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?	FGB offered support with sourcing air conditioning units for specific classrooms identified by Place Partnerships	The Chair of Governors and the health and safety Gov have read the health and safety policy which is overseen by the head and site manager and are satisfied with the links to the COVID19 management. Headteacher to have final oversight with support from the site manager and SLT.			
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	Staff to follow guidance as provided by the school regarding protocol for keeping safe and guidance for working in school. The protocol now states that the distance between all staff must be AT LEAST 2m. All staff in classrooms must be AT LEAST 2m from the pupils (where possible). Meetings in JW office will be done with ventilation, masks being worn, 2m+ distance being maintained and protective screens			

What procedures will be in place for staff to safely return to school and prepare classrooms for the phased return of pupils?		School was already running as a hub and increased its capacity from the 1st June 2020 therefore it has been set up following all the latest guidance and advice. Classrooms have been rearranged to meet the guidance requirements. Head and Deputy Head were in consultation with Place Partnership and they have approved Y6 with full window opening and temporary air-conditioned support. Y5 was able to reopen by 18th September 2020 with new ventilation system installed. Handwashing and social distancing guidance already in place. PPE available. All entry/ exit points to be as separate as possible and clearly marked on protocol and communicated with parents. All administration posts working within separate office pods to ensure protective social distancing for staff which is not possible in a shared office – 2 school secretary, pod 3 – finance manager, pod 1 – riverboats/ school reception.			

| 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. | Nappy changing in preschool and first aid will require the adult to wear the PPE provided as in normal circumstances with the added addition of face shields
PPE equipment in school.
The following course has been completed by all staff before returning to work.
 https://www.virtual-college.co.uk/courses/health-and-safe ty/introduction-to-infection-prevention
From Monday 30th November 2020 staff will wear face coverings when helping children enter and exit the school premises unless they are medically exempt. All staff will wear face masks when working within other bubbles. All staff will wear face masks when walking around corridors and outside of their bubble environment. | | | |

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.	Protocol to be written using government guidance: What should a staff member do if they show symptoms What should school do if a pupil shows symptoms? Room to be identified for the pupil/ adult who is showing symptoms. PPE kit to be used. Room to be steam cleaned once pupil has been collected or staff member sent home. Staff to indicate this has been read and a record kept in the school office. Day 1 return – inform children of what they should do if they feel unwell. On arrival – hand bac. Gel, (available thermometers if temperatures need to be taken). Throughout the day regular handwashing. Any member of the school community showing symptoms will be reported to LORT via their checklist. The school have been running a pilot on predominant symptoms with county and this information has been forwarded to parents/carers.			

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		PPE kit for 'showing symptoms' has been put into the Riverboats office. Other PPE equipment is in school. Weekly audit of what we have and reorder as necessary. (Site manager and Children's centre admin Finance manager to order) Bag up any PPE equipment and nappies and dispose of safely. All PPE equipment masks etc MUST be placed in the Yellow Bag Bins around the school (as from Mon 18th Jan; each class will have its own yellow bin).			
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.		We have a thorough deep cleaning process that will continue daily coordinated by the site manager. Steam cleaners used throughout school. School closure will take place if necessary. Zirkon may be used for deep clean and fogging if an emergency occurs; details with finance manager. Additional flow chart of what to do in event of a child developing symptoms has been created and distributed amongst staff. Classrooms are quarantined for 72hrs as a part of the deep cleaning process.			
What risk assessments will be needed or how are leaders adjusting their risk assessments to meet the current needs of the school?		Risk assessment for COVID19 is in place. The risks of opening the school during the COVID conditions is monitored on a daily basis by the head teacher and SLT – if it is felt, for any reason, a risk has increased, procedures are reviewed and amended as necessary.			

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?		The headteacher and SLT, most of whom are on site on a daily basis, review any risks and discuss in order to improve procedures and amend as necessary. The government have stated in their guidance on 7/1/21 that all children who have 1 parent as a critical key worker and those that are vulnerable should attend school. In order to ensure this school is kept as safe as possible, the maximum number of children we can take for each room is specified on the class plan e.g. only 16 children in Y1 & 2. However, parents and carers who are critical key workers should keep their children at home if they can; we are trying to minimise the amount of children in school to stop the spread of Covid 19. The government have stated that they expect all children will attend school.			

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?	School cleaning staff are going to be used. All cleaning will be done by the assigned team and a member of current staff to reduce external contact into school. Lunchtime arrangements are in place for midday cleaning – this will include all tables, chairs, door handles, taps etc Lunchtime supervisors will also clean all food preparation areas; and ensure everything adheres to this risk assessment.			
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. 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) Staff to clean IT equipment (esp. keyboards) with anti-bacterial wipes after use.	This will be monitored as above with the site manager maintaining the supplies as required through the finance manager. Site manager to monitor daily cleaning and a member of the SLT to audit weekly. A check has been done with site manager w/c 1/3/21 to ensure enough stock/supplies are in school.			

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.		The site manager has ensured the school is safe and any issues addressed. All regular checks have continued where it is safe to do so. PAT testing carried out in Feb '20. Maintenance carried out effectively. Site manager cuts grass. Fire drill practice happened in the first weeks of term to ensure children know how to exit, where to go and where to stand in a safe manner. Fire drills will not be timed and will be carried out bubble by bubble in a COVID safe way. All water temperature checks and flushing of infrequently used outlets are being undertaken in accordance with guidelines. All fire alarm, emergency lighting and fire extinguisher checks are being carried out in accordance with British standards. PAT testing carried out in Feb '21			
What additional checks need carrying out to ensure all aspects associated with COVID-19 are thought about and actions taken? Reduce the risk to staff and children for children for by restricting access to school and Riverboats building		Ongoing daily updates and SLT meetings to discuss any aspects that need actioning. Parental home school agreement to be COVID friendly and state we are following the Government's guidelines. Oct 2020: Parents are asked to wear face coverings on all school site areas and always within the school combined front entrance with Riverboats. Access will not be permitted to anyone without a mask unless medically exempt. Please ring the doorbell for entry and a mask will be supplied to those			

		people without one. COVID advisor from WCC supporting the school with action (this will be communicated again in March 21).			🟩
Have leaders considered the sharing of resources to think about cost and resource capacity especially amongst smaller schools and within cluster working groups?		N/A as we will not be working with other schools/ groups when we reopen. All children who have been accessing the hub from other schools will return to their own schools/ nurseries. No mixing with other schools is happening and no split placements are currently in place. The assigned bubbles have been reviewed and staff will not mix bubbles unless it is essential for safely running the school and to meet children's individual needs.			🟩
Additional considerations:					

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-childca re-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			R	A	G
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?		Yes – all classes measured, including the hall and the number of children who can safely be in each class has been calculated. Careful consideration and discussion between the head and SLT has taken place regarding how to organise classes, which equipment will stay and what needs to be removed – in line with government guidance eg. toys, soft furnishings etc.			
How will each classroom be set out to ensure all pupils can follow social distancing effectively?	Consider the lay-out of desks to ensure a safe environment for a whole class.	Each classroom has a set allocation of children who can attend under the lockdown period. Children have allocated places that have been assigned to them and also their own equipment provided which is kept on their desk and in school. The government guidance released on 7th January 2021 has not specified distance between pupils, it requests that we maintain a 2m distance between children and teacher whenever possible. In our school we have worked on 1m distancing between each child in the classroom to ensure we mitigate risk of spread within classrooms. In classes 1 & 2 there is significant demand for places; it would not be possible to exceed 16 for either class to operate safely, although the government guidance does not stipulate this; it is our judgement that it would be an unacceptable risk to put more than the set number of children in these rooms. We are at full capacity in Class 1. In order to facilitate the significant remote learning programme, it is imperative teachers have allocated time each afternoon			

| | | for the delivery of these sessions, therefore high level teaching assistants are being utilised throughout the school to support this process - we are unable to provide quality remote learning and face-to-face for all those requiring it, if numbers are too high. The allocated places in school, will therefore be limited to the specific number for each bubble.

The school SLT has read the information supplied from the DfE titled: Operational Guidance (February 2021) and we are adhering to the government expectations. | | | |

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?		This list has been updated week commencing 04/01/2021. School is currently only open to critical key workers and those children who are vulnerable and following the strict guidance of numbers that are safe within the school environment. This information will be maintained and updated if required at a later date.			
What physical changes and adaptations will leaders need to think about to ensure a safe entry and safe exit to the school for all?	Produce clear FAQ's for parents guiding them through the reopening process and directly addressing identified concerns Share with parents the importance of not congregating at the gate to chat and the reasons for this – schools have limited control over this, but they can educate parents and reinforce the government's message. Consider where possible, having a one-way system in place. Plan for the supervision of hand-washing / sanitising facilities at the start of the school day.	Entry and exit points including drop off and pick up times have been planned to ensure as little contact between families as possible. Each class will enter and exit through different parts of the school. Protocol created and shared with all school community A teaching assistant will be at each point at these times to ensure social distancing is followed. Hand gel or hand wash on arrival. Floor markings will be used as appropriate on internal and external areas around the school premises. Procedures updated in October 2020 to allow use of car park as a walkway with safety barriers in place to ensure less congregating and social distaning issues around the premises.			

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 predetermined entrances that are manned and controlled by staff (this will limit the gathering of pupils and parents on the playground) – 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.				
How will leaders stagger start/finish times/playtimes and lunchtimes to support social distancing measures?	Pupils to eat sandwiches at their desk in the classroom and pupils who have school dinners will have their parched Educate pupils about social distancing when lining-up. Consider using floor markers and limit the need for lining-up.	Each class will be staffed in such a way that we will be able to take break times and lunchtimes at different times as per rota on protocol. Outdoor learning will be increased where possible but will not allow classes to combine or work closely to each other			
How are leaders making sure the use of school space both inside and outside is used effectively to ensure the safety of all pupils adhering to social distancing recommendations?		Hot meals (jacket potato with various fillings) have been running since November, Black Pepper also to provide packed lunches which parents can book online. Lunches will be eaten in class then on a timetable, each class will go outside whilst their room is cleaned. Floor markings will be used as and where appropriate. The adventure playground passed all safety checks in April 2021 and can be reopened in dry weather, following an agreed timetable and it requires cleaning at the end of each lunch time. A cleaning checklist will be in place - similar to the ones that appear in classrooms, which will be overseen by the			

| | | lead lunchtime supervisor, apart from Fridays where it will be overseen by the Wrap Around leader. | | | |

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	The school has adequate supplies and these are audited weekly and more ordered as necessary. Each class has access to their own sinks and class teachers will ensure that hand washing takes place regularly and in a safe manner. Outdoor sink units in place around school. Hand towels disposed of safely and bins emptied regularly throughout the day. All classes to have tissues/ anti bac gel/ anti-bacterial wipes/spray Posters to be displayed in appropriate places some already set up some formal ones on order			
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.	Fire drill practice early in Autumn term to ensure children know how to exit, where to go and where to stand in a safe manner. The fire evacuation plan will be reviewed and modified to suit the new conditions, this will then be tested by means of a fire drill which will then be documented. Further drills will be carried out periodically to ensure the measures are embedded within the school including a silent evacuation. Any one-way systems will be set up and clearly marked; all community to be aware of this. (Main areas in internal cloakroom near hall and externally near the Y4/5/6 exit)			

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)		The lettings of the Children's Centre to NCT and the NHS plus relate will recommence once the organisations wish to use the facilities and can do so safely. The NHS will be reintroduced for the children's health visitor checks and the maternity services as all can be socially distanced appropriately. School and children's centre community will no longer be mixed.			
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.	We have been providing wrap around care since schools closed and therefore we have systems and procedures in place for this. We are going to keep the children in separate bubbles within the assigned room. This is currently operating in our school hall. Wrap around care will continue from March 8th 2021: it is to be open for children aged 3 and above, however any child with additional needs will need to be reviewed on a case-by-case basis due to the physical setup and the positioning of bubbles that is required in the hall.			
Additional considerations:					
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)		Risk assessments have been done for all vulnerable children who were accessing the hub. Any vulnerable child(/ren) who are not attending will receive phone calls from the DSL (normal safe guarding protocol) All children have been offered a place in school.			
How has the safeguarding policy been reviewed and amended considering the current situation?		Online safeguarding policy has been written and shared. DSL has updated an additional appendix which clearly addresses any changes that need to made to procedures during this time. This will take into account the following Government guidance: · Safeguarding: https://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers/coronavirus-covid-19-safeguarding-in · Safeguarding has been updated in			

Have you adopted a 'COVID-19 outbreak' addendum to your child protection policy to include the		line with WCF guidance.			

specific issues for these circumstances?		-schools-colleges-and-other-providers			
What could the specific issues be for your school?		DSL is aware of family circumstances and will continue to review them regularly to ensure any issues/concerns are identified early. (Achieved in September and DSL continues to work to meet safeguarding needs)			
How are you ensuring that someone is responsible for ensuring the policy actions are completed?		Emma Davies – DSL and assistant head is undertaking this role – the DSL is in school on a daily basis and is attending all virtual conferences/ phone calls			
Are governors aware of the Government's interim safeguarding guidance and how this has been included in their school policy?		DSL has shared this with Governors and so all are fully aware			
How are you making sure that someone is responsible for continuity in safeguarding leadership?		Emma Davies – DSL and assistant head is undertaking this role – the DSL is in school on a daily basis and is attending all virtual conferences/ phone calls			

How might you ensure a trained DSL is available, in-person, by phone or video link when required?		Specific email address set up for DSL to be able to communicate with agencies when required.			
Is there a nominated senior leader to be the onsite safeguarding lead?		Yes – ED will be on site and if not contactable by phone.			
Are all staff aware of the new arrangements for DSLs and reporting concerns?		All concerns to be reported to ED In her absence, where she is not contactable, SG should be informed.			
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	Link shared with leaders			
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	Link shared with leaders			

Are all who need to, aware of which children have social workers and how to contact them?		Yes. All contact information is securely stored in the Heads office.			

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	Yes. J.L is LAC lead and has weekly contact with the Virtual School.			
Are leaders considering remote safeguarding based upon teacher knowledge from their pupils and the daily/weekly contact they have with their pupils and families?	Discussed at FGB- all fully informed of measures in place	Yes this has already been instigated. CPOMS has been successfully introduced to the school to monitor safeguarding remotely.			
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.	All key holders are continuing as before, so no changes required.			

Are there new staff deployed to the school/volunteers? How are they made aware of the safeguarding processes they should adhere to?		New staff will be directed to the correct procedures through the updated Staff Handbook for 2020/2021.			

How might you make sure new staff, staff relocated to the school, and volunteers understand the staff code of conduct?					
How have you ensured that any volunteers have been individually risk-assessed?	Governors aware no volunteers in school under current circumstances.				

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?		All records are up to date (Jan 2021): · Risk assessments · SEND records · CinN plan · Conatct details for social workers, virtual school, PEP co-coordinators. This information is kept securely and accessible by the SLT.		
How are you keeping track and recording which staff are onsite daily?		All staff expected to do normal hours.; where staff have HR issues, the HT manages those in a confidential system.		

Have you checked that the SCR is up to date with any relocated staff or volunteers and made sure that the appropriate checks have been made?		No volunteers, new or relocated staff will be deployed at Upton when we re-open.		

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?		All SLT have completed the safer recruitment training, however we are not going to be inviting any volunteers to be in school during this period of time.			
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	Online learning courses have been shared via email – these have been for both pupil well-being and staff. All staff have completed the Ihasco mental health and wellbeing course. Staff well being survey created and sent out. All results collated and actions taken as necessary. Nov 20: Staff completed survey about what is working well and areas for development via teachers2parents survey. Actions being taken. Staff were invited to participate in an online wellbeing course in Spring 2021. All staff also provided with a wellbeing book.			

Have you checked that the school has an online teaching and learning/curriculum policy which considers safeguarding risks for those pupils accessing home learning?		In place and looking at new platforms through DfE funding (G Suite for Education). In the event of a bubble closure - the school is fully equipped with resources to support online remote learning.			
Additional considerations:					
Worcestershire supporting tools and resources: · **DSL Newsletters and E-Library** · 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	All information collected regarding staff capacity has been taken into account.			
Are all staff clear on the absence reporting system linked to COVID-19? How do leaders know?		Protocol written using government guidance all set and has also been sent to staff Protocols clearly set out for staff to follow should the onset of symptoms develop.			
How are leaders going to communicate and consult over the re-opening plan for their school?		All staff are kept up to date with written updates from the head teacher via email. Weekly staff meetings and SLT meetings via video call or in school.			

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?		Yes, although no volunteers will be in school. Staff are flexible in working where/ when needed. Our school has always worked in this way and therefore this will not create any challenges. SLT will continue to ensure, wherever possible, that staff do not cross bubbles.			
What support will staff require to effectively manage the return of pupils to school?	Refer to DfE Planning Guide, Annex B	Advice and guidance shared with staff on a weekly basis as it is sent to school via email/ video calls. Staff protocol shared with staff.			
What cover plans have been thought of should leaders/teachers have significant absence? (at all staff levels)		Large SLT already in place in the school. The Deputy head will deputise in the heads absence. SLT to infill responsibilities if other leaders off sick. If both Head and Deputy off sick then assistant head cover with support from the school improvement advisor. School would close if staff shortages meant it was unsafe to remain open. Head to take the decision with governor and county support.			

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 surveys sent out to establish what is working well and what areas need developing.			

How are leaders inducting new staff during this period? Are the appropriate checks being made, including the SCR checks and records?		Staff employed just prior to lockdown have received full induction. Processes in place to ensure any new member of staff will receive relevant induction.			
How will recruitment be managed?		Socially distant rooms are available (such as the heads office) for safe recruitment in school.			
Do any staff contracts that need to be issued, extended or amended in light of the current situation?		Contracts have been amended and issued to staff.			
Check current advice about staff appraisal and pay. If this is paused, what arrangements have been made and how has this been communicated with the staff it involves?		All SLT and Chair of Governors in agreement staff appraisal to be continued in accordance with normal protocol.			
Prior to the current situation, were there any outstanding HR matters that require appropriate communication within timescales and deadlines, E.g., redundancy consultations?		The headteacher has been in contact with HR during school closure to discuss any matters that require any further action.			
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			

Additional considerations:			

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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

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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

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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?		Regular email communication provided. Head and Chair have regular communication to ensure FGB are fully informed.			
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?		Regular updates with Chair, email communication to all governors. Determining factors- LA advice and guidance, feedback from Head. Regular updates are given to the Chair of Governors. The chair is the secretary of the Primary Partnership committee and is up to date with guidance and advice. She is aware of strategic actions that are carried out. Governors up to date with the planned return to school and how this will be managed.			
How do leaders decide what governors need to know and how frequently they receive information? How might this be being determined?		Via the Head/Chair updates. Governors have approved the addendum to the RA (July 20). The latest update has been forwarded to governors and awaits approval.			

How involved are governors in communicating with parents and the school's community?		Key Information to families is shared in advance with Chair of governors. The Governors support the head in communications with parents and the Head works with the Chair regarding communication.			🟩
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 done through the Chair of Governors, who has regular meetings with the head teacher to collect information, discuss current issues. This is then shared with the governing body			🟩
How will governors know that the plans they have participated in are being followed and adhered to?		FGB support current strategy 19/05; 16/07; 23/09 and 17/12 going forward for all issues related to the pandemic. The strategy to avoid additional workload is to evaluate impact through collation of information and data already being produced and using existing channels of communication. Governors provided approval of air conditioning spend for Y5 classroom in August 2020.		🟧	
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?	Strategies have been shared with governors and discussed at FGB's and are fully supported by the governors. Only essential virtual meetings have been instigated to minimize risk and reduce workload				🟩
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?		The LA, the Head and the Chair are working on staffing and planning going forward.			🟩

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?	Details of aspects of governance which we have been put to one side and the reduction of workload for the staff to ensure focus on Covid -19 issue include reducing non-essential emails; working through virtual meetings; postponing non-essential meetings; working remotely on policy reviews etc.	Subcommittee meetings postponed; virtual FGB. SIC postponed.			

How are governors ensuring they are providing support to leaders in this current situation?	Governors have reduced additional work caused by emails; communicate through the clerk; worked virtually for meetings; postponed non-essential meetings involving staff; worked remotely on policy reviews.	Guidance from the Chair has provided extensive support to the Headteacher and the SLT to ensure that the workload is sustainable and there is support for the significant pressure we are working under. She is receiving input for Governors services regarding some aspects of this.			
Additional considerations:					
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 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?		Phone calls made to children not engaging in online learning. Learning packs provided to children without online access on parental request. Curriculum for PSHE and mental health and wellbeing to continue as normal. SLT considering the soft start' approach in order to monitor all children's needs; considering both emotional wellbeing and educational needs.			

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.	Information to be sent to parents prior to school opening (Date TBC) – this should include what the school days will look like, how the days will be different etc, Suggestions for things parents should consider prior to their child returning. Contact with parents and carers has been regular through email, phone calls, seesaw online learning platform and newsletters. We will follow government guidance on remote learning published in January 2021 on communicating with remote learning.			
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?					
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	Plan with teachers priorities for when the children return with a focus upon PSHE and mental health and well-being. Procedures for pupil illness shared. Contact with parents and carers has been regular through email, phone calls, seesaw online learning platform and newsletters. Posters to be displayed around school – see previous. Virtual school assemblies have been used to communicate with pupils about return to school.			

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?		Teachers specifically prepared (shared plans with SLT) with their arrangements for the first week, which specifically includes pupil voice.			
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.	Contact with parents and carers has been regular through email, phone calls, online learning platforms and newsletters.			
What on-going weekly/regular communication could be used to ensure parents are kept well-informed?					

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?		Continue to monitor parental concerns and ensure support offered to those that require it. - info@ email address has relaunched for parental communication in the current lockdown.			
What will leaders do to effectively communicate the balance of thought between pupils' learning and their well-being and safety, so parents' views are considered with an emphasis on safety and well-being is established based on trusting leaders to keep their children safe?		All children are expected to return to school. Newsletter and mailings used to inform parents about whole school information.			
How could a parent group support the school's work with communication?	Contact school via email or phone as first point of contact.	Follow school protocols with communicating to other parents.			

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?		Yes – continually being reviewed and improved			
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	The expectation of the government is that school is open for children of one Critical Key Workers and vulnerable children. We are working under strict protocol guidelines that were set at the previous lockdown to ensure school capacity is safe at all times.			

| 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.

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 | This is an ongoing focus – regular contact in a variety of ways has taken place with parents as and when necessary. Follow up phone calls have been made, surveys/ forms returned and actioned.

The head teacher provides weekly updates and newsletters to keep parents informed. | | | |

	if they believe that their child has				
	been exposed to the virus outside of school.				
Have leaders considered parental choice re sending their children into school – what might this guidance and advice look like and be for parents?		We will continue to monitor government guidance on a regular basis and work towards implementing a full return to school as soon as we are able.			
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?		Attendance will be monitored on a daily basis (online and for those in school). Pupils expected to come and those who don't arrive will be followed up through phone calls.			

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?		This has been ongoing as the seesaw platform will continue to be available for home communication and additional home learning where required.			
STAFF:					
How will staff communicate with each other throughout the school day?		Upton upon Severn is a small school and normal communication will resume, abiding by social distancing guidance. Use of Zoom and other interactive technology for communication. Localised telephones are available for all classes. Staff will use internal email system.			
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 plan for return after the latest lockdown will be set by teachers in consultation with SLT.			

Transition year groups	Communication between school staff (inc SENCos) is essential to ensure a smooth transition.	Transition conversations have already taken place with Hanley High School – they have been sending relevant information to pupils at home. Information has been sent to the high school regarding needs for each pupil. SENDCo and DT has made contact re. SEN and LAC. All teachers will move into the next year group with their class, easing the transition into the next year. Teachers will prepare classrooms to aid transition. Reception children will have a staggered start during the first week of term to aid their transition to the start of primary school.			
Additional considerations:					

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	DfE		

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?	Any government directives that require a change to protocol will be taken into account.	Parents have been consulted. Staff will be included in discussions about reopening Governors will be consulted Headteacher has followed LA guidance Information shared with relevant parties as necessary.			
How will staff keep themselves safe and be kept safe?	*All staff issued with up to date information and national guidance about the signs, symptoms and transmission of COVID-19. Issued all staff prior to return with current guidance regarding social distancing and hand-washing.* *Ensure that wipes are available to staff when needed*	Staff have been communicated with regularly through emails, texts and zoom meetings, the head teacher has provided weekly updates. Steam cleaning of school available to reduce risk of infection. Staff issued with PPE if they wish to wear it.			

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.*	Ongoing reassurance from the head teacher that staff should speak to a member of SLT if they are feeling anxious. Schools advisory service explained and how staff can access their support services. Mental health and well-being courses and online training provided.			

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?		Communication link has been working successfully during closures and will continue when school reopens for any staff shielding.		
Is there a clear system of support through the bereavement policy that ensures staff know about the support and systems in place?		SENDCo trained in the St Richards hospice bereavement training. Ensure bereavement guidelines/ policy are considered and in place (JL) All staff have been sent links to online information and training		
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			
What support will staff require to effectively manage the return of pupils to school?		Updated re-opening plans will be shared with staff and parents. Ongoing risk assessment of school opening.		
How will the return be managed with staff changing regularly? How will staff be informed of this information?		Detailed plans to be put into place at the appropriate time.		

How will staff working arrangements be different and how will you involve them in this process? (Also referred to in Theme 4)		N/A			🟩
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.	Day 1 planned in detail. SENDCo and DSL on site during the first day. Pre-empt any potential difficulties and prepare before children return. Contact families via phone if necessary. Adapted curriculum for the first half term.			🟩
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?					🟩
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)					
Additional considerations:					

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					

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	See saw platform is in place for online learning. Register of engagement recorded. Parents consulted on see saw and how it is working at home. Monitored daily by class teachers and feedback given. Register of engagement recorded. Parents consulted on see saw and how it is working at home. Remote Learning Protocol updated - Jan 2021 School has SeeSaw and devices ready for children who need them in the event of a single bubble closure.			

			R	A	G
		Adapted curriculum ready for September and a new Protocol for home learning has been created and placed on website.			
What might learning look like for pupils at the different points of a phased return? Consider alongside the rationale for who returns first.		All children will return to school ASAP. Adaptation to the curriculum in place. Focus on PSHE and mental health for first 2 - 3 weeks on return to school.			
What changes may be required to secure a consistent approach for in school and online learning?		Online learning will cease but the Seesaw and Tapestry platforms will remain open and available.			

Who are the children that will need continued shielding and what will be the provision for them?					
Have pupils been disadvantaged by accessing learning from home? Evaluate to what extent and consider actions	Teachers and curriculum leaders to take into account records/registers of online learning and use this to identify those pupils who have not engaged, or who have not engaged as fully – use this information to identify key gaps in knowledge and skills and provide additional support in school for identified pupils (NB the entire online programme cannot be revisited, but essential components may need to be covered) - use pupil premium funding to provide DAPs with more intense support as they may not have received as much support	This has been monitored and actioned as necessary – see previous information. Government laptop scheme has been initiated; staff identifying the families that require this device / support. These were distributed successfully during the early 2021 lockdown.			
	at home with the online learning during their absence from school.				

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?		SENCo and DSL available in school PSHE lead to provided appropriate activities and ideas for supporting well being. RE lead provided appropriate activities and ideas. Adapted curriculum. Subject leaders considered covid impact on subject development and risk assessments for this academic year.			
What are reasonable expectations for the curriculum in the current circumstances and how will these be developed as the school moves through the phases of re-opening?	When considering the curriculum, also consider the use of resources in light of COVID-19 hygiene considerations. See DfE Planning Guide, section 11				
How will leaders consider what the expectations for the quality of education will be during all phases, considering realistically the phases of re-opening?					

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	Adapted curriculum for the first Autumn term. Literacy follows a 3 week slow writing format initially. WRM adapted maths curriculum. PSHE focus to include mental well being Curriculum prioritised within English and Maths to support specific year groups and geography curriculum themes have been planned for the afternoons.			
How will staff be supported to transition between home/school planning and teaching?		N/A			
How will the school displays be adapted for the phased approaches to the curriculum?		N/A			

Have leaders considered how pupils will move on or transition to their next academic year? Do leaders have an 'ideal' that would meet the needs of their own pupils? What might this look like and what are the possible implications and considerations for the future? How are leaders thinking about the needs of pupils with SEND and their needs transferring to other settings and/or moving into different year groups with unfamiliar staff members?		Transition to high school (Y6 families and children informed of places on March 1st 2021) – this will be monitored throughout the term.			

How will leaders contact and support transition of new early years children for September 2020?	Consider changing induction arrangements or completing this process online.	DJ/ LB and head teacher have already begun this and made contact via letter			
Have leaders ensured that pupils' transition from primary and secondary provision is considered and how this will be communicated?		Yes see previous			
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?		We will attempt to do online interactive assemblies and provide enjoyment through digital means.			
Additional considerations:					

Worcestershire supporting tools and resources: · Babcock support for schools, settings, parents and pupils: https://www.babcockprime.co.uk/coronavirus-support-for-schools-settings-parents-and-pupils · Education resources and keeping children and young people entertained http://www.worcestershire.gov.uk/info/20772/keeping_kids_entertained · Covid 19 Transition planning during Covid19 http://www.worcestershire.gov.uk/phasedschoolsreopening · Covid 19 Sharing of Assessment transition data http://www.worcestershire.gov.uk/phasedschoolsreopening			
DfE guidance: · Home learning support: https://www.gov.uk/government/publications/coronavirus-covid-19-online-education-resources · Remote support: https://www.gov.uk/guidance/get-help-with-technology-for-remote-education-during-coronavirus-covid-19 · Accountability measures: https://www.gov.uk/government/publications/coronavirus-covid-19-school-and-college-performance-measures/coronavirus-covid-19-school-and-college-accountability · Remote education during coronavirus (COVID-19) **https://www.gov.uk/guidance/remote-education-during-coronavirus-covid-19**			

Theme 9: Vulnerable learners			R	A	G
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?		Yes – see previous All children have been offered a place and the information regarding our pupils is up to date.			🟩

			R	A	G
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?		See previous			🟩
Are families accessing support for pupils – free meals; food banks; support from social workers etc? How will these services be continued and maintained?		FSM families have been contacted regularly to ensure that they are receiving FSM vouchers and are able to access them. List kept of parents who have used vouchers. FSM families have been sent EdenRed vouchers from 7/1/21 and DfE have started a scheme to cover rest of lockdown. School continues to make referrals to Early Help, and it is for this process to be implemented by their line manager's discretion.			🟩

How are pupils currently shielded being supported? What will this look like while working through the phases of re-opening?		No pupils are shielding; although one child is under this category, the parents have requested a school place.			
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?		Lots of plans in place to support – see previous comments CF from Early Help is already making contact with vulnerable families.			
What additional support measures will require consideration for pupils with SEND to understand social distancing? (thinking about the younger pupils/varying independence levels)		Children with SEND that are returning to school are of an age and cognitive ability where they understand social distancing.			
How will leaders manage the reintegration of EHCP pupils especially those with allocated 1:1 support?		EHC pupils catered for.			
What arrangements have been made to ensure the EHCPs are picked up and continue?					
Have leaders considered what transition will be required for pupils to access the EHCP arrangements?					

Will the school have a phased or separate return day for those pupils more likely to find transition back to school more difficult?		N/A			
How are resources being adapted for vulnerable pupils?					

Additional considerations:					

Worcestershire supporting tools and resources:

- Risk Assessment Guidance http://www.worcestershire.gov.uk/phasedschoolsreopening
  - Covid 19 Risk Assessment Guidance for EHCP
  - Covid 19 Risk Assessment Form for EHCP
  - Covid 19 Risk Assessment summary table
- Covid 19 Transition planning during Covid19 http://www.worcestershire.gov.uk/phasedschoolsreopening
- Covid 19 Sharing of Assessment transition data http://www.worcestershire.gov.uk/phasedschoolsreopening
- SEND Service Update Changes in SEND Legislation - Bulletin CV31
  http://www.worcestershire.gov.uk/downloads/file/12512/education_and_early_help_bulletin_covid-19_update_31_-_6_may_2020
- EHCP Annual Reviews - Bulletin CV28
  http://www.worcestershire.gov.uk/downloads/file/12499/education_and_early_help_bulletin_covid-19_update_28_-_1_may_2020
- Coronavirus COVID-19 frequently asked questions for schools - Special Educational Needs and Vulnerable 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 / children centre do not increase the levels of risk of spreading COVID-19? E.g., food suppliers, grounds maintenance, transport providers	Limit all but essential visitors to school Plan arrangements with your suppliers and check they are following appropriate social distancing and hygiene measures including when in school.	No visitors will be allowed to enter the school building unless they have prior agreement from the Head Teacher / Deputy. All visitors will comply with the school procedures and risk assessment. (Reviewed and updated in Jan 2021 for school and children centre) Black Pepper will operate school lunches (basic warm meals like jacket potatoes and wraps are to be provided)			
Has the reintroduction of contracts been considered linked to rationale for reopening? E.g.: Cleaning; IT support; catering; financial support services.		Cleaning will be done by current school staff. (Additional all-year round cleaner appointed Sept 2020) No caterers will need to be in school as packed lunches will be provided or warm meals provided in insulated boxes.			
Have catering requirements been assessed, alongside your catering supplier's capacity?		Yes			

Has the site team/assigned person increased stock levels for cleaning, toilet and hygiene products, first aid, soap and hand sanitiser? This will take time to order and be delivered.		Yes			

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?	There are currently no building works. Any future works required will be assessed to see if they are currently necessary and protocols will be followed.			
Have additional supplies associated with reopening been ordered?	Refer to DfE Planning Document, Appendix D: · posters (to encourage consistency on hygiene and keeping to own group) · soap for sinks, and where there is no sink nearby, hand sanitiser in rooms/learning environments · disposable paper towels · cleaning products · sanitising wipes for wiping some equipment · lidded bins · tape for cordoning off areas and marking floors	Yes			
Additional considerations:					

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			

Updated: 04/05/2021 (updates highlighted in yellow)   Risk Assessment for Upton upon Severn Primary School and Riverboats Children Centre

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.	School secretary to sort in action with the transport system Parents of bus pupils have been asked if they require transport or whether they will bring them to school. Bus company have asked us to confirm numbers.

Children have been separated into bubbles to use WCC bus arrangements since Sept 2020. | | | G |
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			R	A	G
Consider:	**Suggestions /consideration**	**Issues & actions to manage risk**	**R**	**A**	**G**
Is there a business continuity plan that can be adapted to reflect the changes and the phases of re-opening?		There is a business contingency plan which is adapted; work in progress. External agencies working with school on risk assessments (such as midwife service). Continually reviewed.		■	
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?		There are a bank of additional expenses which are being collated to ensure application for support to the Government scheme.			■
How will leaders of finance ensure invoices etc continue to be paid and authorised if remote working is required?		This is already set up for remote working and due to the issues with the Headteacher currently steps have been put in place by the county to support the release of any authorisations. Caroline Brand is the contact for this.			

Are leaders aware of the delays and cancellations of some financial returns? E.g. BFRO for academies cancelled		N/A			

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)		These have been monitored accordingly to ensure full operational cover: all input onto the budget setting as supported by Caroline Brand.			
Have leaders evaluated the impact of lettings and the finance implications of possibly not restarting or a phased re-opening of lettings?		This is being monitored on our losses sheet. Our 2020-21 budget has assumed no letting will be possible before September 2020.			
Are there financial implications for transport to ensure social distancing arrangements are upheld?		All COVID costs related to school are being held by the finance manager.			
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?					

Is there a plan for a potential COVID-19 repeat that could be included in a crisis management financial plan?		All COVID costs related to school are being held by the finance manager.			

Have leaders risk reviewed all related safety concerns with financial implications including premises, cleaning, water hygiene, fire safety, gas safety, ventilation etc?		Site manager has continued to maintain all premises documentation in line with school policies.			
Additional considerations:					
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