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

Risk Assessment tool

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

Background

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

Principles

This document is based upon the principles of:

- Any phased recovery plan nationally will be determined by the governmental five tests which need to be met and sustained;
  - Making sure the NHS can cope
  - A 'sustained and consistent' fall in the daily death rate
  - Rate of infection decreasing to 'manageable levels'
  - Ensuring supply of tests and PPE can meet future demand
  - Being confident any adjustments would not risk a second peak

- The prompts in this document aim to provide consistency by principle, rather than consistency by provision as actions will need to be assessed and implemented contextually at a school level.

- 1st June should be seen as a starting point for expansion. We acknowledge and appreciate the phasing of a gradual and phased recovery.

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

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

Risk Assessment

The following Probability and Impact Matrix uses the combination of probability and impact scores of individual risks and ranks them for easy handling of the risks. Each Theme and area of consideration should be RAG scored using the probability and impact matrix to help to determine which risks need detailed risk response plans.
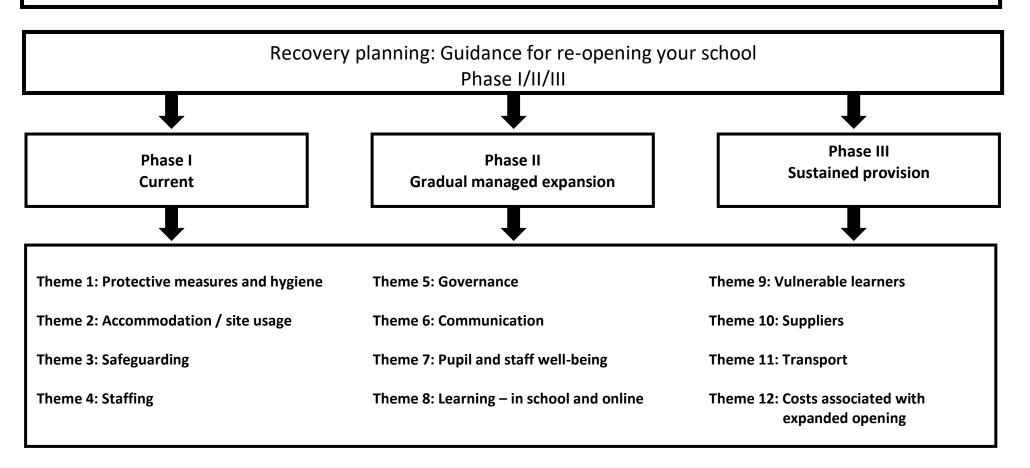
		Impact				
		Trivial	**Minor**	**Moderate**	**Major**	**Extreme**
Probability	**Rare**	Low	Low	Low	Medium	Medium
	Unlikely	Low	Low	Medium	Medium	Medium
	Moderate	Low	Medium	Medium	Medium	High
	Likely	Medium	Medium	Medium	High	High
	Very likely	Medium	Medium	High	High	High

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

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

If a maintained school, we would strongly advise that you utilise your School Improvement Advisor to support you in the planning process.

The following considerations can be applied and adapted to primary (including nursery where applicable), secondary, all-through and special schools.

Recovery planning: Guidance for re-opening your school
Phase I/II/III

Phase I Current	Phase II Gradual managed expansion	Phase III Sustained provision

Theme 1: Protective measures and hygiene	Theme 5: Governance	Theme 9: Vulnerable learners
Theme 2: Accommodation / site usage	Theme 6: Communication	Theme 10: Suppliers
Theme 3: Safeguarding	Theme 7: Pupil and staff well-being	Theme 11: Transport
Theme 4: Staffing	Theme 8: Learning – in school and online	Theme 12: Costs associated with expanded opening

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Amendment History

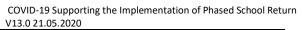| Version Number	Date	Reason for Amendment
V13.0	21.05.2020	Additional links to Worcestershire guidance – Published on webpage
V11.0	18.05.2020	Published on webpage

General guidance and links for reference:

- Public health England https://www.gov.uk/government/organisations/public-health-england
- NHS: https://www.nhs.uk/conditions/coronavirus-covid-19/what-to-do-if-you-or-someone-you-live-with-has-coronavirus-symptoms/
- Government advice: https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance
- DfE https://www.gov.uk/government/publications/guidance-to-educational-settings-about-covid-19/guidance-to-educational-settings-about-covid-19
- A detailed Theme and key guidance for action for health and safety is available at: www.gov.uk/government/publications/managing-school-premises-during-the-coronavirus-outbreak/managing-school-premises-which-are-partially-open-during-the-coronavirus-outbreak
- Information re testing: https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested

- Preparing for the wider opening of schools from 1 June https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june
- Actions for schools during the coronavirus outbreak https://www.gov.uk/government/publications/covid-19-school-closures
- Actions for early years and childcare providers during the coronavirus outbreak https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures
- Actions for FE colleges and providers during the coronavirus outbreak https://www.gov.uk/government/publications/coronavirus-covid-19-maintaining-further-education-provision

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

Theme 1: Protective measures and hygiene		R	A	G

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?		Safeguarding policy covid-19 annex added. Behaviour policy updated with paragraph specific to dangerous Covid-19 behaviours. Policy changes ratified by FGB. Visits policy now includes a COVID paragraph Regular review of all HS measures in place HS inspections undertaken			x
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. Where appropriate, this to be shared with pupils to prevent the spread of misinformation. Issue all staff on return with current guidance regarding social distancing and hand-washing	PPE secured to allow intimate care, first aid and support of those who may have symptoms. Regular PPE stock review Regular handwashing embedded in school culture and when moving around site. Appropriate facilities to allow handwashing and sanitisation, younger pupils and those with specific need supported.			x
What procedures will be in place for staff to safely return to school and prepare classrooms for the phased return of pupils?		Staff updated regularly and have received site specific risk assessments. Staff have been given INSET time to prepare for pupil return and remote learning. All staff have been sent the government guidance, a synopsis and our risk assessment prior to the September return date, with time to consult with members of SLT regarding any thoughts or concerns.			x
What are the PPE needs for the staff at school? Consider contact and risk assess?	Train relevant staff, where appropriate, on how to minimise the risk of infection.	PPE secured to allow intimate care, first aid and support of those who may have symptoms. Risk assessments undertaken for staff who have been shielding, including supported phased returns. All parents wear masks on site, unless exempt. Staff to wear masks if needed for emergency support in 'other' bubbles			x

Have you shared clear guidance about the school procedure should a pupil/member of staff be ill?	Make all staff aware of the procedures in place in relation to COVID-19, especially on what to do if they believe that they may have been exposed to the virus. Identify a place where people who feel unwell can go where they will not encounter others and procedures for how they inform key staff in school. Staff who become unwell know who they should inform and that they should go home immediately. Make all pupils aware of the procedures in place in school and clearly identify what they should do if they feel unwell during the school day.	Clear guidance in site specific risk assessments.

Arrangements in place for isolation.

In addition to guidance - all bubble families will be informed if symptoms develop in bubble before waiting on test results.

Local protocols for cases, suspected cases and local outbreak available to support SLT

Individuals with symptoms/Covid will NOT be named when sharing information with school community. | | x |
| Have leaders explored how PPE equipment will be obtained and the timing for receipt, alongside the sustainability of supply? Risk assess and gain support where required especially for schools where intimate care and physical care is required on a regular basis | | Emergency packs secured and additional PPE and cleaning materials obtained from alternate suppliers.

Both schools have completed a stock order of current PPE stock levels and cleaning equipment in July. SLT have ordered additional soap, MIlton, tissues, masks etc so that we are equipped for the autumn term. Staff to report any areas of stock which are running low to SLT – SLT to complete a full stock every few weeks. | | x |
| Has consideration been given for cases of COVID-19 and what will happen following this? E.g. deep clean, temporary halt to re-opening process.

Do staff know not to attend school if they or any member of their household has symptoms, has tested positive in the last 10 days? | | Procedures identified in site specific RAs

Procedures in place including cleaning, informing bubbles and supporting parents with securing testing.

School community regularly updated with guidance and any changes to guidance such as the 10-day self-isolation rule (instead of 14 days).

Rigorous procedures in place within school for suspected cases, including cleaning of key areas. | | x |

		SLT aware of local procedures and able to support staff/community in accessing COVID testing. Cases recorded and monitored to ensure in-house test and trace is accurate and supports reduction of transmission.			
What risk assessments will be needed or how are leaders adjusting their risk assessments to meet the current needs of the school?		Additional in place and reviewed/updated prior to full opening. RAs reviewed and passed by WCF team prior to initial wider opening Both schools existing RAs fully reviewed			x
How are leaders ensuring that a named person has responsibility for reviewing and adapting the risk assessments as the school re-opening moves through the phases and pupil attendance increases?		SLT monitoring ongoing in co-ordination with H&S Gov. Executive Head taking lead on RAs and reopening			x
Has the capacity and availability of cleaning staff been considered to meet the increased need for cleanliness and hygiene of the premises?	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?	Additional cleaning hours in place at both schools from June 1st. These increased hours have been confirmed for September onwards into 2021 – additional costs have been factored in and liaised with business manager / Exec Head. All bubbles have their own set of Milton, wipes etc to clean down resources and classrooms throughout the day – in line with government guidance.			x
How will leaders ensure there is a check to ensure higher than normal levels of essential supplies are in stock to meet increased cleaning requirements, including a 'deeper' clean?	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.	Deeper clean undertaken prior to start of 2021 term Cleaning checklists to support, emphasis on high touch areas Additional cleaning resources available in all classes to support cleaning through the day. Cleaning taking place throughout school day with emphasis on high traffic surfaces. Anti-bac wipes available for IT resources.			x

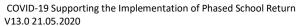|	Cleaners to act upon guidance normally linked to 'deep cleans' as part of their daily procedures (i.e. a focus on door handles, toilets, changing room, toys in the EY, etc) Pupils to clean IT equipment (esp. keyboards) with anti-bacterial wipes after use.				
Have leaders checked the building and grounds for health and safety issues? Are all 'normal' tasks being carried out/planned such as fire alarm testing, legionella risk assessments, repairs, grass cutting, servicing of equipment or PAT testing? Check the boiler and heating, utilities, and internet services are working if the school building has been closed.		PAT testing has been completed as normal in May 2020. Executive headteacher and Head of School to conduct a walkaround on January 5th 2021 to address any issues which need to be actioned before the start of term. Fire alarm and fire door checks have been taking place weekly as normal during shutdown. Fire drills have taken place for every bubble from the summer 2020 term, in Autumn term and will continue to in the spring 2021 term. Fire alarm and fire door checks have been taking place weekly as normal during shutdown. Boiler system kept on summer timer as usual. Cleaning staff will run through all taps and sources of water on the weekend prior to January INSET. Grass cutting completed as normal and hedges are being cut as normal through Creative Gardening Contract. Buildings checklist completed as normal.			x
What additional checks need carrying out to ensure all aspects associated with COVID-19 are thought about and actions taken?		Final H&S walks before pupils September 2020 and January 2021			x
Have leaders considered the sharing of resources to think about cost and resource capacity especially amongst smaller schools and within cluster working groups?		Hindlip and Tibberton are in a federation so have shared cost in some areas in relation to PPE. Working as a Federation to share resources and expertise.			x
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
- 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

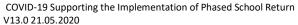| Theme 2: Accommodation / site usage					
Consider:	**Suggestions /consideration**	**Issues & actions to manage risk**	**R**	**A**	**G**
Has the school site been assessed to ascertain the maximum capacity/proportion of pupils that can physically be in school at any one time with social distancing applied?		Social distancing is impossible in our settings. We are following DFE guidance to reduce risk and will be limiting pupils to their class groups of approx. 30 pupils as far as possible whilst maintaining wrap around care and a broad curriculum offer. Social distancing will be supported as far as possible in all areas. During the 3rd national lockdown in January 2021, wrap around care and breakfast club are continuing but with greater social distancing. Critical Worker Bubbles will be kept as small as possible.		x	

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?	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.	Social distancing cannot take place in our school as per the guidance. However, we are able to keep classes of up to 30 children separate for most of their lessons during normal school time. We are minimising attendance as far as possible within the guidelines during the January 2021 lockdown. Pupils will be given their own stationary where possible as per the guidance and shared resources will be cleaned regularly. Tables will be separated in lines as far as practicable so that children are not facing each other as per the guidance. EYSF and Lower KS1 children in particular will struggle to adhere to this. We will expect all children and staff to be in school from September 2020 – staff should social distance from pupils up to 2 metres where possible. However, this will not be possible in our Victorian classrooms and with curriculum needs. Rooms to be ventilated and pupils to have individual resources where possible. All windows to remain open and is the responsibility of teachers to ensure this happens throughout the day.		x	
What is school's rationale as to which year groups/pupils are considered as a priority to have in school first?	Refer to DfE Planning Guide, Section 4.	All pupils will be expected to be in school, as well as staff as per the updated guidance. This as changed to key worker pupils and vulnerable leaners as detailed in the updated January 2021 guidance.		x	
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?		Yes			x
What physical changes and adaptations will leaders need to think about to ensure a safe entry and safe exit to the school for all?	Produce clear FAQ's for parents guiding them through the reopening process and directly addressing identified concerns Share with parents the importance of not congregating at the gate to chat and the reasons for this – schools have limited control over this, but they can educate parents and reinforce the	Parents, staff and children will be informed of any different entrances and exits, as well as staggered start times and finish times Detailed letters have been sent to support this. Tape marking distance on stairs in school to prevent congestion when moving around the building. Additional marking tape on order to replenish markings on both sites. Minimum furniture and resources at entry and exit points.		x	

	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.	Taped areas within entrance area to prevent any unnecessary people moving into school building. Conned off areas on the playground to separate pupil bubbles. One way entry signs around the school grounds to keep 'traffic' in a one direction flow.			
How will the entry and exit be supervised and labelled/marked out including appropriate signage?	Pupils to come straight into school through a range of pre-determined entrances that are manned and controlled by staff (this will limit the gathering of pupils and parents on the playground). Consider the use of high-viz tape or cones 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.	Full review of entry/exit points and staggered start times. Children to wash hands on entry and at key points through day- these will be stated to all staff – as per guidance. Member of staff, where possible SLT to be present for duration of entry and exit procedures and intervene to ensure, as much as possible that parents socially distance. Daily review of system and change and evaluate as needed.			x
How will leaders stagger start/finish times/playtimes and lunchtimes to support social distancing measures?	Close cloakrooms and pupils to use the back of their chairs and under their desks to store coats and belongings. Pupils to eat sandwiches at their desk in the classroom and pupils who have school dinners in the dining hall to	Staff are responsible for facilitating their own breaks in the morning and lunchtimes with their teaching assistants. Ensuring that all staff have two breaks a day. Pupils limited with what they can bring into school- School bags acceptable, water bottle, snack, sun hat, coat and home lunch only.			x
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	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	School dinner processes under review to allow distancing of class groups wherever possible. Pupils to eat in their classrooms for the duration of the January 2021 lockdown. Continued sessions to educate pupils on hygiene and distancing			x

social distancing recommendations?	markers and limit the need for lining-up.	Use of e-bug resources. Timetabled use of outdoor areas and playgrounds, set times and areas for breaks. Use of outdoor for learning- timetabled.			
How could you adapt the timetable to allow for more socially distant activities (E.g. outdoor learning/use of hall?)	Timetable regular hand washing opportunities into daily routines (ensure there are adequate supplies of anti-bacterial hand gel and soap) 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	Timetable adaptations have been made – staggered lunches, playground bubbles and 'no man's land' have been set up to keep groups apart. Outdoor learning timetable slots. Regular handwashing throughout the day – extra soap and washing facilities / resources. As per guidance pupils will be able to mix from different classes for interventions, focussed curriculum work and for wrap around care. (This is suspended during the January 2021 shutdown – pupils are not mixing between bubbles for any reason) Assemblies, concerts, church services are temporarily suspended until further notice, as per the guidance. Handwashing posters, extra soap, tissues and bin bags in bins are provided throughout the school as additional control measures.			x
What implications will social distancing changes have on movement around the school?	Display clear signage around the school to indicate movement in corridors/communal areas. You might also need to adjust your fire drill procedures and practice it in the first week when more pupils return. Refer to advice on fire safety in new and existing school buildings.	Current fire procedures fit for purpose and have been tested over summer term. Very limited need for movement in communal areas due organisation of school buildings. Reduced movement as far as possible for only accessing toilets and washing facilities.			x

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)		Tibberton First School will facilitate a letting arrangement with Sports Challenge to run a summer club for both schools and the wider community throughout August. However, this will not continue once the new school year begins. - This finished in the 2020 summer holidays. As of January 2021, we are not letting any spaces at either school.			x
Has the demand for wrap around care been ascertained and logistics considered?	Consider how wrap around care provision will align with intended pupil groupings and minimise interaction with others / maintain social distancing.
Work with other school based-provision as necessary (E.g., nursery, SEN unit) to ensure policies are aligned where they need to be.	Wrap around care (breakfast club) will restart at both schools in September 2020 – this is continuing at both schools during January 2021.
After school provision dependant on third party offsite provision. No ASC at Tibberton during January 2021 but Sports Challenge ASC is taking place at Hindlip due to parent demand. All pupils are kept separate and are not allowed to mix.			x
Worcestershire supporting tools and resources: • Covid 19 Schools Phased return space planning considerations http://www.worcestershire.gov.uk/phasedschoolsreopening					

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					
Consider:	**Suggestions /consideration**	**Issues & actions to manage risk**	**R**	**A**	**G**
What additional risk assessments/amendments need to be in place for safeguarding of pupils – what these will look like for setting/schools and pupils (individually identified vulnerability)		Both schools have completed the safeguarding risk assessment sent in the summer 2020 term by Worcester Childrens First - this is currently the **updated version for January 2021**. All teachers are up to date with any safeguarding incidents which had occurred during the previous shutdown and Christmas 2020 break. Safeguarding records and files have been kept up to date and monitored throughout the shutdown. All normal procedures will continue to be in place. All vulnerable pupils are allowed to attend childcare provision throughout the shutdown as per the guidance.			x

How has the safeguarding policy been reviewed and amended considering the current situation?		Covid-19 outbreak annex in place and signed off by Governors Full policy ready for Governor review to reflect the KSIE changes at September FGB meeting and regular updates being made as appropriate		x
Have you adopted a 'COVID-19 outbreak' addendum to your child protection policy to include the specific issues for these circumstances?		As above		x
What could the specific issues be for your school?		Regular contact has been in place since closure with every family. Microsoft Teams enables us to see, speak to and support pupils at home. Staff 'see' their class twice a day in order to give feedback for home learning.		x
How are you ensuring that someone is responsible for ensuring the policy actions are completed?		SLT actioning any needed changes. Regular SLT communication as updates/issues arise.		x

Are governors aware of the Government's interim safeguarding guidance and how this has been included in their school policy?		Governors have been updated with our back-to-school plan and risk assessments. Half termly Zoom FGB have been taking place during shutdown. Regular contact is had between the Chair of govs. and the executive headteacher.	x
How are you making sure that someone is responsible for continuity in safeguarding leadership?		DSL or DDSL onsite at both schools at all times. In the unlikely event when there isn't, one will be available via telephone. There is no change in DSL staff between this and the next academic year.	x
How might you ensure a trained DSL is available, in-person, by phone or video link when required?		DSL or DDSL available - DSL will be available at the Federated school or via telephone in an emergency.	x
Is there a nominated senior leader to be the onsite safeguarding lead?		Staffing model of Federation has two head of schools and one executive headteacher. Three SLT available over two sites. See above boxes	x
Are all staff aware of the new arrangements for		Yes all staff have completed	x

DSLs and reporting concerns?		safeguarding quizzes which have been signed off by a DSL – all staff are aware of our procedures and have read KCSIE. Schools have signed up to WCF Safeguarding SLA			
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			x
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**			x
Are all who need to, aware of which children have social workers and how to contact them?		N/A			x
Do all who need to, know which children are CLA/PCLA, who their Virtual School Head is and how to contact them?	http://www.worcestershire.gov.uk/virtualschool	No child is currently under a virtual school. Handover with new setting for PLAC pupil took place in 2020			x
If you are a hub, how are you making sure that all staff understand that you have the responsibility for safeguarding all children and staff?		No - N/A			x
Are leaders able to evaluate the risks and		All children are returning to school as			x

include this information in their rationale for assessing which pupils come into school first and when?			per the guidance for September 2020. However, only key worker and vulnerable pupils are in school from the January 2021 lockdown.		
Are leaders considering remote safeguarding based upon teacher knowledge from their pupils and the daily/weekly contact they have with their pupils and families?			Leaders are completing all safeguarding duties in school – out of hour calls as usual will be conducted from home if needed out of school time. Microsoft Education is being set up to ensure teachers can contact families and pupils, as well as offer our full home learning provision. All parents have been given class email addresses so that they can contact the teacher on a daily basis, as well as video chat them through Teams.		x
Do all who need to know, know which children should be in school and follow up where they do not attend?			Normally, since the September 2020 term, all pupils will be expected to attend. This was communicated with all families by letter.	x	

			Additional support and consideration for those who have been shielding or are BAME.		
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.	Procedures for keeping emergency contact details up to date have not changed. Emergency key holders remain the same. All new Reception 2020 pupils have filled out the relevant paperwork.			x
Are there new staff deployed to the school/volunteers? How are they made aware of the safeguarding processes they should adhere to?		All recruitment processes being followed – safer recruitment etc. Induction including safeguarding training part of induction for any new members of staff. Any staff recruitment would take place remotely Via Zoom and Teams.			x
How might you make sure new staff, staff relocated to the school, and volunteers understand the staff code of conduct?		Staff code of conduct has not changed. All new staff must read and sign the staff induction folder and have a meeting with a			x

		member of SLT to ask any questions or concerns.		
How have you ensured that any volunteers have been individually risk-assessed?		No volunteers are currently allowed in either school. Risk assessments will take place for any volunteer who has been shielding using the WCF template when they return.		x
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?		N/A for LAC 1 pupil with an EHCP who is receiving 1:1 support in school No pupil currently undergoing CIN assessment or under the virtual school.	x	
How are you keeping track and recording which staff are onsite daily?		All normal procedures for attendance are still taking place. School office updating the DfE with the 'Daily Return' by 14:00. Attendance records and collection details staff who are present.		x
Have you checked that the SCR is up to date with any relocated staff or		SCR up to date, monitored as part of regular SLT		x

volunteers and made sure that the appropriate checks have been made?		safeguarding monitoring- recorded on safeguarding documentation. Including monitoring by Chair of Governors who will review as soon as able to come into schools.		
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?		SR processes clear and detailed. SR training up to date Any SR will be undertaken remotely but all checks will still be undertaken as per guidance and training.		x
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?	Coronavirus COVID-19 frequently asked questions for schools - Health services http://www.worcestershire.gov.uk/info/20775/coronavirus_covid-19_frequently_asked_questions_for_schools/2196/coronavirus_covid-19_frequently_asked_questions_for_schools/5 https://www.babcockprime.co.uk/coronavirus-support-for-schools-settings-parents-and-pupils Emotional Health and Wellbeing Services - Bulletin CV31 http://www.worcestershire.gov.uk/downloads/file/12512/education_and_early_help_bulletin_covid-19_update_31_-_6_may_2020 **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	All staff have been given access to our new SRE / PSHE curriculum and resources. A focus on mental well-being will be at the fore front to our schools September return and has been the key focus of end of term transition bubbles. Mental health resources / sign posting and contact details have been given to staff and pupils during the current shutdown.		x

		Staff sign posting to be re-shared in September. Shielded staff have been supported with phased returns to support mental health needs. Clear information shared regarding transition and the impact on children and potential strategies for support. Documentation and support guidance that has been provided by WCC has been circulated to families as arisen.		
Have you checked that the school has an online teaching and learning/curriculum policy which considers safeguarding risks for those pupils accessing home learning?		E-safety policy in place and also these elements reflected in SG policy. Clear expectations set out with staff at start of lock down. Concerns from staff have been addressed and considered. Online safety units- (Think you know) have		x

						been signposted to families as part of home learning.			

Worcestershire supporting tools and resources:

- **Update: DSL Newsletters and E-Library** https://worcestershirecc.sharepoint.com/sites/external/chsiag/Pages/Safeguarding.aspx
- https://www.safeguardingworcestershire.org.uk/learning-development/training-c/training-resources-documents/
- http://www.worcestershire.gov.uk/info/20775/coronavirus_covid-19_frequently_asked_questions_for_schools/2196/coronavirus_covid-19_frequently_asked_questions_for_schools
- CLIMB – The diversionary service for 10-17yr olds – Bulletin CV35 http://www.worcestershire.gov.uk/downloads/file/12524/education_and_early_help_bulletin_covid-19_update_35_-_15_may_2020

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

Theme 4: Staffing				

Consider:	Suggestions / consideration	Issues & actions to manage risk	R	A	G
What is the capacity of staff: • To be in school? • If not able to be in school, capacity to work from home?	Refer to DfE Planning Guide, section 2	Staff who have had confirmed shielding needs supported with RAs and phased returns SLT taking account of individual needs and wider commitments and work load/ wellbeing.			x
Are all staff clear on the absence reporting system linked to COVID-19? How do leaders know?		Copies of shielding letters have been provided along with correspondence. Staff supported to secure test should become symptomatic and the expectation will engage with test and trace.			x

How are leaders going to communicate and consult over the re-opening plan for their school/ongoing plans?		Initial reopening - Staff and Governor consultation periods after plans shared, Plans ratified by governing body. All plans shared with staff prior to parents, virtual staff meeting held. Revisited 5 days later for further review. Parents given time between documents and number collection to allow them to make informed decision whether to accept a school place. Direct communications with families when requested. September full opening – All staff provided with summary of DFE guidance and opportunity to contribute to plans. Governor consultation at July FGB, Chair working closely with SLT on final plans. Clear communication maintained with families and communities. Jan 21 - Ongoing plans put in place by SLT with support of FGB. Regular review discussions and adaptations made accordingly to reflect needed provision, support staff and pupil safety and to support staff wellbeing and workload.	x
What minimum staffing will you require daily with the model of pupil re-entry you have chosen?		It is expected that all staff should be in work as needed. January 2021 lockdown – numbers limited as far as possible to minimise transmission vectors in school. Staffing reduced where safe/appropriate for ongoing offer.	x
Clinically vulnerable staff/extremelly vulnerable		An individual approach will be adopted, where staff can not work from home they will be offered the safest onsite roles. Extremely vulnerable from Jan 5th staff will not be expected to attend and should work from home.	
BAME		Any BAME staff will be considered clinically vulnerable and RAs will be undertaken with an individual approach	
Pregnant Staff		Pregnant women who are 28 weeks pregnant and beyond or pregnant women who have underlying health conditions that place them at greater risk of severe illness from Covid-19 at any gestation, a more precautionary approach should be taken; these staff are considered to be clinically extremely vulnerable	

How will staff working arrangements be different and how will you involve them in this process?		Staff have been informed of our plans via email and kept up to date as guidance as changed. We have held staff meetings remotely and welcomed staff at all levels to feedback any worries, questions or concerns regarding arrangements for the June 1st return, as well as the September 2020 return and now Jan lockdown. All staff have been given the latest DfE guidance as well as a more accessible synopsis. Staff have had the opportunity to feedback from guidance, proposed plans and our risk assessment before the end of term.			x
When looking at staffing and/or volunteers and the changes being made, are there staff that could potentially be redeployed to support the school working effectively?		Wider opening - Staff have been redeployed effectively – lunchtime supervisors have been moved to extra cleaning duties etc.
Roles have been amalgamated to reduce 'bodies' in school and reduce movement within 'bubbles'.
September return – Staff will return to their usual roles, some flexibility will be needed to support effective working as procedures are reviewed and adapted. Staff are able to move between class groups as needed as per updated guidance.
Jan 21 – Staff to be allocated to specific bubbles. Additional staff needed to manage increased attendance in this lockdown from extension of Critical Worker lists and gov. Expectations. Staff hours redeployed as appropriate.			x
What support will staff require to effectively manage the return of pupils to school?	Refer to DfE Planning Guide, Annex B	Clear guidance on curriculum expectations
Clear expectations on what to do if have symptoms
Hygiene expectations
Ventilation of classes
Need to clean resources, 48 hrs (72hrs for plastics) sharing between bubbles
Limiting contact as far as possible
Maintaining distancing with pupils where possible, this may not be appropriate for delivery of curriculum with younger pupils as per DFE updated guidance
Wellbeing checks and regular breaks
Clear communication channels
Opportunity to raise concerns- daily			x

What cover plans have been thought of should leaders/teachers have significant absence? (at all staff levels)		Sept 20- Any staff member can move between bubbles to ensure a broad and balanced curriculum. Supply / cover teachers are allowed to be brought in should the need arise. Jan 21- Staff not to move between bubble unless to support in emergency.	x	
How will leaders evaluate the well-being and personal and emotional needs of staff who are dealing with anxiety, loss, fear and upset?	Ensure staff are aware of resources the school already links to. Signpost staff to Education Support (free, 24hr service for education workers) Write and issue staff with guidance on protecting and maintaining good mental health. Ensure that staff have a clear forum in school for raising practical or emotional concerns that they may have about returning. Identify 'mental health' first aiders for staff and ensure that all staff know who these are and how to contact them.	Staff have been sent a wealth of mental health signposting. Head of Schools to re-share in September Teachers also have access to our insurers provision of free counselling, health MOTS and physiotherapy. 24 hour helpline etc. Designated 'Mental Health First Aider across federation- JU available for all staff Wherever possible teaching staff will be provided additional non-contact time to alleviate pressure of remote learning needs.	x	
How are leaders inducting new staff during this period? Are the appropriate checks being made, including the SCR checks and records?		Usual procedures will be followed and new members of staff to read and sign and staff induction folder. All usual safer recruitment procedures will be followed as usual.		x
How will recruitment be managed?		1 member of staff currently being recruited at Hindlip. Other staffing structures needed now in place. If necessary safer recruitment procedures will be followed.		x
Do any staff contracts that need to be issued, extended or amended in light of the current situation?		Staff on zero-hour contracts have had confirmation of increased hours for cleaning etc. New contracts have been sent where appropriate.		x
Check current advice about staff appraisal and pay. If this is paused, what arrangements have been made and how		Normal PM observations suspended for all staff. Performance reviews will continue with understanding of current exceptional circumstances. PM to resume post-lockdown.		x

has this been communicated with the staff it involves?		TA received written information along with CPD opps during lock down.			G
Prior to the current situation, were there any outstanding HR matters that require appropriate communication within timescales and deadlines, E.g., redundancy consultations?		N/A			x
Were any external staff furloughed? How has this been communicated and what agreements have been made? Do these staff now need to be utilised?		No			x
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			R	A	G
Consider:	**Suggestions / consideration**	**Issues & actions to manage risk**	**R**	**A**	**G**

How are governors involved in the discussion and planning for the school re-opening?		Governors receive all communications and have been consulted and SLT working directly with Chair and H&S Governor on plans. Governors have challenged and communication to address these. Chair of Governors fully aware of amendments as they arise.	x
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?		Governors and staff will assure themselves through reading our back-to-school plan, this document, parent letters and risk assessments. They will also be assured through multiple opportunities to ask questions and feedback into reopening plans. Risk assessments will be published on our school websites.	x
How do leaders decide what governors need to know and how frequently they receive information? How might this be being determined?		All staff and parental communications are available to governors. Key decisions discussed with SLT and Chair.	x
How involved are governors in communicating with parents and the school's community?		Governors signed off on our back-to-school plan phased reopening and risk assessments. Parents are aware of how to contact the governing body. Governors consulted on September arrangements at FGB as well as updated in the January 2021 FGBM.	x
Are governors able to work with leaders to review what is happening on a regular basis? What might this look like for the school?		This is happening at least weekly through contact between CoG and Exec Head.	x
How will governors know that the plans they have participated in are being followed and adhered to?		Exec head having regular meetings with chair of Govs. Parental feedback – parent governors	x
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?		Governor continue to question and challenge actions at all stages	x
What agencies are governors working with to ensure they are aware of the staffing situation? What can be planned? And how are staff used effectively as the school moves through the phases of re-opening fully?		As above	x

What aspects of governance are being put to one side to deal with the immediate situation? When do leaders envisage these to be reviewed as being or not being required?		Governor visits are on hold as well as data and curriculum meetings. FGB and Finance have continued remotely. These will be reviewed when appropriate and schools are reopened.			x
How are governors ensuring they are providing support to leaders in this current situation?		Governors are providing support through email and telephone calls to SLT. Exec head in regular contact with chair.			x

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			R	A	G
Consider:	**Suggestions / consideration**	**Issues & actions to manage risk**	**R**	**A**	**G**
PUPILS:					
How are leaders/staff evaluating pupils' preparation and response to		Wider opening - Staff are in contact with families and children via email and regular phone calls. Support is			x

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?		offered and taken as needed. Clear open communication of plans has meant that concerns can be addresses and questions answered. Small group setting will ensure that children can be closely monitored and supported as needed. Transition will be carefully planned. September – All pupils have had the opportunity to return to school before the summer break to support transition and wellbeing. Staff are aware of those who have not taken up this offer and will be mindful of these pupils needing extra settling in time come September. Jan 21- Teams in place for all pupils, plus Tapestry in YR. Access monitored. Regualr communication with all families.			
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.	All staff have spoken to children via email and telephone to reinforce expectations. Every single year group as been welcomed back on a rota system to the summer 2020 term so that they have had 1 week in school. During this time staff have reiterated school expectations and golden rules, ready for a full restart in September. Jan 21 – Daily 'face to face' digital sessions available to all pupils			x
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?		PSHE and wellbeing activities have been planned for the first few days and weeks back. Teachers are emailing and phoning pupils to keep in contact with them. All pupils have had opportunity to attend. New intake have received Zoom and phone contact as well as video materials like school tours and story times to support their school starts. ~Close liaison with nursery settings. Jan 21- Marking and feedback of remote learning now in place.		x	x

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	Shared school messages will be clear for staff to deliver ie hygiene hand washing distancing and use of shared areas. Use of visual timetables in each bubble. Each bubble with have individual shared worship but SLT will conduct zoom style assemblies for each class on a regular basis to ensure SLT is visible to all pupils.			x
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?		Due to the age of our pupils they are not involved in the consultation process. They will however have opportunities during the PSHE lessons to reflect, hear and discuss expectations under new school life. Opportunity for Q and A given regularly at appropriate level. Use of key texts to support understanding.		x	
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.	Regular email communication and letters sharing plans and arrangements. Email contact and phone.			x
What on-going weekly/regular communication could be used to ensure parents are kept well-informed?		Letters sent as things develop. Weekly newsletter			x
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?		Leaders will signpost parents to relevant guidance and let them make their own informed decision on whether they should send their child to school. The risk assessments have been shared with parents and published on our websites. Phone calls and emails as needed. Families which fall under the BAME heading, or who haven't returned to school out of choice in the summer term, will have specific phone calls from SLT to go over return to school plans.			x
What will leaders do to effectively communicate the balance of thought between pupils' learning and their well-being and safety, so parents'		Teachers have been given resources and the flexibility to focus on the wellbeing of pupils, before formal teaching starts.			x

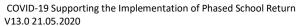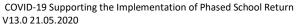|					
views are considered and a phased approach with an emphasis on safety and well-being is established based on trusting leaders to keep their children safe?					
How could a parent group support the school's work with communication?		Each class has their own WhatsApp group (not school run) and a class email so have direct contact with the class teacher as well as the school office.			x
Have leaders considered their current means of communication and the strengths of these to use as the school plans and implements re-opening over phases?		Use of video conferencing to support parents' evenings in autumn term, if needed. Spring term parents evening to be undertaken over Zoom.			x
Have leaders considered reasonable expectations of parents sending their children to school?	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	SLT have made it clear to parents that the guidance for September 2020 states that all children should be in school who are of compulsory school age. Exec head to write a letter to all parents setting out expectations. Clear Remote learning policy in place. Teams user agreements. Expectations for home learning made clear in regular communication.			x
How will leaders communicate the messages about safety for children and manage the anxiety parents will have?	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.	Parents have been kept fully informed at all stages of planning so they can make an informed decision. This will continue. Bereavement training signposted to staff. New PSHE scheme in place to support transition back into school. Posters displayed prominently around settings. Regular revisiting of hygiene and behaviour expectations including why we are doing this rather than just what we are doing it. Share expectation with families to allow reinforcement at home. (Poss home school agreement).			x

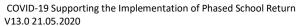|					
	Produce clear FAQ's for parents guiding them through the reopening process and directly addressing identified concerns. Produce daily updates for parents to inform and reassure post-reopening. Information to be given to parents to ensure that they are encouraged to contact a named person in the school if they believe that their child has been exposed to the virus outside of school.	Continue existing policy for families to phone call and email as they arise.			(green)
Have leaders considered parental choice re sending their children into school – what might this guidance and advice look like and be for parents?		Parents have been informed that all pupils should return for September and that the government have reintroduced guidance for fines for unauthorised attendance. Jan 21- Clear criteria for attendance in place			x
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?		See above		x	
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?		Wider Opening - Detailed, supportive and challenging Home Learning will continue to be published on our school websites. Class emails provide a direct line to a child's class teacher should parents need support. Online videos also support learning and signposting of other resources. Parents are aware that not all work has to be completed as everyone's family situation is different. Home learning will continue to be produced for our year groups who are in school. Support and communication is available via email and phone.			x

| | | September Opening – Review of home learning offer underway to ensure robust model in place for groups needing to self-isolate or unable to attend. | | | |

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.	Staff able to keep mobile phones on them. Two-way radios available. SLT/ office staff frequently around school and visible to check in with staff.			x
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.	A timetable for the school day and new lunchtimes / break duties will be sent out to staff before the end of the summer 2020 term. The last day of term and the September INSET will be used to conduct reopening meetings.			x
Transition year groups	Communication between school staff (inc SENCos) is essential – if transition year group pupils return to school before the summer break, they will be able to visit their new school and staff from the middle / secondary school will be able to visit the primary school in a manner that respects social distancing - if not, receiving form tutors to arrange phone calls with individual pupils – virtual tours and podcasts from secondary school staff to be placed on the secondary school's website – relevant information to be posted on the secondary school's website and/or information packs posted to families if required.	Working closely with middle schools and wider school pyramid heads to support transition. School visits will be arranged for any new intake with specific educational needs if appropriate. Video induction and school tours have been sent out.			x

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/
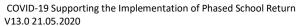
DfE guidance:

- 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

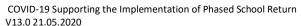| Theme 7: Pupil and staff well-being					
Consider:	**Suggestions / consideration**	**Issues & actions to manage risk**	**R**	**A**	**G**
How are leaders going to communicate and consult over the re-opening plan for their school?		Plan shared in detail with all stakeholders. Long time scale allowed as planning began early. Periods of consideration and challenge given, followed by online meetings and email communication. frequent planning meetings to share ideas and challenge constructively.			x
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.	Both schools have purchased PPE to keep staff safe should they need to isolate a child or conduct first aid, in accordance with government guidance. Extra cleaning resources, wipes, Milton, wipes etc available within each bubble and around the wider school – see risk assessment. All government		x	

		guidance has been shared with staff.			
How will leaders evaluate the well-being and personal and emotional needs of staff, especially those who are dealing with anxiety, loss, fear and upset? (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. Ensure that staff have a clear forum in school for raising practical or emotional concerns that they may have about returning. Identify 'mental health' first aiders for staff and ensure that all staff know who these are and how to contact them.	Staff have been signposted to mental health support through the NHS as well as bespoke mental health evaluations and therapy as part of our insurance. We are trying to be as flexible as possible with staff who have health anxiety by adapted their workload, where possible.		x	
How are leaders ensuring there is a communication link with staff who are shielding so they are supported, and their situation is monitored to ensure their well-being?		Phased return of shielding staff. Staff who are shielding are invited to take part in all of our zoom staff meetings, are 'ccd on every email and have fed back in back to school plans, even though they are not in school. They are aware that we are following government guidance with shielding and fully support this.			x
Is there a clear system of support through the bereavement policy that ensures staff know about the support and systems in place?		Signposted by mental health lead and through support agencies via medical insurance- posters displayed in staffroom.		x	

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	As above	x	
What support will staff require to effectively manage the return of pupils to school?		Clear guidance on curriculum expectations Clear expectations on what to do if have symptoms Hygiene expectations Ventilation of classes Need to clean resources Limiting contact with other staff Maintaining distancing with pupils where possible Wellbeing checks and regular breaks Clear communication channels Opportunity to raise concerns- review meetings at the start and end of day.		x
How will the return be managed with staff changing regularly? How will staff be informed of this information?		Wider opening - Due to the nature of our schools, we have a large number of job shares and a large percentage of staff who work part time. Suggestion that		x

		communication and planning be doe remotely as far as possible. Changing staff between bubbles is inevitable. Planning and timetabling has reduced this as much as possible. September opening – Staff are, as per guidance, able to move between groups as needed			
How will staff working arrangements be different and how will you involve them in this process? (Also referred to in Theme 4)		Staff have had opportunities to respond to plans throughout. Regular staff meeting via Zoom have helped staff to feel involved further in this process. Communication and information sharing and discussions via email has been requested and allows sharing. Received well by staff.		x	
How are staff going to gauge how pupils are feeling about returning to school and link this to their learning throughout the transition of the re-opening of the school?	Encourage, through the pastoral structures in school, to celebrate and share what pupils have learnt during lockdown. This may range from set schoolwork, to learning to bake a cake, to building a wall, to becoming an expert on space, to building a den. This may be through photos and displays.	Staff will be focusing on PSHE and mental wellbeing, as stated above. Children's mental wellbeing will be at the fore front of everything we do. Curriculum plan and timetable is flexible to include more of less sessions to aid PSH and transitions. Teachers to be led by children's needs as they	x		

			present. All children have been welcomed into school for a week before the summer to aid this.		
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?			Return sessions will focus on transition and wellbeing upon pupil return to school. Staff to adapt to children's needs as they present. Close relationships and open communication will allow staff to be aware of any individual situations and act accordingly.		x
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)			Parents have been encouraged to discuss school return with pupils. Key worker children have been asked their views when in school.		x

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

DFE guidance:
- NQT advice: https://www.gov.uk/government/publications/coronavirus-covid-19-induction-for-newly-qualified-teachers

Partial Opening - Theme 8: Learning – in school and online			R	A	G
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	Detailed, supportive and challenging Home Learning will continue to be published through Microsoft Teams – see remote learning policy. A broad range of curriculum activities are provided. Teams provides a direct line to a child's class teacher should parents need support. Online videos also support learning and signposting of other resources. Families signposted to online video sessions where appropriate. Pupils in school will be completing the same work as those at home during the lockdown period.			x
What might learning look like for pupils at the different points of a phased return? Consider alongside the rationale for who returns first.		All pupils will have the same home / school learning set regardless if they attend or not. Teachers are using the same planning template and resources for both sets of pupils to avoid over increasing workload. Resources may be adapted as necessary for home/school learning.		x	
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.	Oak National and White Rose used, as well as Joe Wicks, Twinkl, Phonics play, Oxford Owl, Rock Star Maths and other proven resources. All home learning and school provision is in line with the National Curriculum 2014.

Shared planning resources between teachers of split classes ensures consistency of provision if appropriate to children's needs.

DFE recommended resources signposted to staff and families. | | x | |
| Who are the children that will need continued shielding and what will be the provision for them? | | See above
List of shielding children held in SLT folder and school office- following questions to families at start of lock down and prior to planning for opening in May. Provision of learning will be as close as possible to experiences in school. | | x | |
| 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 | Both schools have made maximum efforts to ensure that this isn't the case. Home learning is clearly written and accessible to parents, as well as fully resourced. Children unable to access home learning due to being disadvantaged, can receive hard copy packs.

ipads have been loaned to families that had no access to necessary hardware. | | x | |

	have not engaged as fully – use this information to identify key gaps in knowledge and skills and provide additional support in school for identified pupils (NB the entire online programme cannot be revisited, but essential components may need to be covered) - use pupil premium funding to provide DAPs with more intense support as they may not have received as much support at home with the online learning during their absence from school.	Consideration made to reduce the need for printing and resources. A range of activities aimed to ensure this.			
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?		PSHE focus to provide provision for children who are struggling with their mental well-being. Phone calls have helped children suffering emotionally from not seeing their teacher. Most children speak to their teachers through email as well. Gaps in being able to access home learning will be targeted through specialist provision with our HLTAs. During the first few weeks of each transition plans are in place that will focus on wellbeing and establishing routines. Ratio of staff and adapted timetables means that children can work directly with staff so gaps can be identified early on, focus on phonic, reading levels etc.		x	
What are reasonable expectations for the curriculum in the current circumstances and how will these be developed as the school moves through the phases of re-opening?	When considering the curriculum, also consider the use of resources in light of COVID-19 hygiene	Initial transition focus, with opportunities for well-being activities. Phonics and reading, with key writing and maths skills to be key focus, with the aim of plugging gaps and accelerating learning to address learning missed.		x	

	considerations. See DfE Planning Guide, section 11				
How are leaders looking at the development of the curriculum for 2020/2021? Will it need to be rethought as a transition to ensure the re-opening phases can be accommodated safely and so pupils are able to cope academically, personally, socially and emotionally?	Relevant leaders and teachers to identify key component knowledge and skills within individual year groups and subjects that should have been covered during the lockdown period (i.e. the non-negotiables) and prioritise these when pupils return	This is an ongoing point which we are evaluating. Until more is known when schools will reopen fully or to what extent over the next 2 of 3 terms, it will need to be judged as the situation unfolds. Evaluation will be imperative at regular points and flexibility to review and amend plans. PSHE/SRE statutory requirements are being put in place with consultations being done remotely. Transition to middle school is currently being discussed between SENCOs and heads of school/ heads of transition and Y5. EYFS transition into reception is currently being finalised. However, this currently includes Zoom meet the teacher meetings, pupil passports, video tours of the school and recorded story times with the Reception teacher etc. - ongoing as numbers are confirmed. Contact has been made to new intake parents.		x	
How will staff be supported to transition between home/school planning and teaching?		Clear expectations and division of workload.		x	
How will the school displays be adapted for the phased approaches to the curriculum?		Bubble groups will celebrate thier learning through displays in place. Continuation of process- classroom displays working document to support learning, external displays to celebrate process and outcomes, breadth of experiences. Existing external displays to be maintained to aid transition, pupils have ownership over their space and reminders of experiences prior to lock down.			X
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?		Transition to middle school is currently being discussed between SENCOs and heads of school/ heads of transition and Y5. EYFS transition into reception is currently being finalised. However, this currently includes Zoom meet the teacher meetings, pupil passports, video tours of the school and recorded story times with the Reception teacher etc. - ongoing as numbers are confirmed. Contact has been made to new intake parents.		x	

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?		Due to the nature of our very small schools, transition activities such as split maths and Phonics already happen throughout the school year. Therefore, pupils are used to being in the next transition classroom and are very familiar with staff.		[orange]	
How will leaders contact and support transition of new early years children for September 2020?	Consider changing induction arrangements or completing this process online.	Remote transition being put in place, see above.			X [green]
Have leaders ensured that pupils' transition from primary and secondary provision is considered and how this will be communicated?		N/A			
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?		Yes			

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**

January Provision - Theme 8A: Learning – in school and online					
Consider:	**Suggestions / consideration**	**Issues & actions to manage risk**	**R**	**A**	**G**
What will learning look like for those pupils at home and at school?	Curriculum offer Catch up programme Pupils unable to attend school	We will maintain a broad and ambitious curriculum offer. We will embed the new PSHE and SRE guidance ahead of the statutory timeframe as this will support our pupils' wellbeing. Teachers and support staff will work with all pupils, whether in school as CW and V pupils or through Teams. WE will endeavour to continue the learning journey of all pupils making use of Microsoft Teams. Where possible SEND interventions will run digitally. High quality digital reading scheme in place to support remote learning, linked to phonics scheme. Teachers will have the flexibility to adapt the curriculum to ensure key skills and pupil wellbeing are prioritised. Microsoft Education in place, as is Tapestry. Continue to develop use of digital platforms to support engagement and support/evaluation of pupils' work. Home Learning will continue to be published daily and will mirror the learning in school. A broad range of curriculum activities are provided. Class emails and TEAMS provide a direct line to a child's class teacher should parents need support. Online videos also support learning and signposting of other resources. Families signposted to Oak Academy resources to supplement home learning plans from class teachers. There will be an expectation that the work set is completed as far as possible to minimise pupils falling behind.			x
How are leaders thinking about the needs of pupils with SEND?	How has work with wider agencies been affected by lockdown?	All staff familiar to pupils. SENCO has continued to liaise where possible and pupils needs will be prioritised.			x

		IEPs remain in place and use of outside agencies, such as behaviour outreach, will be in place as needs arise.			

Theme 9: Vulnerable learners					
Consider:	**Suggestions / consideration**	**Issues & actions to manage risk**	**R**	**A**	**G**
Has the school ensured its identification of vulnerable pupils is up to date? How will this inform future planning for their provision?		Clear identification in place and linked to provision offer.		x	
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?		Summer 20- ALL pupils have received KIT calls on at least a bi-weekly timeframe. Those deemed vulnerable or potentially vulnerable have had weekly contact. January 21 – Regular contact through Teams/face to face, email and this will escalate to phone calls where there has been no contact.		x	
Are families accessing support for pupils – free meals; food banks; support from social workers etc? How will these services be continued and maintained?		Voucher scheme set up for Summer break - all vouchers have been ordered before the summer deadline. Supermarket voucher scheme has been running since Easter. Where this has failed, we have made provision for families to collect a packed lunch from the village shop, this offer was taken up from a number of pupils. All parents have been notified that they can contact school, including FSM parents if they are under financial hardship, as well as what we can do to support them. Universal free school meals will continue next half term, and this is being extended to our key worker children.		x	

		Jan 21- FSM provision set up through school lunch provider/local village store to provide food parcels on a weekly basis.			
How are pupils currently shielded being supported? What will this look like while working through the phases of re-opening?		Regular KIT contact and home learning provision that mirrors class teaching and learning as far as possible.			X
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?		Where outside agency involvement is needed this will be provided.		x	
What additional support measures will require consideration for pupils with SEND to understand social distancing? (thinking about the younger pupils/varying independence levels)		The pupils currently on our return to school register are not included in this group. However, when they do return, pictorial resources, role play and prompts will be used to support children with ASD and ADHD for example. This will also be reviewed with parents. IEPs remain in place and use of outside agencies, such as behaviour outreach, will be in place as needs arise.		x	
How will leaders manage the reintegration of EHCP pupils especially those with allocated 1:1 support?		In place			x
What arrangements have been made to ensure the EHCPs are picked up and continue?		Part of normal review protocols			x
Have leaders considered what transition will be required for pupils to access the EHCP arrangements?		N/A			x
Will the school have a phased or separate return day for those pupils more likely to find transition back to school more difficult?		No, not needed looking at our specific pupils. As wider opening occurs, individual needs will be taken into account and strategies employed.			x
How are resources being adapted for vulnerable pupils?		Pupils on the vulnerable pupil register from WCC have been in school from June 1st. They have also had extra safeguarding phone calls and accessed home learning.			x

Worcestershire supporting tools and resources:
- Risk Assessment Guidance http://www.worcestershire.gov.uk/phasedschoolsreopening
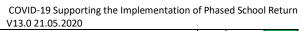
- o   Covid 19 Risk Assessment Guidance for EHCP
  - o   Covid 19 Risk Assessment Form for EHCP
  - o   Covid 19 Risk Assessment summary table
- Covid 19 Transition planning during Covid19 http://www.worcestershire.gov.uk/phasedschoolsreopening
- Covid 19 Sharing of Assessment transition data http://www.worcestershire.gov.uk/phasedschoolsreopening
- 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 Learnershttp://www.worcestershire.gov.uk/info/20775/coronavirus_covid-19_frequently_asked_questions_for_schools/2196/coronavirus_covid-19_frequently_asked_questions_for_schools/9
- Babcock support for schools, settings, parents and pupils: https://www.babcockprime.co.uk/coronavirus-support-for-schools-settings-parents-and-pupils
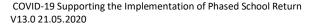
DfE guidance:
- Vulnerable: https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people
- Extremely vulnerable: https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19
- SEND - https://www.gov.uk/government/publications/coronavirus-covid-19-send-risk-assessment-guidance/coronavirus-covid-19-send-risk-assessment-guidance
- Guidance on temporary changes to education, health and care legislation during the coronavirus (COVID-19) outbreak https://www.gov.uk/government/publications/changes-to-the-law-on-education-health-and-care-needs-assessments-and-plans-due-to-coronavirus
- Guidance for schools and colleges to support them keeping children safe, including online, during the coronavirus (COVID-19) pandemic https://www.gov.uk/government/collections/coronavirus-covid-19-guidance-for-schools-and-other-educational-settings
- Conducting a SEND risk assessment during the coronavirus outbreak https://www.gov.uk/government/publications/coronavirus-covid-19-send-risk-assessment-guidance

Theme 10: Suppliers			R	A	G
Consider:	**Suggestions / consideration**	**Issues & actions to manage risk**	R	A	G
How will leaders ensure that visitors to the school do not	Limit all but essential visitors to school	Visitors into school to be strictly limited and preferably by prearranged appointment			x

increase the levels of risk of spreading COVID-19? E.g., food suppliers, grounds maintenance, transport providers	Plan arrangements with your suppliers and check they are following appropriate social distancing and hygiene measures including when in school.	Food suppliers have confirmed they have appropriate measures in place. Grounds maintenance will not have contact with pupils.			
Has the reintroduction of contracts been considered linked to rationale for reopening? E.g.: Cleaning; IT support; catering; financial support services.		Contracts in place where appropriate.			x
Have catering requirements been assessed, alongside your catering supplier's capacity?		Yes – provision of packed lunches agreed and system of ordering in place. Appropriate catering for September ongoing review			x
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 – ready and in place Regular monitoring of supplies in place.			x
How any scheduled building works could continue whilst the school is in the re-opening phase.	Agree approach to any scheduled or ongoing building works with the contractor. Liaise with the LA if appropriate. Liaise with building firm to ascertain their current working procedures - is it possible to bring work forward whilst the school is partially closed to most pupils, or move back to October half term?	Planned building schedules to be completed before end of summer break.			x
Have additional supplies associated with reopening been ordered?	Refer to DfE Planning Document, Appendix D:	Yes – all ready and in place			x

- 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	

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

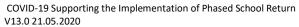**DfE guidance:**
- https://www.gov.uk/government/collections/coronavirus-covid-19-guidance-for-schools-and-other-educational-settings
- Providing free school meals during the coronavirus outbreak https://www.gov.uk/government/publications/covid-19-free-school-meals-guidance

Theme 11: Transport					
Consider:	**Suggestions / consideration**	**Issues & actions to manage risk**	**R**	**A**	**G**
How are transport arrangements being managed and maintained for pupils? How will this look as increased number of pupils attend school at different times/days?	Liaise with LA transport department to discover how much notice they will require to restart their service, so that a plan of action can be developed. Encourage pupils and parents to avoid public transport to and from school if possible (walk or use car if this is an option). Ensure guidance issued to parents on the 'dropping off' of pupils in the morning to reduce the risk of accidents.	No pupils currently need transport Staggered drop off and collection - one way system implemented on the playground.			x
Additional considerations:					
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					
DfE guidance: https://www.gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-for-passengers					

Theme 12: Costs associated with expanded opening			

Consider:	Suggestions /consideration	Issues & actions to manage risk	R	A	G
Is there a business continuity plan that can be adapted to reflect the changes and the phases of re-opening?		N/A			x
What additional costs are leaders having to incur that were not planned into the original budget, and how will this impact upon the current budget plan and resources? Can any of these be reclaimed from government. E.g. additional cleaning; support for FSM?		Current budget adapted to support current situation.		x	
How will leaders of finance ensure invoices etc continue to be paid and authorised if remote working is required?		Systems in place and working well			x
Are leaders aware of the delays and cancellations of some financial returns? E.g. BFRO for academies cancelled		yes			x
Has the reintroduction of contracts been considered linked to rationale for reopening? E.g. Cleaning; IT support; catering; financial support services. (Also referred to in Theme 10)		Reintroduction of suspended contract with Sports lunchtime club provision playtime provision. The majority of contracts are on-going as per guidance. See theme 10.			x
Have leaders evaluated the impact of lettings and the finance implications of possibly not restarting or a phased re-opening of lettings?		N/A - No term time lettings at either school			x

Are there financial implications for transport to ensure social distancing arrangements are upheld?		N/A staggered starts and finish times to ease car park congestion / playground congestion.			x
Have visits/trips booked previously, E.g., residentials been considered, to then apply for a refund or make an insurance claim? Has money collected for now cancelled visits/trip been refunded to parents?		Refunds have been given to all parents for outstanding trips, clubs, workshops and residentials. No insurance claims have been filled as of yet. Non-refundable deposit going towards a rebooking to mitigate loss within prior financial year.			x
Is there a plan for a potential COVID-19 repeat that could be included in a crisis management financial plan?		Ongoing review against changing guidance and national/local picture		x	
Have leaders risk reviewed all related safety concerns with financial implications including premises, cleaning, water hygiene, fire safety, gas safety, ventilation etc?		See risk assessments and compliance docs			x
Worcestershire supporting tools and resources: • 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 on finance: • Financial support: https://www.gov.uk/government/publications/coronavirus-covid-19-financial-support-for-education-early-years-and-childrens-social-care/coronavirus-covid-19-financial-support-for-education-early-years-and-childrens-social-care • Exceptional costs: https://www.gov.uk/government/publications/coronavirus-covid-19-financial-support-for-schools/school-funding-exceptional-costs-associated-with-coronavirus-covid-19-for-the-period-march-to-july-2020 • Reducing burdens: https://www.gov.uk/government/publications/coronavirus-covid-19-reducing-burdens-on-educational-and-care-settings/reducing-burdens-on-educational-and-care-settings					