health and safety risks at the school.
- Maintain effective communications with employers, governors, and the school workforce, and give clear information to pupils and visitors, including contractors, regarding any significant risks on site.
- Make sure that the staff have the appropriate training and competencies to deal with risks in their areas of responsibility.
- Consult and work with recognised TU safety representatives/employee representatives and safety committees.
- Make sure that staff understand their responsibilities and know how to access support and advice to help them manage risks responsibly.
- Provide visible leadership to the whole school so that staff feel motivated, supported and empowered to focus on the things that really matter.

Theme 1: Protective measures and hygiene

In
place?



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?		<p>The school takes the governments view that phased return to school should support home learning. The approach is to bring small numbers back initially.</p> <p>Health and safety audit conducted by nominated staff and Governor</p> <p>Classroom audits undertaken using the HSE Health and safety risk checklist for classrooms</p> <p>Risk assessments are updated or undertaken before the school reopens, mitigation strategies are put into place and communicated to staff with appropriate training covering:</p> <ul style="list-style-type: none"> • Different areas of the school have been reviewed and repurpose for organisation • Procedures for when pupils and staff enter and leave school • Planned movement around the school during lesson, break and lunch times • Delivering aspects of the curriculum, especially for practical subjects and where shared equipment is used 	y			
Updated consideration: Have you ensured that all health and safety compliance checks have been undertaken before opening?		All statutory compliance is up to date. Where water systems have not been maintained throughout lockdown, chlorination, flushing and certification by a specialist contractor has been arranged.	y			


		All statutory compliance checking is up to date				
<p>Updated consideration: 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>Share school local policy or procedures with staff and parents</p> <p>Identify shielded and extremely clinically vulnerable pupils and staff and ensure they do not attend school</p> <p>Identify other clinically vulnerable staff with pre-existing conditions. Arrange home working activities or activities on-site, staying 2 metres away from others where possible. Undertake risk assessment with staff if they will need to work within 2 metres of others.</p>	<p>OC</p> <p>Guidance to be shared with staff, parents and students on wb 8/6/20 via</p> <ul style="list-style-type: none"> - letter - website - notices around the school site <p>Staff and parents to be asked if they are shielded, clinically vulnerable or with pre-existing conditions to ensure that they do not attend school or undertake a risk assessment</p>	Wb 8/6			
<p>Updated consideration: Have you put in place actions to prevent and minimise contact with individuals who have COVID-19 symptoms?</p>	<ol style="list-style-type: none"> 1. 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. 2. Ensure staff/parents/pupils know and adhere to self-isolation (7 days 	<p>FY</p> <p>Procedures in place and shared on website for all</p> <ul style="list-style-type: none"> - Staff - Parents - Students <p>See procedures for school day for pupils and staff placed on website</p>	8/6			

	<p>for the case and 14 days for their household)</p> <ol style="list-style-type: none"> 3. Identify and communicate local testing facilities for staff as essential workers and include in staff absence procedure if staff develop symptoms 4. Is there a system in place to notify school of absence due if a suspected or positive case? Is there a process to check isolation is adhered to for staff and pupils? 5. 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). 6. 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>https://lourdesmac-my.sharepoint.com/:w:/r/personal/foley_p_sta_lourdesmac_org_uk/Documents/Student%20Procedures%20and%20Behaviour%20for%20Return%20to%20School.docx?d=w38e690327637436ab9e8c6ed92700b49&csf=1&web=1&e=3ylbNw</p>		
<p>Updated consideration: Have you put in place opportunities for pupils and staff to clean their hands more often?</p>	<p>Ensure pupils and staff can clean their hands on arrival at the setting, before and after eating, and 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</p>	<p>Staff will brief students at the start of the day – hand wash reminders.</p> <p>Hand gel will be available on entry to the school which students will be required to use and then for each separate group.</p> <p>There will be three bubbles initially, 'Green' 'Amber' and 'Technology' coded</p>	<p>8/6</p>	

	<p>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>according to the room that they will be using. Each bubble will have its own toilet and break area</p> <p>Separate Designated toilet for each group. Teacher manages during lesson time, duty staff during break/lunch</p> <p>Posters around school</p> <p>Doors to areas to be opened each day</p> <p>Doors to toilets to be propped open during the day. Students to use a disposable tissue to open toilet cubicles.</p> <p>PPE will be available in each area in case a student displays symptoms but it will not be allocated to staff to use</p>		
<p>Updated consideration: 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 ventilation using ventilated using natural ventilation (opening windows) or ventilation units</p>	<p>Pupils briefed at start of day</p> <p>RHE to arrange signage</p> <p>Site to open windows each morning in classrooms being used</p>	8/6	

<p>Updated consideration: 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>Students to use one space during the day</p> <p>Areas used by students to be cleaned thoroughly with disinfectant at the end of each day including keyboard</p> <p>Toilets and handles to be cleaned each period during the day</p>	8/6			
<p>How will you check to ensure higher than normal levels of essential supplies are in stock to meet increased cleaning requirements, including a 'deeper' clean?</p>	<p>Identify and remove soft furnishings, soft toys and toys that are hard to clean (such as those with intricate parts)</p> <p>Review and ensure increased supplies of usual cleaning products like detergents, disinfectants and bleach for increased cleaning. Review and implement process for checking stock of cleaning products</p> <p>Ensure availability and supply of deep cleaning products if needed to clean following any spillage of COVID-19 fluids</p>	<p>Stocks to be maintained at Central Facilitation services</p>	y			

<p>Has the capacity and availability of cleaning staff been considered to meet the increased need for cleanliness and hygiene of the premises?</p>	<p>Leaders to identify if this is the case in advance of reopening – explore individual cleaners extending their hours and working more flexibly if other cleaners are absent (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>	<p>A nominated member of staff monitors the standards of cleaning in school and identifies any additional cleaning measures. 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) Pupils to clean IT equipment (esp. keyboards) with anti-bacterial wipes after use.</p>	<p>y</p>		
<p>Updated consideration: Has appropriate use and supply of PPE been identified?</p> <p><i>PPE is only needed in a very small number of cases:</i></p> <ul style="list-style-type: none"> • 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 • PPE should be worn if a distance of 2 metres cannot be maintained from any child, young person or other learner displaying coronavirus symptoms 	<p>Ensure a small stock of PPE for use by staff supervising children who develop symptoms whilst at school before they go home.</p> <p>Identify pupils whose care routinely already involves the use of PPE due to their intimate care needs. Risk assessment for PPE required for those pupils.</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>PPE to be supplied for each class area so that staff can use in the rare case that a member of staff has to approach student eg a epileptic seizure</p> <p>Staff briefing to include use of PPE</p> <p>RC to dispose of appropriately</p>	<p>8/6</p>		

<p>Updated consideration: 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>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>OC/GF Parent / Carer to confirm how their child will arrive / leave school whether by walking independently or collected at the school gate. Where collects at the gate, students will be socially distancing on the bottom court area and will be dismissed once the parent/carer has been identified</p> <p>Invited students to be assessed for transport</p> <p>Appropriate group sizing has been dictated by the current classroom layouts and space availability in line with Government guidance. The necessity to maintain air flow through windows and doors has been prioritised in line with IT availability to support the current online learning platform utilised within the school.</p> <p>Movement around the site has been limited as students will be situated within their own bubble areas. That way, the risk of increased contact in the corridors has been reduced and each group will have their own seating area / court area around the site for break and lunchtime.</p> <p>Staff movement will also be limited. First phase transition indicates a maximum of 2 teachers will operate in the same room throughout the school day. They will operate in separate areas but desks can be cleaned during break and lunchtime to further reduce the risk of spread.</p>	<p>8/6</p>	
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		<p>Phase 1 return suggests a one way system to access break and lunch areas. Green room – exit right and out onto Y11 yards Amber room – exit reception stairs and onto y10 yard T3 – Exit out onto quad area</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>Update: Reopening Council Buildings Checklist 120520 http://www.worcestershire.gov.uk/recoveryschools</p>	<p>Fire drill Students to be invited in for weekly sessions to ensure that all know procedures. Monday morning briefings to students to indicate areas for collection and routes for evacuation All other normal tasks carried out</p> <ul style="list-style-type: none"> - Alarm testing – weekly - Legionella risk assessments - PAT - Boiler and heating 	8/6			
<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_fags_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 • Updated Testing link and CV37 http://www.worcestershire.gov.uk/downloads/file/12546/education_and_early_help_bulletin_covid-19_update_37_-_20_may_2020 • 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. 						

<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 				
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Theme 2: Accommodation / site usage			In place?			
Consider:	Suggestions /consideration	Issues & actions to manage risk		R	A	G
<p>Has the school site been assessed to ascertain the maximum capacity/proportion of pupils that can physically be in school at any one time with social distancing applied?</p>		<p>Phase 1 – Indicating a safe area of 10 per classroom (RC to confirm) with any remaining furniture removed to avoid contact and enable safe movement. 3 rooms to support Y9,10,12 where computer facilities are readily available. (Space limited due to window access and avoid the use of air conditioning units in line with government guidance.</p>	y			
<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. UPDATED SUGGESTION: Look at allocating equipment for individual pupils. Where possible and safe to do so, open windows to provide ventilation.</p>	<p>No further IT equipment available for phase 1 (IT ordered laptops for all SEND / Disadvantaged – when are they available and all students could therefore attend if in possession with their own school device) – Additional rooming then used where necessary.</p>	y			

What is school's rationale as to which year groups/pupils are considered as a priority to have in school first?	Refer to DfE Planning Guide, Section 4.	Initially following DfE guidelines. Vulnerable students and those not accessing remote learning up to 25%	y			
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?		Ensure that form is on the website so that parents can update accordingly	y			
What physical changes and adaptations will leaders need to think about to ensure a safe entry and safe exit to the school for all?	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. UPDATED SUGGESTION: If not possible consider use of marked out waiting/passing zones. Think about any stairs and lifts in the school. Plan for the supervision of hand-washing / sanitising facilities at the start of the school day.	Staggered drop off communicated in parental letter and on website Students sanitise hands at the beginning of each day coming into school and then at the beginning of each lesson	8/6			
How will the entry and exit be supervised and labelled/marked out including appropriate signage?	Pupils to come straight into school through a range of pre-determined entrances that are manned and controlled by staff (this will limit the gathering of pupils and parents on the playground). 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.	3 rooms can have their own entrance Green room use the maths gate, move up the stairs and enter via English corridor Amber room – main entrance and move up the main stairwell T3 – Side gate via technology	8/6			
How will leaders stagger start/finish times/playtimes and lunchtimes to support social distancing measures?	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.	Phase 1 – Breaks and lunches available at same time due to suggested one way systems and movement to separate areas 2m taped lines to be placed on the corridors and benched areas to indicate and support student movement.	8/6			

<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>Space available to all suggested students and staff during this time. Students and staff suggested to bring their own food and refreshments – Any food required will be delivered to the relevant classroom. Students have their own outside seating area to prevent boredom of remaining in the same room all day.</p>	<p>8/6</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>Appropriate signs in washing areas reinforce the need to wash hands sufficiently. Students and staff given opportunity to use hand gel within each room.</p>	<p>y</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. 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>Update: Reopening Council Buildings Checklist 120520 http://www.worcestershire.gov.uk/recoveryschools</p>	<p>Specific routes for each room indicated to staff and students.</p> <p>Fire drill to be completed each Monday with student, new line up procedure in place</p>	<p>y</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</p>		<p>Suspended until September</p>	<p>y</p>			

implications as well as in 'normal' times, care for pupils for working parents)						
Worcestershire supporting tools and resources: <ul style="list-style-type: none"> • Covid 19 Schools Phased return space planning considerations http://www.worcestershire.gov.uk/phasedschoolsreopening • Update: Reopening Council Buildings Checklist 120520 http://www.worcestershire.gov.uk/recoveryschools 						
DfE guidance: <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 						

Theme 3: Safeguarding			In place?			
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)	Staff may need training on positive handling – in case of a fight or supporting a student with SEN who is struggling to follow social distancing instructions.	y			

	Pupils being directed to school will need to be risk assessed, this will involve discussions with HoY and parents. The procedures for the day ensure pastoral/medical support can be delivered in a safe space.	HoY to identify students and risk assess students together with CB				
How has the safeguarding policy been reviewed and amended considering the current situation?		The location of where students can access support has been changed to the Canteen rather than the pastoral office. Pastoral support rota Use of microsoft teams to alert support staff/SLT to a behaviour/safeguarding/medical issue	y			
Have you adopted a 'COVID-19 outbreak' addendum to your child protection policy to include the specific issues for these circumstances?		See procedures – added to child protection policy https://lourdesmac-my.sharepoint.com/:w:/r/personal/foleyp_sta_lourd_esmac_org_uk/Documents/Student%20Procedures%20and%20Behaviour%20for%20Return%20to%20School.docx?d=w38e690327637436ab9e8c6ed92700b49&csf=1&web=1&e=2YFHzb	y			
What could the specific issues be for your school?	Students journey to and from school is difficult to manage. Students who have not engaged with home learning may need additional support guidance to follow social distancing rules.	HoY to identify issues and Risk assess highlighting issues to FY	y			
How are you ensuring that someone is responsible for ensuring the policy actions are completed?		Principal/SLT/Pastoral Team will meet on Friday to publish information to all stakeholders with a weeks notice	y			
Are governors aware of the Government's interim safeguarding guidance and how this has been included in their school policy?	Governors will be informed, procedures will be communicated with link governor.	Communication on a weekly basis	y			
How are you making sure that someone is responsible for continuity in safeguarding leadership?		DSL's are built into staff rota to ensure a DSL is available either onsite or remotely every day.	8/6			

How might you ensure a trained DSL is available, in-person, by phone or video link when required?		Staff rota, use of microsoft teams, school mobiles.	y			
Is there a nominated senior leader to be the onsite safeguarding lead?		FY/OC/GF always on site	y			
Are all staff aware of the new arrangements for DSLs and reporting concerns?		Staff are aware to refer to DSL/DDSL and to use MyConcerns.	y			
Are the leaders aware of any LA/Trust changes there may be for contacting the LADO?	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 Yes	Governors have received the risk assessment	y			
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	y			
Are all who need to, aware of which children have social workers and how to contact them?		Yes, this through the vulnerables spreadsheet which is monitored, reviewed by the pastoral team twice weekly.	y			
Do all who need to, know which children are CLA/PCLA, who their Virtual School Head is and how to contact them?		Using http://www.worcestershire.gov.uk/virtualschool Yes	y			
Are leaders able to evaluate the risks and include this information in their rationale for assessing which pupils come into school first and when?		This is assessed by HoY on a weekly basis who feed on to safeguarding	y			
Are leaders considering remote safeguarding based upon teacher knowledge from their pupils and the daily/weekly contact they have with their pupils and families?		FY We have a referral process for students who are not engaging and for concerns from staff. A list of pupils for safe and well checks, beyond the official vulnerables list, is review twice weekly.	y			

Do all who need to know, know which children should be in school and follow up where they do not attend?		Pastoral will follow up on a daily basis	y			
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. Update: Children Services Portal Keyholder and Emergency Contact Instructions http://www.worcestershire.gov.uk/phasedschoolsreopening	y			
Are there new staff deployed to the school/volunteers? How are they made aware of the safeguarding processes they should adhere to?	n/a	Any new staff will have a safeguarding induction with DSL/DDSL	y			
How might you make sure new staff, staff relocated to the school, and volunteers understand the staff code of conduct?		Induction process	y			
How have you ensured that any volunteers have been individually risk-assessed?		DBS Checks, single central record.	y			
How are you making sure that each vulnerable child/pupil has an easily transferable record of why they are vulnerable, a copy of the EHCP and/or CIN or CP Plan, the name of their social worker and contact details, for LAC children the name of the relevant Virtual School Head?		Pupil Welfare Officer SENCO Transition Leader All work from a central transition spreadsheet to record this information.	y			
How are you keeping track and recording which staff are onsite daily?		Staff and students to sign in daily with staff on reception between 8-5 only. Lists to act as fire registers if required.	8/6			
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?		DSL (FY) Liasing with HR (CE)	y			

<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 NA</p>	<p>y</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>Clear advice being given to all stakeholders</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</p> <p>https://www.babcockprime.co.uk/coronavirus-support-for-schools-settings-parents-and-pupils</p> <p>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</p> <p>UPDATE: Worcestershire HACT Wellbeing Support Guide with information to help direct families, children and young people to services available to support them during this time: http://www.worcestershire.gov.uk/info/20773/coronavirus_covid-19_advice_for_parents_and_carers</p> <p>Advice on support for mental wellbeing for both staff and pupils has been shared via teams, social media, bulletin</p>	<p>8/6</p>			
<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>See home Learning Policy</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 					

Theme 4: Staffing

In place?



Consider:

Suggestions / consideration

Issues & actions to manage risk

R

A

G

<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>Staff to inform CE</p>	<p>y</p>	<p></p>
<p>How are leaders going to communicate and consult over the re-opening plan for their school?</p>	<p></p>	<p>Consultation with all staff prior to opening with induction process. Weekly updates with staff</p>	<p>In process</p>	<p></p>
<p>What minimum staffing will you require daily with the model of pupil re-entry you have chosen?</p>	<p></p>	<p>Staff needed for</p> <ul style="list-style-type: none"> DSL First Aider Reception Staff member for each class Additional staff for before school, breaks, after school 	<p>y</p>	<p></p>
<p>How will staff working arrangements be different and how will you involve them in this process?</p>	<p></p>	<p>Initial reopening Staff to be consulted during the week of 1st June, inducted during the week of 8th June for a cautious reopening for three bubbles of 20 x Yr 10 and 15 x Yr 12 students on 15th June</p> <p>Weekly advances The situation will be evaluated with amendments to procedure on a weekly basis, this will happen on a Friday in strategic SLT meeting. Staff to be consulted on Monday with parents/students informed on Tuesday for the following week</p>	<p></p>	<p></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>Be briefed on procedures for entry, classroom, lunch, exit</p>	<p>Induction during wb 8/6 and be briefed on procedures for entry, classroom, lunch, exit</p>	<p></p>	<p></p>
<p>What cover plans have been thought of should leaders/teachers have significant absence? (at all staff levels)</p>	<p></p>	<p>If staff absence occurs, there is always two members of teaching staff / SLT that can fill the gap on a specific day. If extended absence occurs, an amended staff rota TT would need to</p>	<p></p>	<p></p>

		occur but if it was 1 or 2 staff the proposed TT would not create an issue.					
How are leaders inducting new staff during this period? Are the appropriate checks being made, including the SCR checks and records?		Checks are being done remotely DSL to pick up Face to face as needed					
How will recruitment be managed?		On line recruitment or face to face recruitment will be used as appropriate					
Additional considerations:							
Worcestershire supporting tools and resources:							
<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 <ul style="list-style-type: none"> 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 							
DfE guidance:							
<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			In place?			
Consider:	Suggestions / consideration	Issues & actions to manage risk		R	A	G
How are governors involved in the discussion and planning for the school re-opening?		<ul style="list-style-type: none"> Risk assessment compiled with nominated H&S governor Risk assessment ratified by Directors Weekly updates on Risk assessment to be passed at weekly governor meeting 	By 15 th June			
What are governors able to do to support leaders during the various phases of re-opening? How will they assure themselves of the safety of pupils and staff? What will be their determining factors for making the decisions they need to make?		<ul style="list-style-type: none"> Ensuring that any appendix to H&S policy and behaviour policy in place Ensuring that compliance checks are undertaken 	8/6			
How involved are governors in communicating with parents and the school's community?		<ul style="list-style-type: none"> Directors letter 	y			
Are governors able to work with leaders to review what is happening on a regular basis? What might this look like for the school?		<ul style="list-style-type: none"> Weekly meeting 	y			
How will governors know that the plans they have participated in are being followed and adhered to?		<ul style="list-style-type: none"> Governors to have virtual walk around 	y			
How will governors evaluate the impact of their work to re-open the school? What ways can this be achieved that would not cause additional work?		<ul style="list-style-type: none"> Evaluation to happen in weekly meetings and fed back to Full board Staff evaluation 	y			
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 						

<ul style="list-style-type: none"> 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 				
<p>DfE guidance:</p> <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 				

Theme 6: Communication			In place?			
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?		<ul style="list-style-type: none"> Student evaluation at the end of each day 	Wb 8/6			
What contact will staff have with pupils to share expectations for return to school?	Liaise with parents prior to the start date so that they can prepare their children. E.g. walk children to and from school, children practise putting their uniform on, structure the day at home to begin to mirror the school day.	<ul style="list-style-type: none"> Letter to parents and students Information on the website 	8/6			
Are there additional ways to communicate with pupils to prepare them, perhaps integrating this into their learning as groups of pupils		<ul style="list-style-type: none"> Letter to parents and students Information on the website 	8/6			

have school-based learning extended?							
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	<ul style="list-style-type: none"> • Clear signage is in place at all school entrances, reception, toilets, washing, teaching, social and communal areas promoting the 2-metre rule, good handwashing and 'catch it bin it' rules. • Clear floor markings identify 2 metre spaces and one-way systems in corridors and thoroughfares to ensure safe distancing when travelling in and around the building or the external environment, including arrival and leaving procedures. • All systems and procedures are visibly modelled by leaders and routinely monitored and reviewed throughout the day. 	8/6				
How will pupils be included in the consultation process at their level, so they understand the expectations and the reasons for the differences in their daily school life?		<ul style="list-style-type: none"> • Letter to parents and students • Information on the website • Standard briefing at the start of each day for student in teaching room • Evaluations 	8/6				
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.	<ul style="list-style-type: none"> • Weekly bulletin • Covid newsletters • Website updates 	8/6				
What on-going weekly/regular communication could be used to ensure parents are kept well-informed?		<ul style="list-style-type: none"> • Weekly bulletin 	8/6				
How will leaders manage the different perspectives of parents		<ul style="list-style-type: none"> • Phased return fully explained 	y				

<p>feeling fearful of sending their child to school and those who are worried about their child falling behind?</p>		<ul style="list-style-type: none"> • Regular phone calls to parents of vulnerable students and students causing safeguarding concern • Option of not returning child and relying on home learning with contact with school 			
<p>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?</p>		<p>Ensure transparent systems in place reflecting guidance from the DfE via</p> <ul style="list-style-type: none"> • Weekly bulletin • Covid newsletters • Website updates 	8/6		
<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>	8/6		
<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.</p> <p>Produce posters that can be displayed around the school in key locations and shared with parents to reinforce key</p>	8/6		

		<p>messages around washing hands, social distancing etc.</p> <p>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>				
Have leaders considered parental choice re sending their children into school – what might this guidance and advice look like and be for parents?		<ul style="list-style-type: none"> In parental letter and on website 	8/6			
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?		<ul style="list-style-type: none"> Area of the school reserved for the wellbeing of students which is well ventilated - Canteen 	8/6			
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?		<ul style="list-style-type: none"> Students to complete work set on line as part of 'blended learning' whether in school or at home. 	y			
STAFF:						

How will staff communicate with each other throughout the school day?	Use of staff radios to communicate with duty staff and to support social distancing measures.	Microsoft Teams enables instant messaging as it already used – Daily chat function enable immediate communication to all staff on site on that day. Office manager to populate chat for that day	y			
To have a clear ‘day one’ plan in place that is well understood by all. Communication with staff pre and post reopening	Leaders to carefully map day one activities to support pupils as they return.	Explained in parental letter and on website	8/6			
Transition year groups	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.	Year 8 to receive a virtual package of <ul style="list-style-type: none"> • Introduction to the school video– OC/GF • Introduction to subjects- HoDs • Transition evening – OC/GF/FY/WL/MA/ Tutors 	On going			
Worcestershire supporting tools and resources: <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/ 						
DfE guidance: <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>

Theme 7: Pupil and staff well-being			In place?			
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?		<p>Initial reopening Staff to be consulted during the week of 1st June, inducted during the week of 8th June for a cautious reopening for 20 x Yr 10 and 15 x Yr 12 students on 15th</p> <p>Weekly advances The situation will be evaluated with amendments to procedure on a weekly basis, this will happen on a Friday in strategic SLT meeting. Staff to be consulted on Monday with parents/students informed on Tuesday for the following week</p>	y			
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>	Wb 8/6			

<p><i>How will leaders evaluate the well-being and personal and emotional needs of staff, especially those who are dealing with anxiety, loss, fear and upset? (Also referred to in Theme 4)</i></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. Staff to be signposted to C Evans for raising practical or emotional concerns.</p>	8/6		
<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>Through line managers on TEAMS</p>	y		
<p>Are staff aware of the bereavement policy and what this may require following the impact of COVID-19? How are staff supported to follow this within their own situations and that of pupils and colleagues?</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>Bereavement training for schools http://www.worcestershire.gov.uk/downloads/file/12522/education_and_early_help_bulletin_covid-19_update_34 - 13 may 2020</p>	y		
<p>What support will staff require to effectively manage the return of pupils to school?</p>		<p>In the first instance – induction training as main vehicle is remote learning</p>	Wb 8/6		
<p>What opportunities will pupils have to share the experiences they have had with COVID-19 sensitively and how will this shape how staff support pupils to communicate?</p>		<p>Through form tutors</p>	y		
<p><i>How will pupils be included in the consultation process at their level, so they understand the expectations and the reasons for the differences in</i></p>		<p>Through form tutors and Heads of Year</p>	y		

<i>their daily school life? (Also referred to in Theme 6)</i>				
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 				

Theme 8: Learning – in school and online			In place?			
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 engaged in during lockdown when planning future learning	Staff have evidence of student engagement in work set and completed and then marked and returned. Assessment weeks indicate gaps in knowledge to then address curriculum implementation as part of normal teaching on return.	y			
What might learning look like for pupils at the different points of a phased return? Consider alongside the rationale for who returns first.		Phase 1 – Online learning remains the main method of delivery. Students on site have face to face contact with staff but are not taught separately. Phase 2 – Increased numbers and a rota based system (proposed) that includes face to face taught content that is run on a carousel to ensure all students able to attend. Supported by lessening online learning / follow up tasks Phase 3 – Larger groups on site – predominantly face to face teaching across multiple classrooms. May still have small limitations on timed attendance.				

<p>What changes may be required to secure a consistent approach for in school and online learning?</p>	<p>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.</p>	<p>Staff all up to speed with the process of Teams so this online platform to be used but supported by any other online resources staff wish to use as long as consistently set through Teams.</p>	<p>y</p>		
<p>Who are the children that will need continued shielding and what will be the provision for them?</p>		<p>Students who are being shielded will access microsoft teams and be added to the safe and well checks for weekly monitoring and support.</p>	<p>8/6</p>		
<p>Have pupils been disadvantaged by accessing learning from home? Evaluate to what extent and consider actions</p>	<p>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 with the online learning during their absence from school.</p>	<p>FY / PD have key information of students that have not engaged successfully – Given priority to on site contact with staff along with key vulnerable students. Data collected from assessment weeks also indicate knowledge gaps to indicate which students would benefit from early intervention and contact with staff on the school site.</p>	<p>8/6</p>		
<p>How will the curriculum address the impact upon learning for pupils linked to:</p>		<p>Students will be briefed each morning. Expectations will be made clear.</p>	<p>15/6</p>		

<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? 		<p>Pupils encourage to pray/reflect</p> <p>Referral process will empower HoY to communicate with home to support children who have gaps being able to access home schooling.</p>				
<p>What are reasonable expectations for the curriculum in the current circumstances and how will these be developed as the school moves through the phases of re-opening?</p>	<p>When considering the curriculum, also consider the use of resources in light of COVID-19 hygiene considerations. See DfE Planning Guide, section 11</p>	<p>Focus will need to be placed on staff and student wellbeing – physical and mental. Additional focus on engaging in return to school around conversational support and not just business as normal.</p>	y			
<p>How will leaders consider what the expectations for the quality of education will be during all phases, considering realistically the phases of re-opening?</p>		<p>Safety, health and wellbeing lie at the centre of returning to school and ensuring socialisation from a limited contact during lockdown increases safely.</p>	y			
<p>How are leaders looking at the development of the curriculum for 2020/2021? Will it need to be rethought as a transition to ensure the re-opening phases can be accommodated safely and so pupils are able to cope academically, personally, socially and emotionally?</p>	<p>Relevant leaders and teachers to identify key component knowledge and skills within individual year groups and subjects that should have been covered during the lockdown period (i.e. the non-negotiables) and prioritise these when pupils return</p>	<p>Depending on time scales, Curriculum / subject numbers may need revisiting if examinations indicate no change in content. Student and staff confidence will indicate an ability for continuation or whether an alteration to support wellbeing is needed.</p>	y			
<p>How will the school displays be adapted for the phased approaches to the curriculum?</p>		<p>Displays can be amended to indicate a praise and supportive mechanism – focus on motivational / team-based approach to learning and returning to school.</p>	y			
<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</p>		<p>Being able to transition all year groups simultaneously in order of priority needs rather than just saying Year 10/12 due to terminal exams – Implications for the future are externally dictated. Students have and will continue to be given excellent online support and feedback.</p>	y			

<p>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>Review assessments / conversations impact planning for next academic year and transition to return will follow a similar period when available. (E.g. additional visits / time where required for each child)</p>			
<p>Have leaders ensured that pupils' transition from primary and secondary provision is considered and how this will be communicated?</p>		<p>Already started with contact about options process and welcome video to being the process. Virtual events to engage early attendance with key staff at school and help transition into the school. Videos from subject areas to indicate who key staff are in the school and personalised contact from SLT with students beginning their STA journey to ensure appropriate subjects are chosen for their future.</p>	y		
<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>ALL Calendar planned but can be revisited depending on timescales of return. Parents evenings have been adapted to be virtual in the last two weeks of term 3b. Services/Assemblies have been made virtual and shared via Stream.</p>	y		
<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 					

<ul style="list-style-type: none"> 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 				
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Theme 9: Vulnerable learners			In place?	R	A	G
Consider:	Suggestions / consideration	Issues & actions to manage risk				
Has the school ensured its identification of vulnerable pupils is up to date? How will this inform future planning for their provision?		Ongoing via website	y			
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?		Twice weekly checks	y			
Are families accessing support for pupils – free meals; food banks; support from social workers etc? How will these services be continued and maintained?		Scheme in place	y			
How are pupils currently shielded being supported? What will this look like while working through the phases of re-opening?		Using on line learning via TEAMS	y			
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?		Using pastoral support mechanisms in place but likely to have greater need so investigating opportunity of a family support worker	y			
What additional support measures will require consideration for pupils with SEND to understand social distancing? (thinking about the younger pupils/varying independence levels)		Additional ground marking / conversations where required. Return to school phone call / conversation with SENDCo or PL to indicate and anxieties or concerns they have about returning.	8/6			
How will leaders manage the reintegration of EHCP pupils especially those with allocated 1:1 support?		Similar to when needed in the classroom. Availability of Progress	y			

		Leaders in line with support staff depending on student need.				
What arrangements have been made to ensure the EHCPs are picked up and continue?		SENDCo to identify students that need further support – Weekly phone calls have taken place to ensure that students can engage with work. Progress Leaders maintain daily contact through Microsoft Teams where necessary	y			
Have leaders considered what transition will be required for pupils to access the EHCP arrangements?		As above, staff will be aware of what is required and staffing needed on return – Rota will need to reflect support staff requirement.	y			
Will the school have a phased or separate return day for those pupils more likely to find transition back to school more difficult?		Phased	On going			
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 • Babcock support for schools, settings, parents and pupils: https://www.babcockprime.co.uk/coronavirus-support-for-schools-settings-parents-and-pupils 						
DfE guidance: <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 						

<ul style="list-style-type: none"> 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 				
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Theme 10: Suppliers			In place?			
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 Arrangements with suppliers and check they are following appropriate social distancing and hygiene measures including when in school.	y			
Has the reintroduction of contracts been considered linked to rationale for reopening? E.g.: Cleaning; IT support; catering; financial support services.		yes	y			
Have catering requirements been assessed, alongside your catering supplier's capacity?		Furloughed at present Students to bring in packed lunch	y			
Has the site team/assigned person increased stock levels for cleaning, toilet and hygiene products, first aid, soap and hand sanitiser? This		Yes, central store	y			

will take time to order and be delivered.					
How any scheduled building works could continue whilst the school is in the re-opening phase.	Agree approach to any scheduled or ongoing building works with the contractor. Liaise with the LA if appropriate. Liaise with building firm to ascertain their current working procedures - is it possible to bring work forward whilst the school is partially closed to most pupils, or move back to October half term?	In process	y		
Have additional supplies associated with reopening been ordered?	Refer to DfE Planning Document, Appendix D: <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	In stock	y		
Worcestershire supporting tools and resources: <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 					
DfE guidance: <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 					

Theme 11: Transport			In place			
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?		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. Encourage pupils and parents to avoid public transport to and from school if possible (walk or use car if this is an option). Ensure guidance issued to parents on the 'dropping off' of pupils in the morning to reduce the risk of accidents.	y			
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 						