Contents:

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?		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. Health and safety policy is under constant review as guidelines change.				
How will staff keep themselves safe and be kept safe?		Staff to follow guidance as provided by the school regarding protocol for keeping safe and guidance for working in school in accordance with the latest Government guidance. *Should government guidance be changed; this risk assessment may change to the one of Summer 2021.*				

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. PPE to be used in the case of a suspected COVID case.			
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 with the new management outbreak plan.	Guidance for staff pupil sickness as set in previous risk plan and according to the outbreak management plan.			

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. Monthly 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.		
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.		
What risk assessments will be needed or how are leaders adjusting their risk assessments to meet the current needs of the school?		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 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?		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. School meals have now resumed and the cleaning processes for lunchtimes are in place.			
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. Site manager cuts the 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. 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. Parents access to school is currently restricted to minimise the risk of virus spreading; visitors are allowed into school by appointment only. ***Should government guidance be changed; this risk assessment may change to the one of Summer 2021.***			

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. No mixing with other schools is happening. 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
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.	Children have allocated places (front facing) that have been assigned to them and also their own equipment provided which is kept on their desk and in school. The school SLT has read the information supplied from the DfE titled: Operational Guidance (August 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 information will be maintained (from Spring 2021 lockdown) 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?	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 member of staff will be at each point at these times. Hand gel or hand wash on arrival.

Floor markings will be used as appropriate on internal and external areas around the school 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?	Consider using floor markers and limit the need for lining-up.	Black Pepper hot lunches have resumed and are served in the hall. A new lunch timetable keeping bubbles separate is in operation. Outdoor PE is timetabled and indoor PE can now happen in the school hall ==(good hand hygiene before and after use of the hall must be adhered to).==			
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 recommendations?		The Music leader has created a risk assessment to be able to facilitate peripatetic music teachers in school.			

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			

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. This is currently operating in our school hall for breakfast and school pre-school for after school club.			
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			R	A	G
Consider:	**Suggestions /consideration**	**Issues & actions to manage risk**	**R**	**A**	**G**
How has the safeguarding policy been reviewed and amended considering the current situation?		Online safeguarding policy has been written and shared. *Should government guidance be changed; this risk assessment may change to the one of Summer 2021 and the Safe Guarding Addendum will be reviewed and actioned simultaneously.*			G
Have you adopted a 'COVID-19 outbreak' addendum to your child protection policy to include the specific issues for these circumstances?					
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. We have reverted back to the school Safeguarding Policy.				G

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 are aware of mental health services that are available through the school's insurance policy.			

Have you checked that the school has an online teaching and learning/curriculum policy which considers safeguarding risks for those pupils accessing home learning?		Safeguarding has been considered with protocols for Zoom and SeeSaw, to protect pupils accessing home learning and staff in a safe environment. This is only to be used in the event of home learning through forced isolation, if they are well enough.			
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
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.			

What cover plans have been thought of should leaders/teachers have significant absence? (at all staff levels)		Large SLT is already in place in the school. The Deputy head will deputise in the head's absence. SLT to infill responsibilities if other leaders are off sick. If both Head and Deputy are 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, LORT, 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.	All staff are aware of mental health services that are available through the school's insurance policy.			

How will recruitment be managed?		Socially distant rooms are available (such as the heads office) for safe recruitment in school.			
Additional considerations:					

Worcestershire supporting tools and resources: · CV28 HR guidance for maintained schools on staff who have a vulnerable health condition http://www.worcestershire.gov.uk/downloads/file/12499/education_and_early_help_bulletin_covid-19_update_28_-_1_may_2020 · CV27 HR guidance on working from home http://www.worcestershire.gov.uk/downloads/file/12498/education_and_early_help_bulletin_covid-19_update_27_-_30_april_2020 · Coronavirus COVID-19 frequently asked questions for schools - HR guidance for schools on Coronavirus (COVID-19) issues http://www.worcestershire.gov.uk/info/20775/coronavirus_covid-19_frequently_asked_questions_for_schools/2196/coronavirus_covid-19_frequently_asked_questions_for_schools/7					
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**
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 management of any outbreaks, bubble closures or staff absence if it significantly impacts on how the school 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. The latest update (Outbreak Management Plan - Autumn 2021) has been shared with governors.			

How involved are governors in communicating with parents and the school's community?		Key Information to families is shared in advance with the 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 supports the current strategy for Autumn 2021; going forward for all issues related to the pandemic.			
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				

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.	The Chair and the governors continue to support the headteacher, in opening the school under the current LA guidelines.			
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

PARENTS:					
How will leaders communicate with phases of re-opening?	Utilise technology as much as possible to keep lines of communication open. social media/newsletter.	Contact with parents and carers regularly 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. - class email addresses have 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. Parent questionnaires for wellbeing and homework have been sent out to gauge the views of what needs to be a priority moving forward.			

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.			

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 guidance:	

Theme 7: Pupil and staff well-being					
Consider:	**Suggestions / consideration**	**Issues & actions to manage risk**	**R**	**A**	**G**
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 schools is available to reduce risk of infection. Staff are 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.			

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 Richard's 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				

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.	Pre-empt any potential difficulties and prepare before children return. Contact families via phone if necessary. Through the PSHE curriculum, children are invited to discuss feelings about their return to school.			
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?					
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/remotely			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?	School will revert to 'normal' curriculum teaching. 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. Parents consulted on seesaw and how it is working at home. Monitored daily by class teachers and feedback given. Register of engagement recorded. Parents consulted on seesaw 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 isolation.			G
					G
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 if isolation is necessary.			G

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 Disadvantaged Pupils with more intense support as they may not have received as much support at home with the online learning during their absence from school.	This has been monitored and actioned as necessary – see previous information. Government Catchup Funding assigned to support the school with closing the gap for disadvantaged pupils.			

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 provide appropriate activities and ideas for supporting well being. RE lead provided appropriate activities and ideas. Subject leaders considered covid impact on subject development and risk assessments for this academic year. Any educational visits must have a thoroughly thought-through risk assessment, which is to be checked by the Headteacher and Offsite Visitor Coordinator (Deputy Headteacher) prior to any booking. All control measures for covid-secure trips and the other aspects of an off site visit must be evident for an off site visit to be possible.			

Have leaders reviewed the school's typical annual calendar of events to decide which events need to be cancelled, changed or remain the same in line with COVID guidance?		Staff will arrange events in line with guidance; this will be kept under constant review and any final decisions will be made by Head/SLT.			
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**			