



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@worcechildrenfirst.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
2	01/09/20	Amendment to green for staff communication
3	11/09/20	Introduction of ViraKill to clean key areas
4	21/09/20	Addition to proximity to lockdown areas in transport
5	28/09/20	Consideration about local areas as cases are increasing. No cases in main council wards that serve STB (Lodge Park and Greenlands). Cases in Redditch are increasing.
6	05/10/2020	Introduction of staggered hours for staff and PPA from home from WC 12 th October.
7	16/10/2020	Revision of RA considering a HSE inspection at another school in the Archdiocese of Birmingham – staff reminded with regards to hand sanitisation and ventilation in classrooms.



8	19/10/2020	Reminder issued to parents with regards to staggered starts and finishes and the need to wear masks when leaving their cars to wait outside the school date. Parents also reminded of our no visit on site rule without a prior appointment.
9	02/11/2020	Ventilation walkround completed. Reminder sent to all staff to open all windows and prop doors open every day. Pupils reminded to bring in additional jumpers and coats. Staff told of a relaxed dress code to allow to keep warm and to allow for cleaning of each day. All after school clubs cancelled following announcement of lockdown.
10	05/11/2020	Following DFE guidance, all staff and pupils in KS3 are to wear masks in corridors and communal areas. Parents were informed via text message and epraise. Pupil Premium pupils have been provided with masks from school. Online form sent to parents to complete to notify us of those pupils that are exempt. Extremely clinically vulnerable pupils advised to stay at home. Extremely clinically vulnerable staff advised to stay at home. Clinically vulnerable staff reminded that they are still able to come to work. PE guidance sent to Head of PE and Head of HART Faculty to implement.
11	05/01/2021	<p>Following the announcement of the new lockdown. The following actions have taken place:</p> <ol style="list-style-type: none"> 1. School only open to Key Workers and Vulnerable children and this is closely monitored to ensure that the system is not being abused. 2. Number of adults in school is drastically reduced to reduce risk. 3. Year group class bubbles are in place (1 in Year 8, 1 in Year 7, 1 in Year 6 and 2 in Year 5) 4. LFT testing planned to commence 06.01.21. An additional risk assessment for this is available. 5. Reinforcement of good hand and respiratory hygiene to limit the risk of the virus, in particular the new strain. 6. Due to drastically reduced numbers in school, staggered starts and finishes have stopped to support parents, carers and staff.
12	26/01/2021	Additional guidance issued to staff due to high infection rate in Redditch and surrounding areas.
13	01/02/2021	Additional guidance issued to staff due to 2 positive cases in school. PHE guidance on pre-COVID symptoms issued to Key Worker parents. Additional "fogging" in all classrooms as well as additional deep clean.



		<p>In preparation for full return on 8th March, the following guidance is in place:</p> <ul style="list-style-type: none"> • KS3 pupils will be encouraged to a face covering in all indoor spaces • When teaching KS3 and outside of the classroom, staff will be encouraged to wear a face covering. • Good ventilation is still expected so therefore staff and pupils are being encouraged to dress for warmth to keep comfortable prior to the warmer weather arriving. • Timetable as per Autumn Term is being implemented with staggered starts, finishes and break times. • Monday 8th March is a form based day to allow staff to reiterate all the precautions that need to be taken following full reopening. • STB LFD Testing Centre will be open on Friday 5th March, Tuesday 9th March and Friday 12th March to complete the initial first 3 LFD tests that KS3 pupils may opt to take. Please see additional LFD Testing Centre RA for further details. • All staff and parents have been communicated these plans in an email from 26th February.
14	01/03/2021	
15	17/05/21	<p>In preparation the week commencing the 17th May 2021 following the updated guidance and the countries move to Stage 3.</p> <ul style="list-style-type: none"> • It's recommended that staff and students do not wear masks when teaching and learning, in class. # • Its recommended students don't wear a mask in communal areas. • Masks are still recommended in Communal areas for staff. • Masks are to be worn by students using school transport.

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
- Face covering s 17/5 update <https://www.gov.uk/government/publications/face-coverings-in-education>

Risk Assessment for the re-opening of St Bede's Catholic Middle School to students from 2nd September 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>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> <p>Different areas of the school have been reviewed and repurpose for organisation</p> <p>Procedures for when pupils and staff enter and leave school</p> <p>Planned movement around the school during lesson, break and lunch times</p> <p>Delivering aspects of the curriculum, especially for practical subjects and where shared equipment is used</p>	Y			
Updated consideration: Have you ensured that all health and safety compliance checks have been undertaken before opening?		<p>All statutory compliance is up to date.</p> <p>Where water systems have not been maintained throughout lockdown, chlorination, flushing and certification by a specialist contractor has been arranged.</p> <p>All statutory compliance checking is up to date</p>	Y			
Updated consideration: Are staff, parents and pupils aware of the key COVID-19 prevention control measures: avoiding contact with anyone with symptoms frequent hand cleaning and good respiratory hygiene practices regular cleaning of settings	<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>Guidance to be shared with staff, parents and students</p> <p>letter</p> <p>website</p> <p>notices around the school site</p> <p>Staff and parents to be asked if they are shielded, clinically vulnerable or with pre-existing conditions to ensure that they do</p>	Y			

<p>minimising contact and mixing (social distancing)</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>not attend school or undertake a risk assessment</p> <p>Staff who are more vulnerable especially of BAME to be Risk Assessed by L Payton</p> <p>Information for parents given to parents to assess risk with opportunities for remote working where appropriate</p>			
<p>Updated consideration: 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 (7 days for the case and 14 days for their household)</p> <p>Identify and communicate 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 isolation is adhered to for staff and pupils?</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>Procedures in place and shared on website for all Staff Parents Students</p> <p>See procedures for school day for pupils and staff placed on website</p>	<p>Y</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>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 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: Horrid hands Super sneezes Hand hygiene Respiratory hygiene</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>Pupils arriving for exams should use the hand gel upon the staggered entrance into classrooms</p> <p>Students encouraged to use the toilet during lessons, toilets to be cleaned at lunch times</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 incase case a student displays symptoms and will be allocated to staff if they are vulnerable. Staff who are vulnerable are to contact L Waters in the first instance</p> <p>Students who are rotating to different lessons are will be in cleaned classrooms</p>	<p>Y</p>		

	<u>Microbe mania</u>					
Updated consideration: Have you implemented good respiratory hygiene practices in the setting?	<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>L Waters to arrange signage</p> <p>Site to open windows each morning in classrooms being used</p>	Y			
Updated consideration: Have you identified how you will clean schools regularly and thoroughly and regularly clean surfaces that are frequently touched?	<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>Areas used by students to be cleaned thoroughly with disinfectant at the end of each day</p> <p>Toilets and handles to be cleaned each period during the day</p> <p>11th September – introduction of ViraKill being used to clean high traffic areas such as the staffroom, toilets, dining hall. Guaranteed to protect a surface for 8 days from Covid.</p>	Y			
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>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>Stocks to be maintained at Central Offices</p>	Y			

	<p>Ensure availability and supply of deep cleaning products if needed to clean following any spillage of COVID-19 fluids</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 – 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 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 to be given instruction on putting on PPE via leaflet</p> <p>Paul Dainty to dispose of appropriately</p>	<p>Y</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</p> <p>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>Staggered start and finish to the school day.</p> <p>Staggered break times and lunches.</p> <p>Pupils taught as tutor groups.</p> <p>Staff move around to lessons, not pupils</p>	<p>Y</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,</p>	<p>Update: Reopening Council Buildings Checklist 120520 http://www.worcestershire.gov.uk/recoveryschools</p>	<p>Fire drill All other normal tasks carried out Alarm testing – weekly Legionella risk assessments</p>	<p>Y</p>			

<p>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>PAT Boiler and heating</p>				
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Worcestershire supporting tools and resources:

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

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.

DfE guidance:

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>

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>N/A for September – full return</p>				
<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>N/A for September – full return. Pupils taught in year group bubbles.</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>N/A for September – full return</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>N/A for September – full return</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. 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.</p>	<p>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</p>	<p>Y</p>			
<p>How will the entry and exit be supervised and labelled/marked out including appropriate signage?</p>	<p>Pupils to come straight into school through a range of pre-determined entrances that are manned and</p>	<p>Tape on floor Entrances labelled</p>	<p>Y</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>Signage around</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.</p>	<p>Staggered breaks and lunches in place</p>	<p>Y</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>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. 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. Students have their own outside seating area to prevent boredom of remaining in the same room all day.</p>	<p>Y</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: Horrid hands Super sneezes Hand hygiene Respiratory hygiene Microbe mania</p>	<p>Appropriate signs in washing areas reinforce the need to wash hands sufficiently.</p> <p>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</p>	<p>Specific routes for each room indicated to staff and students.</p> <p>Information for fire procedures in student introduction ppt</p>	<p>Y</p>			

	<p>return. Refer to advice on fire safety in new and existing school buildings. Update: Reopening Council Buildings Checklist 120520 http://www.worcestershire.gov.uk/recoveryschools</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>Restarting in September but in a phased restart</p>	<p>Y</p>			

Worcestershire supporting tools and resources:

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:

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
<p>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>	<p>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.</p> <p>Pupils being directed to school will need to be risk assessed, this will</p>	<p>Staff to follow normal procedures and use Call Out via teams or email</p> <p>HoK to identify students and risk assess students together with Martyn West</p>	<p>Y</p>			

	involve discussions with HoK and parents. The procedures for the day ensure pastoral/medical support can be delivered in a safe space.					
How has the safeguarding policy been reviewed and amended considering the current situation?		New Safeguarding Policy from WCC in place for September 2020 which includes Covid Appendix.	Y			
Have you adopted a 'COVID-19 outbreak' addendum to your child protection policy to include the specific issues for these circumstances?		Added to Child Protection Policy	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.	HoKS 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 weekly to publish information to all stakeholders with a weeks' notice of any changes	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 daily	Y			
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?		LPY, MRU or KGA 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 MyConcern.	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, through MyConcern	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?		N/A for September – full return				
Are leaders considering remote safeguarding based upon teacher knowledge from their pupils and the daily/weekly contact they have with their pupils and families?		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?		Pastoral Managers SENCO Head of Key Stage	Y			
How are you keeping track and recording which staff are onsite daily?		Staff and students to sign in daily via thumb print. Lists to act as fire registers if required.	Y			
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?		In place	Y			
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?		Yes	Y			
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>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>	Y			

		<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>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>Home Learning Policy in place</p>	<p>Y</p>		
<p>Worcestershire supporting tools and resources: Update: DSL Newsletters and E-Library https://worcestershireecc.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>					
<p>DfE guidance: 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</p>					

Theme 4: Staffing			In place?			
Consider:	Suggestions / consideration	Issues & actions to manage risk		R	A	G
What is the capacity of staff: To be in school?	Refer to DfE Planning Guide, section 2	N/A for September – full return	Y			

If not able to be in school, capacity to work from home?					
How are leaders going to communicate and consult over the re-opening plan for their school?		INSET Training 1 st September	Y		
What minimum staffing will you require daily with the model of pupil re-entry you have chosen?		N/A for September – full return	Y		
How will staff working arrangements be different and how will you involve them in this process?		N/A for September – full return			
What support will staff require to effectively manage the return of pupils to school?	Refer to DfE Planning Guide, Annex B Be briefed on procedures for entry, classroom, lunch, exit	INSET Training 1 st September			
What cover plans have been thought of should leaders/teachers have significant absence? (at all staff levels)		Cover Supervisors to cover staff absence New Cover Supervisor on Zero hours contract to support			
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:

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

DfE guidance:

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?	R	A	G
Consider:	Suggestions / consideration	Issues & actions to manage risk				
How are governors involved in the discussion and planning for the school re-opening?		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	Y			
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?		Ensuring that any appendix to H&S policy and behaviour policy in place Ensuring that compliance checks are undertaken	Y			
How involved are governors in communicating with parents and the school's community?		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?		Weekly meeting	Y			
How will governors know that the plans they have participated in are being followed and adhered to?		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?		Evaluation to happen in weekly meetings and fed back to Full board Staff evaluation	Y			

Worcestershire supporting tools and resources:

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:

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?		Student evaluation at the end of each day	Y			
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.	Letter to parents and students Information on the website	Y			
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?		Letter to parents and students Information on the website	Y			
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	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	Y			

		external environment, including arrival and leaving procedures. All systems and procedures are visibly modelled by leaders and routinely monitored and reviewed throughout the day.				
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?		Letter to parents and students Information on the website Standard briefing at the start of each day for student in teaching room Evaluations	Y			
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.	Weekly bulletin Covid newsletters Website updates	Y			
What on-going weekly/regular communication could be used to ensure parents are kept well-informed?		Weekly bulletin	Y			
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?		Phased return fully explained 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	Y			
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?		Ensure transparent systems in place reflecting guidance from the DfE via Weekly bulletin Covid newsletters Website updates	Y			

<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>Y</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>Y</p>		

Have leaders considered parental choice re sending their children into school – what might this guidance and advice look like and be for parents?		In parental letter and on website	Y			
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?		N/A for September – full return				
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?		N/A for September – full return				
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	Y			
<p>Worcestershire supporting tools and resources: 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:						

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?		Plan out to parents wc 13-07-2020	Y			
How will staff keep themselves safe and be kept safe?		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. Ensure that wipes are placed next to all telephones in school and staff are directed to wipe phones/shared keyboards before and after use.	Y			
<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?</i> (Also referred to in Theme 4)		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.	Y			
How are leaders ensuring there is a communication link with staff who are shielding so they are supported, and their situation is		Through line managers on TEAMS	Y			

monitored to ensure their well-being?						
Are staff aware of the bereavement policy and what this may require following the impact of COVID-19? How are staff supported to follow this within their own situations and that of pupils and colleagues?		Information to be shared confidentiality within the senior leadership team. Regular and timely support offered to staff through the reopening process, including daily checks on the well-being of bereaved staff. Bereavement training for schools http://www.worcestershire.gov.uk/downloads/file/12522/education_and_early_help_bulletin_covid-19_update_34 - 13 may 2020	Y			
What support will staff require to effectively manage the return of pupils to school?		In the first instance – induction training as main vehicle is remote learning	Y			
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?		Through form tutors	Y			
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)		Through form tutors and Heads of Key Stage	Y			

Worcestershire supporting tools and resources:

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](http://www.worcestershire.gov.uk/downloads/file/12452/education_and_early_help_bulletin_covid-19_update_23_-_21_april_2020)

DFE guidance:

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	N/A for September – full return				
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 for September – full return				
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.	N/A for September – full return				
Who are the children that will need continued shielding and what will be the provision for them?		Students who are being shielded will access Microsoft teams and be added to the safe and well checks for weekly monitoring and support.	Y			
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	N/A for September – full return	Y			

	<p>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>How will the curriculum address the impact upon learning for pupils linked to: 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>		<p>Students will be briefed each morning. Expectations will be made clear. Pupils encourage to pray/reflect Referral process will empower HoKS to communicate with home to support children who have gaps being able to access home schooling.</p>	Y		
<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</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</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		

able to cope academically, personally, socially and emotionally?	period (i.e. the non-negotiables) and prioritise these when pupils return				
How will the school displays be adapted for the phased approaches to the curriculum?		Displays can be amended to indicate a praise and supportive mechanism – focus on motivational / team-based approach to learning and returning to school.	Y		
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?		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. 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)	Y		
Have leaders ensured that pupils' transition from primary and secondary provision is considered and how this will be communicated?		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.	Y		
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?		Calendar planned but can be revisited depending on timescales of return.	Y		
Worcestershire supporting tools and resources:					

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>

DfE guidance:

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>

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	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?		N/A for September – full return	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?		N/A for September – full return	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.	Y			

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 Leaders in line with support staff depending on student need.	Y			
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	Y			
<p>Worcestershire supporting tools and resources: Risk Assessment Guidance http://www.worcestershire.gov.uk/phasedschoolsreopening 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</p>						
<p>DfE guidance: 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</p>						

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>

Theme 10: Suppliers			In place?	R	A	G
Consider:	Suggestions / consideration	Issues & actions to manage risk				
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?		N/A for September – full return	Y			
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.		Yes, central store	Y			
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.	In process	Y			

	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?								
Have additional supplies associated with reopening been ordered?	Refer to DfE Planning Document, Appendix D: 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:

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:

<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

Theme 11: Transport			In place	R	A	G
Consider:	Suggestions / consideration	Issues & actions to manage risk				
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			

		<p>21-09-20 Due to proximity to lockdown area of Bham and Solihull, staff to be reminded of 2 metre distance rule and this is to be reinforced with pupils.</p> <p>28-09-20 Discussion over increase in cases in Redditch – largest wards that are served by STB have 0 cases in last week.</p>			
<p>Worcestershire supporting tools and resources: 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</p>					
<p>DfE guidance: https://www.gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-for-passengers</p>					

Risk Assessment for Schools – Addendum

Please be aware that this document has been designed to support assessment and decision making for schools when considering plans for full opening from September 2020. Reference to the latest DfE government guidance should be made when considering the prompts.

Background

A full School Risk Assessment tool was developed by Worcestershire County Council and Worcestershire Children's First to support schools with a phased opening recovery approach. The tool, and example risk assessment and other supporting documents are available at: <http://www.worcestershire.gov.uk/recoveryschools> and [http://www.worcestershire.gov.uk/downloads/download/1433/phased re-opening of schools and settings documents](http://www.worcestershire.gov.uk/downloads/download/1433/phased_re-opening_of_schools_and_settings_documents)

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/>
- Government advice: <https://www.gov.uk/coronavirus>
- DfE <https://www.gov.uk/coronavirus/education-and-childcare>
- Worcestershire Recovery Planning: supporting the implementation of phased school return in Covid 19 conditions: www.worcestershire.gov.uk/recoveryschools
- Worcestershire Covid 19 Education Bulletins: [http://www.worcestershire.gov.uk/downloads/download/1421/coronavirus covid-19 education and early help bulletin for schools](http://www.worcestershire.gov.uk/downloads/download/1421/coronavirus_covid-19_education_and_early_help_bulletin_for_schools)

School Name: St Bede's Catholic Middle School	DfE Number: 855401
Date agreed by Head Teacher: 13-07-2020	Date approved by Governing Body:

Opening Plans

Q1. What date will you begin to welcome back pupils into school for the Autumn Term? If this will be later than Tuesday 1st September, please outline the reasons below (i.e. TED day etc.)

Pupils will be welcomed back into school from Wednesday 2nd September. This is due to a TED Day on Tuesday 1st September

Q2. Will pupils have different return dates dependent on year groups? If yes, please outline plans for each year group.

Year 5 will be in school on Wednesday 2nd, Thursday 3rd and Friday 4th September to have their transition activities that they missed in Summer 2020. Year 6, Year 7 and Year 8 return on Monday 7th September.

Q3. Please describe your plans for managing the school day to support full pupil attendance i.e. staggered start/end times, separate entrances etc.

We will be implementing staggered starts and finishes for each year group as we only have 1 entrance and exit for pupils to use. In order to support parents, our before and after school club are open for extended ours without any additional cost to our parents.

Q4. Guidance assumes that all pupils will be back to full-time education from September, if this will not be the case for your school, please describe the reasons below.

All pupils will be back in September.

Theme 1: Protective measures and hygiene

Consider:	Suggestions /consideration	Issues & actions to manage risk	R	A	G
Have you put in place opportunities for pupils and staff to clean their hands more often?	<p>Schools must ensure that pupils clean their hands regularly, including when they arrive at school, when they return from breaks, when they change rooms and before and after eating.</p> <p>Following a risk assessment, some schools may determine that small adaptations to their site are required, such as additional hand wash basins or sanitizing stations to ensure hand washing can be managed.</p> <p>Ensure that supervision of hand sanitiser use given risks around ingestion. Small children and pupils with complex needs should continue to be helped to clean</p>	<p>Each classroom has its own hand sanitiser and pupils will be expected to use it when they enter the classroom and staff will ensure that it is used throughout each session.</p> <p>Pupils will be encouraged to bring in their own hand sanitiser as well to ensure that hands can be sanitised as frequently as possible.</p> <p>Toilets are cleaned on a constant cycle to ensure that toilets are safe for pupils to use to wash hands.</p> <p>Split breaks and lunches will be in operation to allow less traffic in toilets throughout the day.</p>			

	<p>their hands properly. Skin friendly skin cleaning wipes can be used as an alternative</p> <p>Ensure that protective measures are built into school culture, supported by behaviour expectations and helping ensure younger children and those with complex needs understand the need to follow them</p>				
<p>Ensure that staff and pupils have their own items that are not shared. Classroom based resources, such as books and games, can be used and shared within the bubble.</p>	<p>Classroom based resources, such as books and games, should be cleaned regularly, along with all frequently touched surfaces. Resources that are shared between classes or bubbles, such as sports, art and science equipment should be cleaned frequently and meticulously and always between bubbles, or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles.</p>	<p>All classrooms have been cleared to have minimal equipment.</p> <p>Timetable changes have taken place to reduce the sharing of resources.</p>			
<p>Limit the amount of equipment brought into school each day, to essentials such as lunch boxes, hats, coats, books, stationery and mobile phones. Bags are allowed.</p>	<p>Pupils and teachers can take books and other shared resources home, although unnecessary sharing should be avoided, especially where this does not contribute to pupil education and development. Similar rules on hand cleaning, cleaning of the resources and rotation should apply to these resources.</p>	<p>Staff and pupils will not be taking books home.</p> <p>Pupils are being reminded to bring in minimal equipment and only the essentials.</p>			
<p>Ensure the School has a process in place for removing face coverings when pupils (over the age of 11) and staff who use public transport arrive at school. And the process is communicated clearly to them.</p>	<p>Pupils must be instructed not to touch the front of their face covering during use or when removing them. They must wash their hands immediately on arrival (as is the case for all pupils), dispose of temporary face coverings in a covered bin or place reusable face coverings in a plastic bag they can take home with them, and then wash their hands again before heading to their classroom.</p>	<p>Staff will be on duty to remind pupils to remove face coverings.</p> <p>Hand sanitiser available for pupils to sanitise hands once removing face covering.</p>			
<p>Ensure that consistent groups are maintained and the Guidance for full opening: schools is adhered to</p>	<p>Section 5:</p>	<p>Pupils are taught as year groups and there will be no crossing over of pupils from other year groups</p>			

	https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools				
Ensure groups are kept apart from other groups where possible and older children should be encouraged to keep their distance within groups.	Section 5: https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools	Staggered starts and finishes will be in operation. Split breaks and lunches in operation. Lesson crossovers are at different times to avoid pupils mixing.			
Ensure that when staff need to move between classes and year groups, they keep their distance from pupils and other staff as much as they can, ideally 2 metres from other adults	Section 5: https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools	Staff training has already taken place with regards to social distancing for staff.			
Within the classroom ensure there is distance between people whilst inside and reducing the amount of time people are in face to face to contact lowers the risk of transmission.	Section 5: https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools	Site team have changed classrooms to ensure that all desks face the same way and there is no face to face contact within 2 metres.			
Ensure staff in secondary schools maintain distance from their pupils, staying at the front of the class, and away from their colleagues where possible.	Ideally, adults should maintain 2 metre distance from each other, and from children. If not possible avoid close face to face contact and minimise time spent within 1 metre of anyone. <i>(it will not be possible when working with many pupils who have complex needs or who need close contact care. These pupils' educational and care support should be provided as normal.)</i>	Staff training has already taken place with regards to social distancing for staff.			
Ensure that for children who are old enough, they are supported to maintain distance and not touch staff and their peers where possible. <i>(This may not be possible for the youngest children and some children with complex needs and it is not feasible in some schools where space does not allow. Schools doing this where</i>	Section 5: https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools	Staff training has already taken place with regards to social distancing for staff.			

<p><i>they can, and even doing this some of the time, will help).</i></p>					
<p>Ensure that when staff or children cannot maintain distancing, particularly with younger children in primary schools, the risk can also be reduced by keeping pupils in the smaller, class-sized groups.</p>	<p>Section 5: https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools</p>	<p>All children will be in class sized groups and year group bubbles.</p>			
<p>Ensure that adaptations to the classroom to support distancing where possible. That should include seating pupils side by side and facing forwards, rather than face to face or side on, and might include moving unnecessary furniture out of classrooms to make more space.</p>	<p>Section 5: https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools</p>	<p>Site team have actioned work in classrooms to move furniture and ensure social distancing</p>			
<p>Ensure schools avoid large gatherings such as assemblies or collective worship with more than one group.</p>		<p>Collective worship will take place in a year group bubble or virtually</p>			
<p>When timetabling, ensure groups kept apart and movement around the school site kept to a minimum. Schools should avoid creating busy corridors, entrances and exits. Schools should also consider staggered break times and lunch times (and time for cleaning surfaces in the dining hall between groups).</p>	<p>Section 5: https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools</p>	<p>Staggered break and lunches are in operation. Staggered starts and finishes to school. Cleaners on site full time to clean all areas.</p>			
<p>Ensure that a plan of how shared staff spaces are set up and used to help staff to distance from each other. Use of staff rooms should be minimised, although staff must still have a break of a reasonable length during the day.</p>		<p>Split breaks and lunches for staff. Staff encouraged to work in other areas of the school to avoid large congregation in the staff room.</p>			

<p>Ensure that plans have been communicated to parents and remind them about the process that has been agreed for drop off and collection, including that gathering at the school gates and otherwise coming onto the site without an appointment is not allowed.</p>		<p>Plan communicated to parents on 14-07-2020</p>			
<p>Ensure that the management of other visitors to the site, such as contractors, has been considered and ensure site guidance on physical distancing and hygiene is explained to visitors on or before arrival. Where visits can happen outside of school hours, they should. A record should be kept of all visitors.</p>	<p>Site guidance on physical distancing and hygiene is explained to visitors on or before arrival. Where visits can happen outside of school hours, they should. A record should be kept of all visitors.</p>	<p>Signs in place in reception. Track and trace will be in place for all visitors where names and numbers will be recorded and destroyed after 21 days.</p>			
<p>Ensure the Schools understands the NHS Test and Trace process and how to contact their local Public Health Team and Public Health England Health Protection Team.</p>	<p>https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools Ensure that all members of staff are aware, read and understood the Guidance for full opening: schools and Guidance for full opening: special schools and other specialist settings and Local Covid 19 Management of cases in education setting.</p> <p>Notify the LORT (Mon – Sun 9am – 6pm) of any symptomatic people in a school wcchealthprotection@worcestershire.gov.uk or by phone 01905 845491</p> <p>Notify PHE on 0344 225 3560 (Option 0, Option 2) of any symptomatic or confirmed cases in a school</p> <p>Ensure that Staff are aware of how to manage confirmed cases of coronavirus (COVID-19) amongst the school community. If the school becomes aware of a confirmed or suspected case of a pupil, staff member of</p>	<p>Senior Leadership Team aware of how to contact PHE Staff are made aware of the test and trace procedures.</p>			

	<p>household member of a pupil or staff member they must contact the WCC Local Outbreak Response Team or PHE Health Protection Team immediately and follow the local and national guidance.</p> <p>Ensure that staff members and parents/carers understand that they will need to be ready and willing to:</p> <ul style="list-style-type: none"> • book a test if they are displaying symptoms. Staff and pupils (or symptomatic pupils siblings) must not come into the school if they have symptoms, and must be sent home to self-isolate if they develop them in school. • provide details of anyone they have been in close contact with if they were to test positive for coronavirus (COVID-19) or if asked by NHS Test and Trace • self-isolate if they have been in close contact with someone who develops coronavirus (COVID-19) symptoms or someone who tests positive for coronavirus (COVID-19) 				
<p>Ensure that all Staff are aware of the process if there is an outbreak within the school. All staff must be aware of actions to take as per the guidance and ensure that this is communicated to parents</p>	<p>https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools</p>	<p>Communicated to staff on Tuesday 1st September</p> <p>Amended Tuesday 1st September to green</p>			
<p>Update that all staff and students understand the mask wearing recommendations as of the 17/5/21</p>	<p>Consideration that some staff and student may still feel that they need to wear a mask. Staff and students that do this will not be challenged. Discussions with staff who wear masks to deliver socially distanced whole class teacher will discuss their concerns with SLT.</p> <p>Reminder given about hygiene and social distancing.</p>	<p>Emailed to staff and shared via epraise with parents. LR to share with LGB.</p> <p>Mask wearing in school by staff and students to be reviewed on the 20th May.</p>			

Worcestershire supporting tools and resources:

- 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](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.
- **Worcestershire Public Health guidance to early years, mainstream schools and special schools:** http://www.worcestershire.gov.uk/info/20774/coronavirus_covid-19_advice_for_schools_and_education_settings/2257/coronavirus_covid-19_management_of_cases_and_local_outbreaks_in_educational_early_years_and_childcare_settings
- **Management of cases and local outbreaks in education settings including early years and childcare settings, schools or Post 16 provision:** http://www.worcestershire.gov.uk/info/20774/coronavirus_covid-19_advice_for_schools_and_education_settings/2257/coronavirus_covid-19_management_of_cases_and_local_outbreaks_in_educational_early_years_and_childcare_settings

Theme 2: Accommodation / site usage

Consider:	Suggestions /consideration	Issues & actions to manage risk	R	A	G
A reminder to maintain the statutory compliance testing, flushing and monitoring during the holiday period.	<p>Schools should continue their compliance checks during the school holidays.</p> <p>This is particularly important for water system which will not have had normal use during lockdown or even with the wider opening of school in June. Regular flushing of <u>all</u> taps for two minutes or more and flushing of toilets on a weekly basis is recommended with daily flushing for a week before the school opens in September.</p> <p>Fire evacuation procedures must also be reviewed especially if changes to classes and classrooms have been made. This should be supplemented with drills to ensure staff and pupils are familiar with any changes.</p>	Site team are on site throughout the summer and will continue to maintain statutory testing.			

	<p>Further information can be found here- https://www.gov.uk/government/publications/managing-school-premises-during-the-coronavirus-outbreak</p> <p>Further information can be found here- https://legionellacontrol.com/compliance/recommission-water-systems-post-covid-19-lockdown/</p>				
<p>Consider the ways to maintain and increase the supply of fresh air and adequate ventilation throughout the school.</p>	<p>Once the school is in operation, it is important to ensure good ventilation. Good ventilation can help reduce the risk of spreading coronavirus, so focus on improving general ventilation, preferably through fresh air or mechanical systems.</p> <p>Schools should consider if they can improve the circulation of outside air and prevent pockets of stagnant air in occupied spaces.</p> <p>Advice on ventilation can be found in Health and Safety Executive guidance on air conditioning and ventilation during the coronavirus outbreak.</p>	<p>Windows and doors will be open to support ventilation.</p>			
<p>If you are using any form of Temporary Structures for provision e.g. gazebo, ensure correct procedures are followed to safely erect, maintain and dismantle the structure.</p>	<p>Further information can be found here: https://www.hse.gov.uk/event-safety/temporary-demountable-structures.htm</p>	<p>No form of temporary structure used.</p>			

Worcestershire Supporting tools and resources:

- 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](#)

DfE guidance:

- Premises: <https://www.gov.uk/government/publications/managing-school-premises-during-the-coronavirus-outbreak/managing-school-premises-which-are-partially-open-during-the-coronavirus-outbreak>
- Managing school premises during the coronavirus outbreak: <https://www.gov.uk/government/publications/managing-school-premises-during-the-coronavirus-outbreak>
- A detailed checklist and key guidance for action for health and safety is available at: www.gov.uk/government/publications/managing-school-premises-during-the-coronavirus-outbreak/managing-school-premises-which-are-partially-open-during-the-coronavirus-outbreak
- 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>
- Legionella compliance through lockdown: <https://legionellacontrol.com/compliance/recommission-water-systems-post-covid-19-lockdown/>
- [Air conditioning and ventilation during the coronavirus outbreak](#)

Theme 3: Staffing

Consider:	Suggestions / consideration	Issues & actions to manage risk	R	A	G
<p>Clinically Vulnerable staff</p> <p>1. Please can you confirm that you have individually risk assessed all staff against the updated July 20 schools reopening guidance for Clinically Vulnerable staff and HR Guidance.</p>	<p>Guidance for full re-opening of schools – 2nd July 20 https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools</p> <p>Government guidance in respect of those Extremely Clinically Vulnerable (known as Shielding) and those Clinically Vulnerable – updated the 3rd July 20 https://www.gov.uk/government/publications/staying-alert-and-safe-social-distancing/staying-alert-and-safe-social-distancing-after-4-july</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.</p>	<p>Staff risk assessed.</p> <p>As all pupils in school, teaching staff cannot be offered off-site roles.</p> <p>Teaching staff will be reminded about social distancing. Within classrooms, teaching staff can stay 2 metres away from others.</p> <p>Staff will be reminded about good ventilation.</p> <p>Air conditioning units can now be used to support ventilation.</p> <p>HR guidance will be obtained for staff that refuse to return to work and fulfil their contract.</p>			

	<p>The new guidance indicates that this group should be especially careful and be diligent about social distancing and hand hygiene.</p>				
<p>BAME staff</p> <p>2. Please can you confirm that you have individually risk assessed all staff as per HR guidance, who identify themselves as BAME staff.</p>	<p>BAME review report – 2nd June 20 https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/892085/disparities_review.pdf</p> <p>BAME HR Guidance – 26th June 20 – page 7 http://www.worcestershire.gov.uk/downloads/file/12635/education_and_early_help_bulletin_covid-19_update_54_-_26_june_2020</p> <p>In light of the on-going work arising from this research, advice to schools is to include BAME staff in the category of 'clinically vulnerable staff' and undertake individual risk assessments for those staff working in schools.</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.</p>	<p>As clinically vulnerable staff</p>			
<p>Clinically Extremely Vulnerable staff (known as Shielding)</p> <p>3. For all staff that fall into the Extremely Clinically Vulnerable category (known as Shielding).</p>	<p>Government guidance in respect of those Extremely Clinically Vulnerable (known as Shielding) and those Clinically Vulnerable – updated the 3rd July 20 https://www.gov.uk/government/publications/staying-alert-and-safe-social-distancing/staying-alert-and-safe-social-distancing-after-4-july</p>	<p>As clinically vulnerable staff</p>			

<p>Please supply the following information for each individual staff member. Please note: If you do not have any staff that fall into this category please can you send a nil response.</p> <p>Please do not send names or medical information for each individual but please mark each individual as worker a, worker b, worker c etc. Please include the following information:</p> <p>a) Job Role; b) Contracted hours; c) What roles can this individual undertake in light of the new updated guidance that will come into effect from the 1st August; and d) Please can you confirm that you have or will individually risk assess all staff as per the updated July 20 schools reopening guidance for Clinically Extremely Vulnerable staff and HR Guidance, that includes that stringent social distancing being adhered to.</p>	<p>From 1 August advice for clinically extremely vulnerable people will move in line with advice to those who are clinically vulnerable. In practice, this means staying at home as much as possible, and if people do go out, taking particular care to minimise contact with others outside their household (unless you are in a support bubble) and robustly practicing good, frequent hand washing.</p> <p>The relaxation of the shielding guidance will mean people who are clinically extremely vulnerable will be advised they can go to work or to the shops, as long as they are able to maintain social distancing as much as possible and their workplace is COVID-19 Secure.</p> <p>Support for those shielding will continue to the end of July so that people can plan for these changes.</p>			
<p><u>Impact on school</u></p> <p>4. Reviewing your answers to question 3 above please can you answer the following questions:</p> <ul style="list-style-type: none"> • What impact does this have on your available staffing and the full re-opening? 		No impact on staffing		

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| <ul style="list-style-type: none"> How will you cover these posts if required to do so? | | | | | |
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Supporting tools and resources:

- If you have any individual staffing queries relating to the wider reopening of schools, please contact Liberata HR WCCHRConsultancy@liberata.com
- If you have any other concerns around the full reopening of your school, please contact CV19EducationSchools@worcschildrenfirst.org.uk
- 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
- To find out more information through the Education and Early Help bulletins:
http://www.worcestershire.gov.uk/downloads/download/1421/coronavirus_covid-19_education_and_early_help_bulletin_for_schools

DfE guidance:

- 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>