

## **Riversides School Risk Assessment Tool Reopening Settings in Worcestershire**

Worcestershire Children First recognises that Early Years Settings will currently be in the process of completing a risk assessment in response to the latest Government guidance with regard to the re-opening of settings, or expanding on the numbers of places that are available to children within settings that are already open.

In order to support you in your risk assessment process, WCF have created a risk assessment template that can be used as a guide. We encourage you to change or amend this document in order to meet the individual needs of each or your settings.

The risk assessment process needs to be fluid and responsive and implemented as a working document; please ensure that you review this document regularly. In the initial stages this may require you to review daily. Please also ensure that you regularly refer to the latest government guidance within each relevant section. Please ensure that risk assessments are shared with parents.

### **The 1<sup>st</sup> June is a starting point for the re-opening and expansion of Early Years Settings.**

**Risk assessments should indicate how many places can be offered, ensuring the safety of all children and staff within the environment.**

**Early Years settings should be liaising with parents to establish potential numbers of children that they can expect to be returning**

DfE guidance encourages settings to prioritise groups of children in the phased return process

- Children of critical workers
- Children with EHCP or draft EHCP
- Vulnerable children supported by Social Care
- Children whose parents are unable to work from home
- Children who have been assessed as vulnerable by the setting
- NEF children aged 4 who will be transitioning into reception in September
- NEF children aged 3
- NEF children aged 2
- All other children not covered above

Early Years settings should follow all DfE guidance on reducing the risk of infection, in order to keep all children and staff safe and well.

The Risk Assessment process needs to consider how to phase children back into settings; settings need to balance keeping children safe with maintaining as 'normal' an environment as possible.

Settings also need to consider medium and long-term plans for phased returns; i.e. how to plan for increased numbers of children in attendance as demand for places increases over the coming months.

### **Principles of reopening Early Years settings:**

Any recovery plan will be determined by the governmental 5 tests which need to be met and sustained;

- Making sure the NHS can cope
- A 'sustained and consistent' fall in the daily death rate
- Rate of infection decreasing to 'manageable levels'
- Ensuring supply of tests and PPE can meet future demand
- Being confident any adjustments would not risk a second peak

## Risk Assessment

The following Probability and Impact Matrix uses the combination of probability and impact scores of individual risks and ranks them for easy handling of the risks. Each theme and area of consideration should be RAG scored using the probability and impact matrix to help to determine which risks need detailed risk response plans.

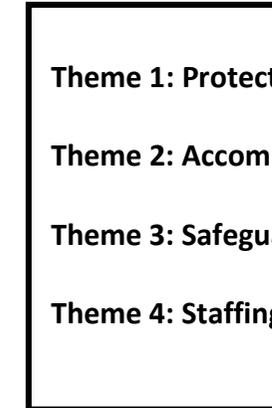
		Impact				
		Trivial	Minor	Moderate	Major	Extreme
Probability	Rare	Low	Low	Low	Medium	Medium
	Unlikely	Low	Low	Medium	Medium	Medium
	Moderate	Low	Medium	Medium	Medium	High
	Likely	Medium	Medium	Medium	High	High
	Very likely	Medium	Medium	High	High	High

Where you identify key issues or risks that you feel need support in addressing please contact us at [support@worcschildrenfirst.org.uk](mailto:support@worcschildrenfirst.org.uk) with your request and we will be in touch with you.

Nursery Education Funding / Business Support Team	
Nursery Education Funding	<a href="mailto:NEF@worcschildrenfirst.org.uk">NEF@worcschildrenfirst.org.uk</a>
Business Support	<a href="mailto:CShotton@worcschildrenfirst.org.uk">CShotton@worcschildrenfirst.org.uk</a>
Early Years Inclusion Team	
Inclusion	<a href="mailto:eyinclusion@worcschildrenfirst.org.uk">eyinclusion@worcschildrenfirst.org.uk</a>
Early Years Improvement Adviser Team	
Early Years and Childcare	<a href="mailto:EYCC@worcschildrenfirst.org.uk">EYCC@worcschildrenfirst.org.uk</a>



The following guidance is a series of checklists with a range of questions managers may want to consider when thinking about the process of re-opening or increasing the number of children in their setting. Managers can use this as a basis for their thinking, planning and their discussions with senior managers, staff, children, families and committee members/ governors, adding/deleting as appropriate for their own setting. We would strongly advise that you utilise your Early Years support team to support you in the planning process. The following considerations can be applied and adapted to individual Early Years settings.



**Contents**

**Principles of reopening Early Years settings:** .....

**Risk Assessment** .....

**Amendment History** .....

**General guidance and links for reference:**.....

**Theme 1: Protective measures and hygiene** .....

- Updated consideration: .....6
- Updated consideration: .....6
- Updated consideration: .....7
- Updated consideration: .....8
- Updated consideration: .....9
- Updated consideration: .....9
- Updated consideration: .....11
- Updated consideration: .....11
- Update: Reopening Council Buildings Checklist 120520 .....13
- Updated Testing link and CV37 .....14

**Theme 2: Accommodation / site usage**.....

- UPDATED SUGGESTION: .....15
- UPDATED SUGGESTION: .....16
- Update: Reopening Council Buildings Checklist 120520 .....17
- Update: Reopening Council Buildings Checklist 120520 .....18

**Theme 3: Safeguarding** .....

- Update: Children Services Portal Keyholder and Emergency Contact Instructions .....22
- UPDATE: Worcestershire HACT Wellbeing Support Guide .....24
- Update: DSL Newsletters and E-Library .....24

**Theme 4: Staffing** .....

- Update: CV36 HR Updated guidance for school leaders: .....27

**Theme 5: Committee/ Setting Owners**.....

**Theme 6: Communication**.....

**Theme 7: Pupil and staff well-being**.....

**Theme 8: Learning**.....

**Theme 9: Vulnerable children/ Vulnerable learners** .....

**Theme 10: Suppliers** .....

**Theme 11: Transport**.....

**Theme 12: Costs associated with expanded opening** .....

## Amendment History

Version Number	Date	Reason for Amendment
V3.0	25.05.2020	Theme 1 – Public Health updates
V2.0	22.05.2020	Theme 1 – considerations updated & updated sections
V1.0	19.05.2020	Published on webpage

### General guidance and links for reference:

- Public health England <https://www.gov.uk/government/organisations/public-health-england>
- NHS: <https://www.nhs.uk/conditions/coronavirus-covid-19/what-to-do-if-you-or-someone-you-live-with-has-coronavirus-symptoms/>
- Government advice: <https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance>
- DfE <https://www.gov.uk/government/publications/guidance-to-educational-settings-about-covid-19/guidance-to-educational-settings-about-covid-19>
- A detailed Theme and key guidance for action for health and safety is available at: [www.gov.uk/government/publications/managing-school-premises-during-the-coronavirus-outbreak/managing-school-premises-which-are-partially-open-during-the-coronavirus-outbreak](http://www.gov.uk/government/publications/managing-school-premises-during-the-coronavirus-outbreak/managing-school-premises-which-are-partially-open-during-the-coronavirus-outbreak)
- Information re testing: <https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested>
- Preparing for the wider opening of schools from 1 June <https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june>
- Actions for schools during the coronavirus outbreak <https://www.gov.uk/government/publications/covid-19-school-closures>
- Actions for early years and childcare providers during the coronavirus outbreak <https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures>
- Actions for FE colleges and providers during the coronavirus outbreak <https://www.gov.uk/government/publications/coronavirus-covid-19-maintaining-further-education-provision>
- Worcestershire Covid 19 Education Bulletins: [http://www.worcestershire.gov.uk/downloads/download/1421/coronavirus\\_covid-19\\_education\\_and\\_early\\_help\\_bulletin\\_for\\_schools](http://www.worcestershire.gov.uk/downloads/download/1421/coronavirus_covid-19_education_and_early_help_bulletin_for_schools)



Theme 1: Protective measures and hygiene					
Consider:	Suggestions /consideration	Issues & actions to manage risk	R	A	G
How has the registered person/ owner/ manager added to/adapted the health and safety policy and other associated policies to include aspects linked to COVID-19 management?					
<b>Updated consideration:</b>  Have you ensured that all health and safety compliance checks have been undertaken before opening?		A Covid 19 Policy was written before the Whitsun half term and has been ratified by the Advance Trust Board which sets out the guidance for the phased re-opening of schools. Riversides School has been open for a small number of risk-assessed pupils since prior to the Easter holidays. The Policy will be regularly reviewed as government guidance changes and number of pupils increases in school			
<b>Updated consideration:</b>  Are staff, parents and children aware of the key COVID-19 prevention control measures: <ul style="list-style-type: none"> <li>avoiding contact with anyone with symptoms</li> <li>frequent hand cleaning and good respiratory hygiene practices</li> <li>regular cleaning of settings</li> </ul> minimising contact and mixing (social distancing)	Ensure staff have been signposted to government guidance on coronavirus symptoms and protection measures in early years settings to prevent transmission and obtain confirmation that has been read.  Share government key messages, information, guidance and resources (posters, social media, website links) with parents and pupils.  Share setting local policy or procedures with staff and parents  Identify shielded and extremely clinically vulnerable children and staff and ensure they do not attend school  Identify other clinically vulnerable staff	Covid 19 Policy to be shared with staff Latest guidance from Government regarding transmission to be shared with staff regularly  Riversides Facebook page regularly updated Newsletters produced by Sally Layton (Family Liaison) contain latest messages and guidance  All pupils have Risk Assessments which are being reviewed weekly to identify who or who cannot attend school.  Staff rota has been in place since before Easter holidays			



	<p>with pre-existing conditions. Arrange home working activities or activities on-site, staying 2 metres away from others where possible. Undertake risk assessment with staff if they will need to work within 2 metres of others.</p>	<p>of staff able to work with the pupils. Staff will be also be phased back over this next half term working on either of the two sites.</p>			
<p><b>Updated consideration:</b></p> <p>Have you put in place actions to prevent and minimise contact with individuals who have COVID-19 symptoms?</p>	<p>Ensure staff/parents/children/suppliers are advised to not attend the setting if they or any member of their household has symptoms or have been identified as a positive case.</p> <p>Ensure staff/parents/children know and adhere to self-isolation (7 days for the case and 14 days for their household)</p> <p>Identify and communicate local testing facilities for staff as essential workers and include in staff absence procedure if staff develop symptoms</p> <p>Is there a system in place to notify setting of absence due if a suspected or positive case? Is there a process to check isolation is adhered to for staff and children?</p> <p>Develop and share guidance/procedure for when a child or staff member develops COVID-19 symptoms whilst in the setting (go home/await collection by a member of their family or household).</p> <p>Identify a room/place (at least 2m from others) where a child can be isolated if develops symptoms. Is this a room that can be ventilated with a door that</p>	<p>School is in regular contact with parents and carers (daily or at least 3 times a week), and with pupils via Zoom meetings or phone calls. Any concerns raised over the health of pupils/parents in this contact is reported to the Senior Leadership team.</p> <p>Staff have been advised to, if they are displaying symptoms, to advise SLT and they isolate themselves whilst awaiting results of a COVID 19 test.</p> <p>If there is a positive test of a pupil who has been attending school, then all staff and pupils who have been in contact with that pupil would have to self isolate for 7 days in accordance with current Government guidance.</p> <p>If a pupil develops symptoms whilst in school setting, they will be isolated in a well ventilated room near to the toilets whilst arrangements are made for pupil to be collected.</p>			



	<p>can be closed? Identify a bathroom designated for use if needed whilst waiting.</p>				
<p><b>Updated consideration:</b></p> <p>Have you put in place opportunities for children and staff to clean their hands more often?</p>	<p>Ensure children and staff can clean their hands on arrival at the setting, before and after eating, and after sneezing or coughing</p> <p>Ensure that help is available for children and infants who have trouble cleaning their hands independently</p> <p>Consider supervision and promotion of frequent handwashing with soap and water for 20 seconds and drying thoroughly. Consider how to encourage young children to learn and practise these habits through games, songs and repetition.</p> <p>Ensure that sufficient handwashing facilities and consumables are available. Where a sink is not nearby, provide hand sanitiser in rooms and other environments</p> <p>Timetable regular hand washing opportunities into daily routines (ensure there are adequate supplies of anti-bacterial hand gel and soap)</p> <p>Refer to DfE Planning Guide, Appendix C: Display posters produced by <a href="#">e-Bug</a> re hygiene practice:</p> <ul style="list-style-type: none"> <li>• <a href="#">Horrid hands</a></li> <li>• <a href="#">Super sneezes</a></li> <li>• <a href="#">Hand hygiene</a></li> </ul>	<p>The school has got several hand sanitiser stations. Pupils will be expected to use the hand sanitiser or wash their hands using anti-bacterial soap in the following situations:</p> <ol style="list-style-type: none"> <li>a) On entry and exit of the school.</li> <li>b) On entry and exit into every classroom.</li> <li>c) When they blow their nose, use the toilet, cough or sneeze, handle or eat food.</li> <li>d) After using the toilet.</li> </ol> <p>This above procedure is currently being implemented at the Thorneloe Road in anticipation of more pupils attending and the need for a social distance bubble at Thorneloe Road as well as the current bubble at the Spring Gardens site.</p>			



	<ul style="list-style-type: none"> <li>• <u>Respiratory hygiene</u> <u>Microbe mania</u></li> </ul>				
<p><b>Updated consideration:</b></p> <p>Have you implemented good respiratory hygiene practices in the setting?</p>	<p>What action can be taken to encourage children not to touch their mouth, eyes and nose</p> <p>Promote the use of a tissue or elbow to cough or sneeze and use bins for tissue waste ('catch it, bin it, kill it')</p> <p>Arrangements for bins for tissues to be emptied throughout the day</p> <p>Ensure well ventilation using ventilated using natural ventilation (opening windows) or ventilation units</p>	<p>The school has got several hand sanitiser stations. Pupils will be expected to use the hand sanitiser or wash their hands using anti-bacterial soap in the following situations:</p> <p>a) On entry and exit of the school. b) On entry and exit into every classroom.</p> <p>c) When they blow their nose, use the toilet, cough or sneeze, handle or eat food. d) After using the toilet.</p> <p>Hand sanitiser is available in every classroom where the pupils and staff are working for easy access.</p> <p>Windows are opened and doors left open in classrooms to allow ventilation.</p>			
<p><b>Updated consideration:</b></p> <p>Have you identified how you will clean regularly and thoroughly and regularly clean surfaces that are frequently touched?</p>	<p>Assessment and identification of increased and thorough regular cleaning of rooms and facilities as well as in between cohorts of children</p> <p>Risk assess frequently touched surfaces and touch points and identify how often they will be cleaned. Consider cleaning surfaces that children and young people are touching, such as toys, books, desks, chairs, doors, sinks, toilets, light switches, bannisters, more regularly than normal</p> <p>Identify and remove soft furnishings, soft toys and toys that are hard to clean (such as those with intricate parts)</p>	<p>Both of the school buildings are cleaned daily and during the Whitsun half term when no pupils or staff attended school, a deep clean was undertaken on the RSS site.</p> <p>By using certain areas of the RSS building, cleaning can be focused on these areas, and hand washing takes place when entering or exiting a new area</p>			



<p>How will you check to ensure higher than normal levels of essential supplies are in stock to meet increased cleaning requirements, including a 'deeper' clean?</p>	<p>Review and ensure increased supplies of usual cleaning products like detergents, disinfectants and bleach for increased cleaning. Review and implement process for checking stock of cleaning products</p> <p>Ensure availability and supply of deep cleaning products if needed to clean following any spillage of COVID-19 fluids</p>				
<p>Has the capacity and availability of cleaning staff been considered to meet the increased need for cleanliness and hygiene of the premises?</p>	<p>Leaders to identify if this is the case in advance of reopening – explore individual cleaners extending their hours and working more flexibly if other cleaners are absent (e.g. working before and after school operating hours) – if cleaners are provided by a traded service, does the company have the capacity to utilise cleaners from other schools?</p> <p>A nominated member of staff monitors the standards of cleaning in the setting and identifies any additional cleaning measures. Whilst children 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)</p>	<p>Riversides uses a contracted cleaning company who are cleaning both sites on a daily basis, and a deep clean took place on the RSS site during the Whitsun half term.</p> <p>Staff are all responsible for cleaning whenever possible the areas where the pupils and staff have been working.</p>			



<p><b>Updated consideration:</b></p> <p>Has appropriate use and supply of PPE been identified?</p> <p><i>PPE is only needed in a very small number of cases:</i></p> <ul style="list-style-type: none"> <li>• children, young people and learners whose care routinely already involves the use of PPE due to their intimate care needs should continue to receive their care in the same way</li> <li>• PPE should be worn if a distance of 2 metres cannot be maintained from any child, young person or other learner displaying coronavirus symptoms</li> </ul>	<p>Ensure a small stock of PPE for use by staff supervising children who develop symptoms whilst at school before they go home.</p> <p>Identify pupils whose care routinely already involves the use of PPE due to their intimate care needs. Risk assessment for PPE required for those pupils.</p> <p>Train relevant staff, where appropriate, on how to minimise the risk of infection and how to use appropriate PPE. Include access to videos and resources around donning and doffing of PPE</p> <p>Identify mechanism for order of PPE supply</p> <p><b>Identify procedure for dealing with waste of PPE and from cleaning of possible symptomatic cases</b></p>	<p>The Headteacher has instructed the School Caretaker John Fowler to obtain a small stock of PPE equipment for the school. Staff are not currently using PPE when working with the pupils but are regularly hand washing and following guidance. The social distancing of 2 metres between staff and pupils is maintained as much as possible.</p>	<div style="background-color: yellow; width: 100%; height: 100%;"></div>
<p><b>Updated consideration:</b></p> <p>Have you determined how to minimise contact and mixing (social distancing) by altering, as much as possible, the environment (such as classroom layout) and timetables (such as staggered break times)?</p>	<p>Risk assess and communicate process for drop off and collection (only one parent if accompanied), allocated times, how to minimise adult contact for example at entrances.</p> <p>Risk assess and determine your organisation of small groups, organisation of rooms and other learning environments, maintaining space between seats and desks where possible.</p> <p>Risk assess and refresh your</p>	<p>Currently Riversides is using the RSS site only but is readying the Thornehoe Road for the phased return of more pupils. The following procedures are planned –</p> <p>The school will be divided into four zones (three on ground floor, one on upper floor) with designated staff, their own entrance to the building and their own toilet facilities.</p> <ul style="list-style-type: none"> <li>• Break and lunch times will be staggered at different times.</li> <li>• There will be restricted access to the school site.</li> </ul> <p>Pupils and staff will have restricted access to the school site.</p>	<div style="background-color: lightgreen; width: 100%; height: 100%;"></div>



	<p>timetables to reduce movement around the setting/building, consider what can be delivered outdoors, staggering assembly groups and break times so that children are not moving around at the same time</p> <p>Identify how children will arrive, and reduce any unnecessary travel on coaches, buses or public transport where possible. Develop suitable travel plans and how to communicate this with parents.</p> <p>Risk assess and identify plans to keep cohorts of small groups of children together where possible every day, ensuring the same teacher and other staff, using the same desks and the same rooms.</p> <p>Risk assess to reduce mixing within the school by applying one way circulation, staggered lunch breaks, use of toilets and other facilities.</p>	<ul style="list-style-type: none"> <li>• Pupils will have access to a limited number of classrooms only.</li> <li>• Pupils will enter their learning spaces from the outside door only.</li> <li>• Pupils will be given clear instruction as to which zone they will be using on entry to the school day.</li> <li>• Pupils will have a staggered break and lunch time at different times.</li> </ul> <p>All pupils will have access to toileting facilities.</p> <ul style="list-style-type: none"> <li>• Each of the four zones has its own toilet facilities.</li> <li>• All pupils must wash their hands for at least 20 seconds, with anti-bacterial soap, after using the toilets.</li> </ul> <p>Parents must bring their pupils into school or taxis will be provided for students on an individual basis to support social distancing.</p> <ul style="list-style-type: none"> <li>• Government guidelines state that schools must consider how to reduce any unnecessary travel.</li> </ul>			
<p>What risk assessments will be needed or how are owners and managers adjusting their risk assessments to meet the current needs of the setting?</p>		<p>Risk Assessments of the pupils are being reviewed and a list is being compiled by the Senior Leadership of which pupils will be able to be phased returned back to school, and which pupils will be not able to return for reasons such as being unable to follow the social distancing guidance, or risk of the need to use Physical Intervention when they are dysregulated.</p> <p>Covid 19 Policy will be reviewed with the changing needs of the probable need to use both Riversides sites to social distance different bubbles of pupils</p>			
<p>How are the registered person,</p>		<p>The SLT of Riversides School has a weekly</p>			



<p>owners and managers ensuring that a named person has responsibility for reviewing and adapting the risk assessments as the setting re-opening moves through the phases and increased numbers of children are attending?</p>		<p>safeguarding meeting where risk assessments of pupils are discussed and options discussed for phasing in more pupils</p>			
<p>Have the registered person, owner/ manager 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 setting building has been closed.</p>	<p><b>Update: Reopening Council Buildings Checklist 120520</b></p>	<p>The School Caretaker John Fowler has continued throughout the period to maintain his routines of daily checks of both buildings and bringing in contractors when required (adhering to social distancing at all times) to complete servicing and repairs.</p>			
<p>Have the registered person, owner/ manager considered the sharing of resources to think about cost and resource capacity especially amongst smaller settings and within cluster working groups?</p>		<p>Trust schools work in close association and share both physical and educational resources including PPE stocks, stationary and online learning resources and materials</p>			
<p><b>Additional considerations:</b></p>					
<p><b>Worcestershire supporting tools and resources:</b></p> <ul style="list-style-type: none"> <li>• Coronavirus (COVID-19) general FAQs for education providers: Public health - cleaning and protective equipment <a href="http://www.worcestershire.gov.uk/info/20774/coronavirus_covid-19_advice_for_settings_and_education_settings/2211/coronavirus_covid-19_general_faqs_for_education_providers/4">http://www.worcestershire.gov.uk/info/20774/coronavirus_covid-19_advice_for_settings_and_education_settings/2211/coronavirus_covid-19_general_faqs_for_education_providers/4</a></li> <li>• Safe working including use of PPE: Bulletin CV35 <a href="http://www.worcestershire.gov.uk/downloads/file/12524/education_and_early_help_bulletin_covid-19_update_35_-_15_may_2020">http://www.worcestershire.gov.uk/downloads/file/12524/education_and_early_help_bulletin_covid-19_update_35_-_15_may_2020</a></li> <li>• Covid19 Testing for education staff: Bulletin CV28 <a href="http://www.worcestershire.gov.uk/downloads/file/12499/education_and_early_help_bulletin_covid-19_update_28_-_1_may_2020">http://www.worcestershire.gov.uk/downloads/file/12499/education_and_early_help_bulletin_covid-19_update_28_-_1_may_2020</a> and CV25 <a href="http://www.worcestershire.gov.uk/downloads/file/12479/education_and_early_help_bulletin_covid-19_update_25_-_">http://www.worcestershire.gov.uk/downloads/file/12479/education_and_early_help_bulletin_covid-19_update_25_-_</a></li> </ul>					

<p><u><a href="#">24 april 2020</a></u></p> <ul style="list-style-type: none"> <li>If you are unable to access essential supplies please contact: <a href="mailto:CV19Logistics@worcestershire.gov.uk">CV19Logistics@worcestershire.gov.uk</a> where someone will contact you to discuss your requirements and provide any support possible.</li> <li><b>Updated Testing link and CV37</b></li> </ul> <p><a href="http://www.worcestershire.gov.uk/downloads/file/12546/education_and_early_help_bulletin_covid-19_update_37_-_20_may_2020">http://www.worcestershire.gov.uk/downloads/file/12546/education_and_early_help_bulletin_covid-19_update_37_-_20_may_2020</a></p>			
<p><b>DfE guidance:</b></p> <ul style="list-style-type: none"> <li>Prevention and control- <a href="https://www.gov.uk/government/publications/guidance-to-educational-settings-about-covid-19/guidance-to-educational-settings-about-covid-19">https://www.gov.uk/government/publications/guidance-to-educational-settings-about-covid-19/guidance-to-educational-settings-about-covid-19</a></li> <li>PPE: <a href="https://www.gov.uk/government/collections/coronavirus-covid-19-personal-protective-equipment-ppe">https://www.gov.uk/government/collections/coronavirus-covid-19-personal-protective-equipment-ppe</a></li> <li>Information re testing: <a href="https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested">https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested</a></li> <li>Social distancing: <a href="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">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</a></li> <li>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. <a href="https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care">https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care</a></li> <li>Coronavirus (COVID-19): implementing protective measures in education and childcare settings <a href="https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings">https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings</a></li> <li>Guidance for schools and other educational settings about the novel coronavirus, COVID-19. <a href="https://www.gov.uk/government/publications/guidance-to-educational-settings-about-covid-19">https://www.gov.uk/government/publications/guidance-to-educational-settings-about-covid-19</a></li> </ul>			

<b>Theme 2: Accommodation / site usage</b>					
<b>Consider:</b>	<b>Suggestions /consideration</b>	<b>Issues &amp; actions to manage risk</b>	<b>R</b>	<b>A</b>	<b>G</b>
Has the setting been assessed to ascertain the	Denmark model – doubled space requirements for children	The school will be divided into four zones (three on ground floor, one on upper floor) with designated staff, their own entrance to the building and			



<p>maximum capacity/proportion of children that can physically be on site at any one time?</p>	<p>to aid social distancing of staff in the bubbles.</p> <p><b>UPDATED SUGGESTION:</b> Look at allocating equipment for individual pupils. Where possible and safe to do so, open windows to provide ventilation.</p>	<p>their own toilet facilities.</p>			
<p>What is the setting's rationale as to which children are considered as a priority to have in setting first?</p>	<p>Refer to DfE Planning Guide, Section 4.</p>	<p>Riversides School has begun the process following Government guidance by reviewing the risk assessments of our Year 6 pupils and from June 1<sup>st</sup>, 2 more Year 6 pupils are attending in addition to 1 who was already attending to a safeguarding issue at home. We will undertake a risk assessment of the other Year 6 pupils looking to phasing in more of Year 6 the week beginning 8<sup>th</sup> June. As with the current group of 7 pupils we have attending if any circumstances change with regard to their vulnerability or decision whether they are safe at home or not, then more students may need to be integrated in.</p>			
<p>Do you have a full up-to-date list of all eligible key workers, including those who have not taken up the offer yet, but do qualify?</p>		<p>Riversides School only has 1 pupil with a Key Worker as a parent, but on contact with said parent she was happy for the student to be at home.</p>			
<p>What physical changes and adaptations will the registered person, owner/ manager need to think about to ensure a safe entry and safe exit to the setting for all?</p>	<p>Produce clear FAQ's for parents guiding them through the reopening process and directly addressing identified concerns. Share with parents the importance of not congregating at the gate to chat and the reasons for this – settings 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.</p>	<p>At present, the pupils who are attending are being taxied to the gates of RSS except for one pupil who is being transported by a family member. The pupils are met by school staff outside the building and the taxi drivers/escorts/parent are not permitted to enter the building.</p> <p>This procedure would continue on both sites with more pupils being phased back in.</p>			



	<p>Plan for the supervision of hand-washing / sanitising facilities at the start of the day. Share RA with parents. <b>UPDATED SUGGESTION: If not possible consider use of marked out waiting/passing zones. Think about any stairs and lifts in the school.</b></p>				
<p>How will the entry and exit be supervised and labelled/marked out including appropriate signage?</p>	<p>Children to come straight into setting through a range of pre-determined entrances that are manned and controlled by staff (this will limit the gathering of children and parents outside) – have temporary markings outside to support social distancing. Children 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. Parents are not to enter the building.</p>	<p>Pupils and staff will have restricted access to the school site.</p> <ul style="list-style-type: none"> <li>• Pupils will have access to a limited number of classrooms only.</li> <li>• Pupils will enter their learning spaces from the outside door only.</li> <li>• Pupils will be given clear instruction as to which zone they will be using on entry to the school day.</li> <li>• Pupils will have a staggered break and lunch time at different times</li> </ul>			
<p>How will the registered person, owner/ manager stagger start/finish times/playtimes and lunchtimes to support social distancing between groups/bubbles?</p>	<p>Children to eat snacks/lunches in their designated areas. Educate children about social distancing when lining-up if possible. Consider using floor markers and limit the need for lining-up.</p>	<p>See above. At present with the pupils at RSS they eat in a designated area, with staff sitting away from them eating at a social distance from each other and the pupils.</p>			
<p>How are the registered person, owner/ manager making sure the use of setting space both inside and outside is used effectively to ensure the</p>	<p>Arrange space and work areas to provide physical barriers between areas/bubbles – maintaining fire exit routes and bathroom access.</p>				



<p>safety of all children adhering to social distancing recommendations?</p>					
<p>How could you adapt the routine of the day to allow for 'bubbles' of children to be socially distanced, for example outdoor learning?</p>	<p>Ensure regular hand washing opportunities are built into daily routines (ensure there are adequate supplies of anti-bacterial hand gel and soap).</p> <p>Refer to DfE Planning Guide, Appendix C: Display posters produced by <a href="#">e-Bug</a> re hygiene practice:</p> <ul style="list-style-type: none"> <li>• <a href="#">Horrid hands</a></li> <li>• <a href="#">Super sneezes</a></li> <li>• <a href="#">Hand hygiene</a></li> <li>• <a href="#">Respiratory hygiene</a></li> <li>• <a href="#">Microbe mania</a></li> </ul>	<p>A number of the activities which have been planned at the RSS site have involved Outdoor Learning using the playground area.</p>			
<p>What implications will social distancing and working in 'bubbles' have on movement around the setting?</p>	<p>Display clear signage around the setting to indicate the flow of movement around the setting. You might also need to adjust your fire drill procedures and practice it in the first week when more children return. Refer to advice on fire safety in new and existing setting buildings.</p> <p><b>Update: Reopening Council Buildings Checklist 120520</b></p>	<p>SLT need to look at fire drill procedures as the pupils increase. Signs will be put up when required.</p>			
<p>Has the demand for wrap around care been ascertained and logistics considered?</p>	<p>Consider how wrap around care provision will align with intended 'bubbles' and minimise interaction with others.</p>	<p>Wrap around care is unnecessary for our pupils but provision has been made for our primary phase where physical care is needed</p>			



<b>Additional considerations:</b>					
<b>Worcestershire supporting tools and resources:</b> <b>Update: Reopening Council Buildings Checklist 120520</b>					
<b>DfE guidance:</b>					
<ul style="list-style-type: none"> <li>• Premises: <a href="https://www.gov.uk/government/publications/managing-school-premises-during-the-coronavirus-outbreak/managing-school-premises-which-are-partially-open-during-the-coronavirus-outbreak">https://www.gov.uk/government/publications/managing-school-premises-during-the-coronavirus-outbreak/managing-school-premises-which-are-partially-open-during-the-coronavirus-outbreak</a></li> <li>• Managing school premises during the coronavirus outbreak: <a href="https://www.gov.uk/government/publications/managing-school-premises-during-the-coronavirus-outbreak">https://www.gov.uk/government/publications/managing-school-premises-during-the-coronavirus-outbreak</a></li> <li>• A detailed checklist and key guidance for action for health and safety is available at: <a href="https://www.gov.uk/government/publications/managing-school-premises-during-the-coronavirus-outbreak/managing-school-premises-which-are-partially-open-during-the-coronavirus-outbreak">www.gov.uk/government/publications/managing-school-premises-during-the-coronavirus-outbreak/managing-school-premises-which-are-partially-open-during-the-coronavirus-outbreak</a></li> <li>• Social distancing: <a href="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">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</a></li> </ul>					

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 children – what these will look like for settings and children (individually identified vulnerability)?	Trust Board Committees need to be extremely vigilant and ensure oversight is thorough and more regularly updated than usual due to the fluidity of the situation	Risk Assessments are in place for all pupils with individual vulnerability identified and assessed.			
How has the safeguarding policy been reviewed and amended considering the current situation?		Safeguarding Policy has been reviewed and procedures been adapted accordingly to make sure the pupils are safe			
Have you adopted a 'COVID-19 outbreak' addendum to your child protection policy to include the specific issues for these circumstances?	This has to be a live document and adapted regularly with the health advice around likelihood and severity of outbreak possibility	This is in place and includes all areas suggested by the safeguarding board			
What could the specific issues be for your setting?	Pupils may not be isolating properly in the home setting. Families are often over accommodated and the home setting may be extremely strained. Pupils often have to manage extreme anxiety and will be anxious about the general situation and anxious on returning to school	Family difficulties and pupils struggling to adapt to change of structure and having follow			



		social distancing rules whilst out of school			
How are you ensuring that someone is responsible for ensuring the policy actions are completed?		Weekly safeguarding meeting via Zoom of the Safeguarding Team and actions are decided upon			
Are committee members/the registered person/ owners/ managers aware of the committee's interim safeguarding guidance and how this has been included in their setting policy?	Trust Board Committees need to be extremely vigilant and ensure oversight is thorough and more regularly updated than usual due to the fluidity of the situation	This has been shared at all levels and is a standing agenda item on the Safeguarding Committee of the Trust Board			
How are you making sure that someone is responsible for continuity in safeguarding leadership?	Trust Board Committees need to be extremely vigilant and ensure oversight is thorough and more regularly updated than usual due to the fluidity of the situation.	The Safeguarding Team of 5 members of staff meet weekly.			
How might you ensure a trained DSL is available, in-person, by phone or video link when required?		We have a trained DSL on site when pupils are present (included on the staff rota) and the other members of the safeguarding team are available for staff to contact with concerns via telephone or			



		email			
Is there a nominated senior leader to be the onsite safeguarding lead?		Yes			
Are all staff aware of the new arrangements for DSLs and reporting concerns?		Yes			
Are the registered person/ owners/ managers aware of any LA/Trust changes there may be for contacting the LADO?	LADO update in Bulletin CV18: <a href="http://www.worcestershire.gov.uk/downloads/file/12402/education_and_early_help_bulletin_covid-19_update_18_-_8_april_2020">http://www.worcestershire.gov.uk/downloads/file/12402/education_and_early_help_bulletin_covid-19_update_18 - 8 april 2020</a>				
Are the registered person/ owners/ managers aware of WCF social care and safeguarding delivery protocol COVID 19?	<a href="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">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</a>				
Are all who need to, aware of which children have social workers and how to contact them?		Safeguarding Team are fully aware and discuss regularly			
Do all who need to, know which children are CLA/PCLA, and who to contact for them?	<a href="http://www.worcestershire.gov.uk/virtualsetting">http://www.worcestershire.gov.uk/virtualsetting</a>				
If you are a hub, how are you making sure that all staff understand that you have the responsibility for safeguarding all children and staff?		N/A we are not in a hub at present.			
Are the registered person/ owners/ managers able to evaluate the risks and	How are owners reassured that the information and rationales given to them are reflective of practice?	Yes this process is supported by our COVID19			



include this information in their rationale for assessing which children come into setting first and when?		policy and by continuously reviewed and updated risk assessment			
Are the registered person/ owners/ managers considering remote safeguarding based upon staff knowledge of their children and the daily/weekly contact they have with their children and families?		Weekly Safeguarding Meeting via Zoom is in place and has been in place since the beginning of this situation			
Do all who need to know, know which children should be in setting and follow up when they do not attend?		Yes			
Who is ensuring emergency numbers and alternatives are kept up to date?	<b>Update: Children Services Portal Keyholder and Emergency Contact Instructions</b> <a href="http://www.worcestershire.gov.uk/phasedschoolsreopening">http://www.worcestershire.gov.uk/phasedschoolsreopening</a>	SLT/Safeguarding Team			
Are there new staff deployed to the setting/volunteers? How are they made aware of the safeguarding processes they should adhere to?		No new staff			
How might you make sure new staff, staff relocated to the setting, and volunteers understand the staff code of conduct?		N/A			



<p>How have you ensured that any volunteers have been individually risk-assessed?</p>		<p>N/A</p>			
<p>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 CLA children the name of the relevant Virtual Setting Head?</p>		<p>N/A</p>			
<p>How are you keeping track and recording which staff are onsite daily?</p>		<p>A member of the Safeguarding Team who is also the schools attendance officer is contacted by 10am by a member of staff in school who reports which staff and students are present and also what time the pupils leave site</p>			
<p>Have you checked that all record keeping is up to date for example with any relocated staff or volunteers and made sure that the appropriate checks have been</p>	<p>Are contact details up to date. For example emergency contacts where grandparents can no longer be used as an emergency contact</p>	<p>N/A</p>			



made?				
Have the registered person/ owners/ managers ensured that the safer recruitment processes are clear and adhered to, E.g., being aware of anyone unknown to the setting offering themselves as a volunteer?		N/A		
How are you ensuring staff are aware and understand that there may be an impact on the mental health of children, parents and staff or volunteers; and therefore, have access to whatever support may be available?	<p>Coronavirus COVID-19 frequently asked questions for settings - Health services  <a href="http://www.worcestershire.gov.uk/info/20775/coronavirus_covid-19_frequently_asked_questions_for_settings/2196/coronavirus_covid-19_frequently_asked_questions_for_settings/5">http://www.worcestershire.gov.uk/info/20775/coronavirus_covid-19_frequently_asked_questions_for_settings/2196/coronavirus_covid-19_frequently_asked_questions_for_settings/5</a></p> <p><a href="https://www.babcockprime.co.uk/coronavirus-support-for-settings-settings-parents-and-children">https://www.babcockprime.co.uk/coronavirus-support-for-settings-settings-parents-and-children</a></p> <p>Emotional Health and Wellbeing Services - Bulletin CV31  <a href="http://www.worcestershire.gov.uk/downloads/file/12512/education_and_early_help_bulletin_covid-19_update_31_-_6_may_2020">http://www.worcestershire.gov.uk/downloads/file/12512/education_and_early_help_bulletin_covid-19_update_31_-_6_may_2020</a></p> <p><b>UPDATE: Worcestershire HACT Wellbeing Support Guide</b></p>	Newsletters with support for our parents and carers have been sent out regularly.		
<b>Additional considerations:</b>				
<p><b>Worcestershire supporting tools and resources:</b></p> <ul style="list-style-type: none"> <li>• <b>DSL Newsletters and E-Library</b></li> <li>• <a href="https://www.safeguardingworcestershire.org.uk/learning-development/training-c/training-resources-documents/">https://www.safeguardingworcestershire.org.uk/learning-development/training-c/training-resources-documents/</a></li> <li>• <a href="http://www.worcestershire.gov.uk/info/20775/coronavirus_covid-19_frequently_asked_questions_for_settings/2196/coronavirus_covid-19_frequently_asked_questions_for_settings">http://www.worcestershire.gov.uk/info/20775/coronavirus_covid-19_frequently_asked_questions_for_settings/2196/coronavirus_covid-19_frequently_asked_questions_for_settings</a></li> <li>• CLIMB – The diversionary service for 10-17yr olds – Bulletin CV35</li> <li>• <a href="http://www.worcestershire.gov.uk/downloads/file/12524/education_and_early_help_bulletin_covid-19_update_35_-_15_may_2020">http://www.worcestershire.gov.uk/downloads/file/12524/education_and_early_help_bulletin_covid-19_update_35_-_15_may_2020</a></li> <li>• <b>Update: DSL Newsletters and E-Library</b><a href="https://worcestershirecc.sharepoint.com/sites/external/chsiac/Pages/Safeguarding.aspx">https://worcestershirecc.sharepoint.com/sites/external/chsiac/Pages/Safeguarding.aspx</a></li> </ul>				



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<b>DfE guidance:</b>			
• Safeguarding: <a href="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">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</a>			

Theme 4: Staffing					
Consider:	Suggestions / consideration	Issues & actions to manage risk	R	A	G
What is the capacity of staff: <ul style="list-style-type: none"> <li>To be in setting?</li> <li>If not able to be in setting, capacity to work from home?</li> </ul>	Refer to DfE Planning Guide, section 2	Staff were risk assessed at the beginning of the outbreak and this is being reviewed with regard to phased re-opening and staff being asked to return to work either with the pupils on the RSS site or at the Thornehoe Road preparing the school for re-opening.			
Are all staff clear on the absence reporting system linked to COVID-19? How do the registered person/ owner/ managers know?		Staff informed via email.			
How are the registered person/ owner/ managers going to communicate and consult over the re-opening plan for their setting?		Via email or through the twice weekly staff zoom meetings			
What minimum staffing will you require daily with the model of expansion/re-opening you have chosen?		At present with the 7 pupils attending RSS we have 6 staff on the rota. This would be a ratio we would be looking to continue.			
How will staff working arrangements be different and how will you involve them in this process?		School is open from 9-1 not a full day. Staff were emailed guidance from SLT of what is expected of them when working with pupils			
When looking at staffing and/or volunteers and the changes being		Yes staff are working effectively across the setting and supporting home learning and outreach work			



made, are there staff that could potentially be redeployed to support the setting working effectively?					
What support will staff require to effectively manage the return of children to setting?	Refer to DfE Planning Guide, Annex B	We are implementing online training and mental health support for any anxiety experienced			
What plans have been thought of should managers have significant absence (at all staff levels)?		There has been a rota of managers taking roles within the setting so that it is extremely unlikely that there will be sufficient manager absence to affect the running of the school			
How will managers 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 setting already links to. Signpost staff to <a href="#">Education Support</a> (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 setting 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.	SLT contact school staff on a weekly basis with a wellbeing phone call or email allowing the staff to say how they are feeling and what concerns they have.			
How are the registered person/ owner/ managers inducting new staff during this period? Are the appropriate checks being made?		No new staff at this time so N/A			
How will recruitment be managed?		Any recruitment would have to be done remotely ie interviews via Zoom			
Do any staff contracts need to be issued, extended or amended in light of the current situation?		Some of the temporary contracts of staff have been made permanent and the staff have been informed			
Check current advice about staff		Done			



<p>appraisal and pay. If this is paused, what arrangements have been made and how has this been communicated with the staff it involves?</p>					
<p>Prior to the current situation, were there any outstanding HR matters that require appropriate communication within timescales and deadlines, E.g., redundancy consultations?</p>		<p>There was an ongoing procedure pertaining to a staff member who was going through dismissal proceedings due to long term absence from work. This has been concluded.</p>			
<p>Were any staff furloughed? How has this been communicated and what agreements have been made? Do these staff now need to be utilised?</p>		<p>No staff were furloughed</p>			
<p><b>Additional considerations:</b></p>					
<p><b>Worcestershire supporting tools and resources:</b></p> <ul style="list-style-type: none"> <li>• CV28 HR guidance for maintained settings on staff who have a vulnerable health condition <a href="http://www.worcestershire.gov.uk/downloads/file/12499/education_and_early_help_bulletin_covid-19_update_28_-_1_may_2020">http://www.worcestershire.gov.uk/downloads/file/12499/education_and_early_help_bulletin_covid-19_update_28 - 1 may 2020</a></li> <li>• CV27 HR guidance on working from home <a href="http://www.worcestershire.gov.uk/downloads/file/12498/education_and_early_help_bulletin_covid-19_update_27_-_30_april_2020">http://www.worcestershire.gov.uk/downloads/file/12498/education_and_early_help_bulletin_covid-19_update_27 - 30 april 2020</a></li> <li>• Coronavirus COVID-19 frequently asked questions for settings - HR guidance for settings on Coronavirus (COVID-19) issues <a href="http://www.worcestershire.gov.uk/info/20775/coronavirus_covid-19_frequently_asked_questions_for_settings/2196/coronavirus_covid-19_frequently_asked_questions_for_settings/7">http://www.worcestershire.gov.uk/info/20775/coronavirus_covid-19_frequently_asked_questions_for_settings/2196/coronavirus_covid-19_frequently_asked_questions_for_settings/7</a></li> <li>• <b>Update: CV36 HR Updated guidance for school leaders:</b> <a href="http://www.worcestershire.gov.uk/downloads/file/12539/education_and_early_help_bulletin_covid-19_update_36_-_18_may_2020">http://www.worcestershire.gov.uk/downloads/file/12539/education_and_early_help_bulletin_covid-19_update_36 - 18 may 2020</a></li> </ul>					
<p><b>DfE guidance:</b></p>					

- 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-settings>
- Critical workers who can access settings or educational settings: <https://www.gov.uk/government/publications/coronavirus-covid-19-maintaining-educational-provision>

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Theme 5: Committee/ Setting Owners					
Consider:	Suggestions / consideration	Issues & actions to manage risk	R	A	G
How are committee/setting owners involved in the discussion and planning for the setting re-opening?		The Advance Trust have been fully involved in the re-opening and also Governors meetings have been taking place via Zoom			
What are committee/setting owners able to do to support managers during the various phases of re-opening? How will they assure themselves of the safety of children and staff? What will be their determining factors for making the decisions they need to make?		There are several committees set up with oversight of safeguarding, school improvement and provision and audit risk and compliance. These committees oversee and where necessary support every aspect of school processes			
How do managers decide what committee/setting owners need to know and how frequently they receive information? How might this be being determined?		There are several committees set up with oversight of safeguarding, school improvement and provision and audit risk and compliance. These committees oversee and where necessary support every aspect of school processes			
How involved are committee/setting		Regular communication is sent to parents on a Trust wide			



owners in communicating with parents and the setting's community?		level			
Are committee/setting owners able to work with managers to review what is happening on a regular basis? What might this look like for the setting?		Managers meet with the Committees of the Trust Board regularly and review what is happening. The Executive Principal meets with Heads weekly and there is daily contact between the executive team to report updates and changes.			
How will committee/setting owners know that the plans they have participated in are being followed and adhered to?		Risk assessments and daily reports through the executive team ensure that the Trust Board is clear that plans are being followed			
How will committee/setting owners evaluate the impact of their work to re-open the setting? What ways can this be achieved that would not cause additional work?		There are regular reviews of impact through review of work input from pupils and online questionnaires and surveys with staff. Parents and pupils, shared with the Trust committees			
What agencies are committee/setting owners working with to ensure they are aware of the staffing situation? What can be planned? And how are staff used effectively as the setting moves through the phases of re-opening fully?		The RSC, WCF			
What aspects of committee responsibilities are being put to one side to deal with the immediate situation? When do managers envisage these to be reviewed as being or not being required?		Referrals and transition are being put aside as it would be inappropriate to begin transition in this situation and referrals are delayed due to information transfer. Direct referral meetings have been agreed with WCF SEN services to ensure that these are brought up to date and a transition plan is in place as school opens more widely			
How are committee/setting owners ensuring they are providing support to managers in this current situation?					
<b>Additional considerations:</b>					
<b>Worcestershire supporting tools and resources:</b>					
<ul style="list-style-type: none"> <li>Coronavirus COVID-19 frequently asked questions for settings - Attendance <a href="http://www.worcestershire.gov.uk/info/20775/coronavirus_covid-19_frequently_asked_questions_for_settings/2196/coronavirus_covid-19_frequently_asked_questions_for_settings">http://www.worcestershire.gov.uk/info/20775/coronavirus_covid-19_frequently_asked_questions_for_settings/2196/coronavirus_covid-19_frequently_asked_questions_for_settings</a></li> </ul>					



<ul style="list-style-type: none"> <li>• Coronavirus COVID-19 frequently asked questions for settings - General questions <a href="http://www.worcestershire.gov.uk/info/20775/coronavirus_covid-19_frequently_asked_questions_for_settings/2196/coronavirus_covid-19_frequently_asked_questions_for_settings/6">http://www.worcestershire.gov.uk/info/20775/coronavirus_covid-19_frequently_asked_questions_for_settings/2196/coronavirus_covid-19_frequently_asked_questions_for_settings/6</a></li> <li>• Message from Governor Services on staff wellbeing - Bulletin CV31 <a href="http://www.worcestershire.gov.uk/downloads/file/12512/education_and_early_help_bulletin_covid-19_update_31_-_6_may_2020">http://www.worcestershire.gov.uk/downloads/file/12512/education_and_early_help_bulletin_covid-19_update_31_-_6_may_2020</a></li> </ul>			
<p><b>DfE guidance:</b></p> <ul style="list-style-type: none"> <li>• Educational provision guidance: <a href="https://www.gov.uk/government/publications/coronavirus-covid-19-maintaining-educational-provision/guidance-for-schools-colleges-and-local-authorities-on-maintaining-educational-provision">https://www.gov.uk/government/publications/coronavirus-covid-19-maintaining-educational-provision/guidance-for-schools-colleges-and-local-authorities-on-maintaining-educational-provision</a></li> <li>• Educational settings: <a href="https://www.gov.uk/government/publications/guidance-to-educational-settings-about-covid-19/guidance-to-educational-settings-about-covid-19">https://www.gov.uk/government/publications/guidance-to-educational-settings-about-covid-19/guidance-to-educational-settings-about-covid-19</a></li> <li>• Guidance on school closures: <a href="https://www.gov.uk/government/publications/covid-19-school-closures/guidance-for-schools-about-temporarily-closing">https://www.gov.uk/government/publications/covid-19-school-closures/guidance-for-schools-about-temporarily-closing</a></li> <li>• Reporting: <a href="https://www.gov.uk/government/publications/coronavirus-covid-19-attendance-recording-for-educational-settings/educational-settings-self-reporting-online-form-frequently-asked-questions-faq">https://www.gov.uk/government/publications/coronavirus-covid-19-attendance-recording-for-educational-settings/educational-settings-self-reporting-online-form-frequently-asked-questions-faq</a></li> </ul>			

Theme 6: Communication			R	A	G
Consider:	Suggestions / consideration	Issues & actions to manage risk	R	A	G
<b>CHILDREN:</b>					
How are the registered person/owners/ managers/staff evaluating children's preparation and response to return to setting – what will happen if that is not positive? What will be in place to support and give additional home support to alleviate this?		Discussed when evaluating risk assessments by the SLT			
What contact will staff have with children to share expectations for return to setting?	Liaise with parents prior to the start date so that they can prepare their children. E.g. walk children to and from setting, children practise putting their uniform on, structure the day at home to begin to mirror the setting day.	Staff have been in regular contact with parents and carers and when pupils are to be phased back in support will be offered.			



Are there additional ways to communicate with children to prepare them, perhaps integrating this into their learning, as increasing numbers of children attend your setting?		We are using multiple ways of keeping contact with the pupils through phone calls, Zoom meetings, and online learning platforms			
How will the registered person/owners/ managers communicate with children returning to setting?	Produce posters that can be displayed around the setting 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 children and staff following illness.	See above			
How will children be included in the consultation process at their level, so they understand the expectations and the reasons for the differences in their daily setting life?		Parents and pupils are given regular surveys to allow for meaningful consultation and information leaflets and telephone support based on these. Pupils and Parents are given a code of conduct devised by the school of the different expectations. This is discussed with them by staff in their regular contact.			
<b>PARENTS:</b>					
How will the registered person/owners/ managers communicate with parents during the various phases of re-opening/expansion?	Utilise technology as much as possible to keep lines of communication open. Consider video link/email/setting social media/newsletter.	We have regular phone calls/zoom with carers Newsletters have gone to parents with information			
What on-going weekly/regular communication could be used to ensure parents are kept well-informed?					
How will the registered person/owners/ managers manage the different perspectives of parents feeling fearful of sending their child to setting and those who are worried about their child falling behind?		Riversides School sent out a questionnaire which they could complete online which allowed SLT to assess which parents are willing to send pupils back into school and which have concerns.			
What will the registered person/owners/ managers do to		Parents and carers are taken into account and school is providing as much support that it can to reintegrate			



<p>effectively communicate the balance of thought between children's learning and their well-being and safety, so parents' views are considered and a phased approach with an emphasis on safety and well-being is established based on trusting managers to keep their children safe?</p>		<p>pupils back into school.</p>			
<p>How could a parent group support the setting's work with communication?</p>		<p>There is no PTA group at Riversides at present</p>			
<p>Have the registered person/owners/ managers considered their current means of communication and the strengths of these to use as the setting plans and implements re-opening/expansion?</p>		<p>We will continue to use our communication methods as they have been very successful and the parents have been very appreciative of Riversides School's support.</p>			
<p>Have the registered person/owners/ managers considered reasonable expectations of parents sending their children to settings?</p>	<p>Issue guidance to parents detailing contact procedures post reopening. Reiterate that contact will, unless in emergencies, be over the phone or via email. If a meeting is required inform parents that social distancing rules will be enforced.</p>	<p>Parents and carers are taken into account and school is providing as much support as it can to reintegrate pupils back into school. The parent surveys support this and ensure that parents/carers are aware of plans and understand the need for continued social distancing. A model of online meetings and reviews has been working since lockdown and parents/carers are used to this system</p>			
<p>How will the registered person/owners/ managers communicate the messages about safety for children and manage the anxiety parents will have?</p>	<p>Reassure parents of the strategies that are being followed in setting and the social, emotional and learning benefits associated with returning to setting. Produce posters that can be displayed around the setting 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</p>	<p>The school's social media profile has been used to inform parents as have the regular newsletters.</p>			



	<p>through the reopening process and directly addressing identified concerns. Produce daily updates for parents to inform and reassure post-reopening.</p> <p>Information to be given to parents to ensure that they are encouraged to contact a named person in the setting if they believe that their child has been exposed to the virus outside of setting.</p> <p>Social stories for children with SEND – will also need to consider how to communicate to parents with EAL and/or literacy issues.</p> <p>To include photo packs to highlight changes to the environment during this period to support adults and children’s transition back into settings</p>				
<p>Have the registered person/owners/ managers considered parental choice re sending their children into setting – what might this guidance and advice look like and be for parents?</p>		<p>See above. Parent Questionnaire and the regular phone calls have allowed SLT to ascertain which parents have concerns about school and its safety with regard to COVID 19</p>			
<p>How can the attendance of children be supported during the early stages to alleviate parental anxiety and still share expectations for the future?</p>		<p>One pupil where the parent was very anxious of his return will attend 2 mornings a week initially. This will be offered to other parents and carers as appropriate</p>			
<b>STAFF:</b>					
<p>How will staff communicate with each other throughout the setting day?</p>	<p>Use of staff radios to communicate with duty staff and to support social distancing measures.</p>	<p>Walkie Talkies are available and more are on order so all staff have one.</p>			
<p>To have a clear ‘day one’ plan in place that is well understood by all. Communication with staff pre and post reopening.</p>	<p>Managers to carefully map day one activities to support children as they return.</p>	<p>We have a successfully running procedure at RSS which is easily transferable to the Thorneloe Road site</p>			



Transition to school	Communication between setting staff (inc SENCOs) and the receiving school is essential. Work with schools to plan school transition visits if possible. If not, plan other ways of ensuring children have contact with school, using technology, photographs of the new environment etc. Refer to EY transition toolkit	New pupils for September 2020 will be observed where possible in their current setting and set up transition visits			
<b>Additional considerations:</b>					
<b>Worcestershire supporting tools and resources:</b>					
<ul style="list-style-type: none"> <li>• Coronavirus COVID-19 frequently asked questions for settings - Health services: <a href="http://www.worcestershire.gov.uk/info/20775/coronavirus_covid-19_frequently_asked_questions_for_settings/2196/coronavirus_covid-19_frequently_asked_questions_for_settings/5">http://www.worcestershire.gov.uk/info/20775/coronavirus_covid-19_frequently_asked_questions_for_settings/2196/coronavirus_covid-19_frequently_asked_questions_for_settings/5</a></li> <li>• Covid19 (coronavirus) Worcestershire Health and Care Trust Service updates: <a href="https://www.hacw.nhs.uk/covid19/">https://www.hacw.nhs.uk/covid19/</a></li> </ul>					
<b>DfE guidance:</b>					
<ul style="list-style-type: none"> <li>• Pupils' mental health support/pastoral care at home: <a href="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">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</a></li> <li>• Parents: <a href="https://www.gov.uk/guidance/supporting-your-childrens-education-during-coronavirus-covid-19">https://www.gov.uk/guidance/supporting-your-childrens-education-during-coronavirus-covid-19</a></li> <li>• Parents with pupils with SEND: <a href="https://www.gov.uk/guidance/help-children-with-send-continue-their-education-during-coronavirus-covid-19">https://www.gov.uk/guidance/help-children-with-send-continue-their-education-during-coronavirus-covid-19</a></li> <li>• Supporting parents: <a href="https://www.gov.uk/government/publications/covid-19-school-closures/guidance-for-schools-about-temporarily-closing#working-with-parents">https://www.gov.uk/government/publications/covid-19-school-closures/guidance-for-schools-about-temporarily-closing#working-with-parents</a></li> </ul>					



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Theme 7: Pupil and staff well-being			R	A	G
Consider:	Suggestions / consideration	Issues & actions to manage risk	R	A	G
How are the registered person/managers/ owners going to communicate and consult over the re-opening plan for their setting?		Staff fully informed in twice weekly Zoom meetings or via emails from 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. Issue all staff on return with current guidance regarding social distancing and hand washing. Ensure that wipes are placed next to all telephones in setting and staff are directed to wipe phones/shared keyboards before and after use.	Staff emailed the current guidance			
How will the	Ensure staff are aware of resources the setting already links to.	Staff			



<p>registered person/managers/ owners evaluate the well-being and personal and emotional needs of staff, especially those who are dealing with anxiety, loss, fear and upset? <b>(Also referred to in Theme 4)</b></p>	<p>Signpost staff to <a href="#">Education Support</a> (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 setting 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.</p>	<p>Wellbeing is on the SLT agenda and all staff are regularly checked in with to address any concerns</p>			
<p>How are the registered person/managers/ owners ensuring there is a communication link with staff who are shielding so they are supported, and their situation is monitored to ensure their well-being?</p>		<p>See above</p>			
<p>Is there a clear system of support through the bereavement policy that ensures staff know about the support and systems in place?</p>		<p>School has a Bereavement Policy.</p>			
<p>Are staff aware of the bereavement policy and what this may require following the impact</p>	<p>Information to be shared confidentiality within the senior leadership team. Regular and timely support offered to staff through the reopening process, including daily checks on the well-being of bereaved staff.</p>	<p>Staff are aware there is a policy but it has not been sent out</p>			

of COVID-19? How are staff supported to follow this within their own situations and that of children and colleagues?	Bereavement training for settings <a href="http://www.worcestershire.gov.uk/downloads/file/12522/education_and_early_help_bulletin_covid-19_update_34_-_13_may_2020">http://www.worcestershire.gov.uk/downloads/file/12522/education_and_early_help_bulletin_covid-19_update_34 - 13 may 2020</a>	to staff at this stage			
What support will staff require to effectively manage the return of children to setting?		It is in place already			
How will the return be managed with staff changing regularly? How will staff be informed of this information?		A staff rota is sent out to staff regularly by SLT to inform via email			
<i>How will staff working arrangements be different and how will you involve them in this process? (Also referred to in Theme 4)</i>		See theme 4			
How are staff going to gauge how children are feeling about returning to setting and link this to their learning throughout the transition of the re-opening of the setting?	Encourage celebrating and sharing what children have learnt during lockdown. This may range from, 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.	The school has shared photos of activities the pupils have been doing in school and also at home on its Facebook page			
What opportunities		This will be			



<p>will children have to share the experiences they have had with COVID-19 sensitively and how will this shape how staff support children to communicate?</p>		<p>incorporated into future work with the pupils once a more full scale return to school takes place</p>			
<p><i>How will children be included in the consultation process at their level, so they understand the expectations and the reasons for the differences in their daily setting life? (Also referred to in Theme 6)</i></p>		<p>See Theme 6</p>			
<p><b>Additional considerations:</b></p>					
<p><b>Worcestershire supporting tools and resources:</b></p>					
<ul style="list-style-type: none"> <li>• Babcock support for settings, settings, parents and children: <a href="https://www.babcockprime.co.uk/coronavirus-support-for-settings-settings-parents-and-children">https://www.babcockprime.co.uk/coronavirus-support-for-settings-settings-parents-and-children</a></li> <li>• HR Guidance - Staff well-being and resilience - Bulletin CV23 <a href="http://www.worcestershire.gov.uk/downloads/file/12452/education_and_early_help_bulletin_covid-19_update_23_-_21_april_2020">http://www.worcestershire.gov.uk/downloads/file/12452/education_and_early_help_bulletin_covid-19_update_23_-_21_april_2020</a></li> </ul>					



<b>DFE guidance:</b>			
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Theme 8: Learning			R	A	G
Consider:	Suggestions / consideration	Issues & actions to manage risk	R	A	G
What does learning currently look like for those children at your setting?		<p>The educational activities provided at school will be a range of academic, social and personal development activities aimed to supporting pupils' wellbeing rather than their academic progress.</p> <ul style="list-style-type: none"> <li>• Pupils will receive a significantly reduced formal education programme as the school will be operating a skeleton staff team.</li> <li>• Learning activities will be delivered by a range of staff members, including non-subject specialists.</li> <li>• Where possible, pupils and parents will be asked to bring in their home learning packs every day so they can continue to work on them during the school day. They will be able to be provided with more work to take home with them after 1pm.</li> <li>• Pupils will have access to movement breaks at different times of the day, at staggered times.</li> </ul> <p>The pupils working at home have been provided with a wide range of activities online or on paper by their teaching staff and have the opportunities to discuss this work with the staff on their Zoom or phone calls. Pupils without computer equipment have been provided with school laptops.</p>			
What might learning look like for children at the different points of a phased return? Consider alongside the rationale for who returns first.		A similar approach to what has been described above will be the approach taken			



<p>Have children been disadvantaged by not being in setting? Evaluate to what extent and consider actions.</p>	<p>Identify key gaps in development and provide additional support in setting for identified children.</p>	<p>Some will struggle to re-adjust to the structure of school having had a long period of time away from school. The clear issue will be around social anxiety and lacking the regularity and support of the school day routine having impacted mental health issues. Support packages in class and with our social inclusion team have been devised and this includes a review of starting point on return. This area is amber as we will not know the extent of support needed until the pupils have all returned at some point</p>			
<p>How will the setting address the impact upon learning/development for children linked to:</p> <ul style="list-style-type: none"> <li>• well-being – loss/stress/concern?</li> <li>• emotionally and personally following long periods of time not in setting?</li> <li>• differing experiences between being at home and at setting?</li> </ul>		<p>Riversides will have to carefully look at the curriculum and the expectation on the pupils on their return. A gradually increasing academic timetable would need to be in place.</p>			
<p>What are reasonable expectations for learning/development in the current circumstances and how will these be developed as the setting moves through the phases of re-opening?</p>		<p>See previous answers in this section</p>			
<p>How will the registered person/managers/ owners consider what the expectations for the quality of education will be during all phases, considering realistically the phases of re-opening?</p>		<p>The expectations will be a gradually increasing academic timetable to ease pupils back into school routines slowly.</p>			
<p>Have the registered person/managers/ owners considered how children will move on or transition to their next stage? Do managers have an 'ideal' that would meet the needs of their own children? What might this look like</p>		<p><b>This is in development stage at present for transition</b> <b>All of our pupils have SEND so their needs are always paramount in our thinking.</b></p>			



<p>and what are the possible implications and considerations for the future? How are managers thinking about the needs of children with SEND and their needs?</p>					
<p>How will the registered person/managers/ owners contact and support transition of new early years children for September 2020?</p>	<p>Consider changing induction arrangements or completing this process online. Refer to EY transition toolkit.</p>	<p>We are in contact with some of our accepted place children at present and are planning a phased transition for them. We are undertaking a regular admissions meeting weekly and are arranging a referrals meeting with SEN services to finalise referrals so we can begin transition work remotely.</p>			
<p><b>Additional considerations:</b></p>					
<p><b>Worcestershire supporting tools and resources:</b></p>					
<ul style="list-style-type: none"> <li>• Babcock support for settings, settings, parents and children: <a href="https://www.babcockprime.co.uk/coronavirus-support-for-settings-settings-parents-and-children">https://www.babcockprime.co.uk/coronavirus-support-for-settings-settings-parents-and-children</a></li> <li>• Education resources and keeping children and young people entertained <a href="http://www.worcestershire.gov.uk/info/20772/keeping_kids_entertained">http://www.worcestershire.gov.uk/info/20772/keeping_kids_entertained</a></li> <li>• Covid 19 Transition planning during Covid19 <a href="http://www.worcestershire.gov.uk/phasedsettingsreopening">http://www.worcestershire.gov.uk/phasedsettingsreopening</a></li> <li>• Covid 19 Sharing of Assessment transition data <a href="http://www.worcestershire.gov.uk/phasedsettingsreopening">http://www.worcestershire.gov.uk/phasedsettingsreopening</a></li> <li>• transition toolkit (need to add where it is on WCF as well) <a href="https://www.babcockprime.co.uk/improving-schools-and-settings/early-years/early-years-inclusion/a-z-of-inclusion-resources/t-inclusion-resources">https://www.babcockprime.co.uk/improving-schools-and-settings/early-years/early-years-inclusion/a-z-of-inclusion-resources/t-inclusion-resources</a></li> </ul>					
<p><b>DfE guidance:</b></p>					
<ul style="list-style-type: none"> <li>• Home learning support: <a href="https://www.gov.uk/government/publications/coronavirus-covid-19-online-education-resources">https://www.gov.uk/government/publications/coronavirus-covid-19-online-education-resources</a></li> <li>• Remote support: <a href="https://www.gov.uk/guidance/get-help-with-technology-for-remote-education-during-coronavirus-covid-19">https://www.gov.uk/guidance/get-help-with-technology-for-remote-education-during-coronavirus-covid-19</a></li> <li>• Accountability measures: <a href="https://www.gov.uk/government/publications/coronavirus-covid-19-school-and-college-performance-measures/coronavirus-covid-19-school-and-college-accountability">https://www.gov.uk/government/publications/coronavirus-covid-19-school-and-college-performance-measures/coronavirus-covid-19-school-and-college-accountability</a></li> <li>• Remote education during coronavirus (COVID-19) <a href="https://www.gov.uk/guidance/remote-education-during-coronavirus-covid-19">https://www.gov.uk/guidance/remote-education-during-coronavirus-covid-19</a></li> </ul>					



<b>Theme 9: Vulnerable children/ Vulnerable learners</b>					
<b>Consider:</b>	<b>Suggestions / consideration</b>	<b>Issues &amp; actions to manage risk</b>	<b>R</b>	<b>A</b>	<b>G</b>
Has the setting ensured its identification of vulnerable children/learner is up to date? How will this inform future planning for their provision?	Consider key groups such as funded 2 years olds/ summer born/ EAL/ GRT/CLA/ single parents/ premature babies/ SEND/ EYPP etc.	All are pupils are vulnerable in some way so Risk Assessments reflect their level of need.			



While children have been home how has the setting ensured vulnerable children 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?		Home Learning via internet resources such as Google Classroom, Purple Mash, Sum Dog, BBC Bitesize have been set up for all pupils by class teachers. This will continue throughout the phased return.			
Are families accessing support for children – free meals; food banks; support from social workers etc? How will these services be continued and maintained?		All families are being supported with FSM. The vouchers are being emailed out to parents and carers weekly.			
How are children currently shielded being supported? What will this look like while working through the phases of re-opening?		None of our pupils are being shielded at present due to their own medical needs.			
What support will families require as the setting re-opens? Can this be from within, or do external agencies need to be involved and planned into the different phases of re-opening?		Some of our families will need support as they will be anxious about their child's return.			
What additional support measures will require consideration for children with SEND to understand social distancing? (thinking about the younger children/varying independence levels)  How will you maintain appropriate staffing levels for children with SEND?  Will you be completing individual risk assessments for children with limited understanding and potential behaviour issues (spitting / aggressive behaviours etc?)		All of our pupils have risk assessments and any pupils who are unable to follow the social distancing or are more likely to need positive physical intervention would not be consider for a return to school under the COVID 19 Policy ratified by Advance Trust.			
How will the registered person/ managers/ owners manage the reintegration of childrenwith SEND especially those with allocated 1:1 support?		Pupils with designated 1 to 1 support will receive that support on their phased return. The staff/pupil ratio will be higher than normal at the beginning of the phased return.			
What arrangements have been made to ensure children with SEND are picked up and continue?		Our pupils (majority of them) are taxied into school and we are in regular contact with Transport Department when pupils are to return.			
Have the registered person/ managers/ owners		N/A			



considered what transition will be required for children to access the SEND arrangements?					
Will the setting have a phased or separate return day for those children more likely to find transition back to setting more difficult?		At present we have some pupils coming in 9-1 5 days a week and 1 student 2 days a week. We will look at individual needs when assessing what the pupils need.			
How are resources being adapted for vulnerable children/learner?		As we are a school for SEMH we need to adapt a resources appropriately on a daily basis so there is no need to adapt this as it is already taking place			
<b>Additional considerations:</b>					
<b>Worcestershire supporting tools and resources:</b> <ul style="list-style-type: none"> <li>• Risk Assessment Guidance <a href="http://www.worcestershire.gov.uk/phasedsettingsreopening">http://www.worcestershire.gov.uk/phasedsettingsreopening</a> <ul style="list-style-type: none"> <li>○ Covid 19 Risk Assessment Guidance for EHCP</li> <li>○ Covid 19 Risk Assessment Form for EHCP</li> <li>○ Covid 19 Risk Assessment summary table</li> </ul> </li> <li>• Covid 19 Transition planning during Covid19 <a href="http://www.worcestershire.gov.uk/phasedsettingsreopening">http://www.worcestershire.gov.uk/phasedsettingsreopening</a></li> <li>• Covid 19 Sharing of Assessment transition data <a href="http://www.worcestershire.gov.uk/phasedsettingsreopening">http://www.worcestershire.gov.uk/phasedsettingsreopening</a></li> <li>• SEND Service Update Changes in SEND Legislation - Bulletin CV31 <a href="http://www.worcestershire.gov.uk/downloads/file/12512/education%20and%20early%20help%20bulletin%20covid-19%20update%2031%20-%206%20may%202020">http://www.worcestershire.gov.uk/downloads/file/12512/education and early help bulletin covid-19 update 31 - 6 may 2020</a></li> <li>• EHCP Annual Reviews - Bulletin CV28 <a href="http://www.worcestershire.gov.uk/downloads/file/12499/education%20and%20early%20help%20bulletin%20covid-19%20update%2028%20-%201%20may%202020">http://www.worcestershire.gov.uk/downloads/file/12499/education and early help bulletin covid-19 update 28 - 1 may 2020</a></li> <li>• Coronavirus COVID-19 frequently asked questions for settings - Special Educational Needs and Vulnerable Learners <a href="http://www.worcestershire.gov.uk/info/20775/coronavirus_covid-19_frequently_asked_questions_for_settings/2196/coronavirus_covid-19_frequently_asked_questions_for_settings/9">http://www.worcestershire.gov.uk/info/20775/coronavirus_covid-19_frequently_asked_questions_for_settings/2196/coronavirus_covid-19_frequently_asked_questions_for_settings/9</a></li> <li>• Babcock support for settings, settings, parents and children: <a href="https://www.babcockprime.co.uk/coronavirus-support-for-settings-settings-parents-and-children">https://www.babcockprime.co.uk/coronavirus-support-for-settings-settings-parents-and-children</a></li> </ul>					
<b>DfE guidance:</b> <ul style="list-style-type: none"> <li>• Vulnerable: <a href="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">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</a></li> <li>• Extremely vulnerable: <a href="https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-people/coronavirus-covid-19-guidance-on-shielding-and-protecting-extremely-vulnerable-people">https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-people/coronavirus-covid-19-guidance-on-shielding-and-protecting-extremely-vulnerable-people</a></li> </ul>					



<p><a href="#">persons-from-covid-19</a></p> <ul style="list-style-type: none"> <li>• SEND - <a href="https://www.gov.uk/government/publications/coronavirus-covid-19-send-risk-assessment-guidance/coronavirus-covid-19-send-risk-assessment-guidance">https://www.gov.uk/government/publications/coronavirus-covid-19-send-risk-assessment-guidance/coronavirus-covid-19-send-risk-assessment-guidance</a></li> <li>• Guidance on temporary changes to education, health and care legislation during the coronavirus (COVID-19) outbreak <a href="https://www.gov.uk/government/publications/changes-to-the-law-on-education-health-and-care-needs-assessments-and-plans-due-to-coronavirus">https://www.gov.uk/government/publications/changes-to-the-law-on-education-health-and-care-needs-assessments-and-plans-due-to-coronavirus</a></li> <li>• Guidance for settings and colleges to support them keeping children safe, including online, during the coronavirus (COVID-19) pandemic <a href="https://www.gov.uk/government/collections/coronavirus-covid-19-guidance-for-settings-and-other-educational-settings">https://www.gov.uk/government/collections/coronavirus-covid-19-guidance-for-settings-and-other-educational-settings</a></li> </ul>			
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Theme 10: Suppliers			R	A	G
Consider:	Suggestions / consideration	Issues & actions to manage risk	R	A	G
How will the registered	Limit all but essential visitors	At present we are not using our usual lunch suppliers. As the numbers			



person/ owners/ managers ensure that visitors to the setting do not increase the levels of risk of spreading COVID-19? E.g., food suppliers, grounds maintenance, transport providers.	to setting.  Plan arrangements with your suppliers and check they are following appropriate social distancing and hygiene measures including when in setting.	increase we will contact to ascertain how they are operating. When contractors have come into school at present it is not in the presence of pupils and at a social distance of our caretaker.			
Has the reintroduction of contracts been considered linked to rationale for reopening? E.g.: Cleaning; IT support; catering; financial support services.		Cleaning, ICT, and Financial support is ongoing. The catering contract will be discussed as the numbers of pupils increases			
Have catering requirements been assessed, alongside your catering supplier's capacity?		Being assessed on a regular basis as situation changes			
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.		Being managed by our School Caretaker in conjunction with our Office Manager			
How any scheduled building works could continue whilst the setting 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 setting is partially closed to most children, or move back to October half term?	No scheduled building work is in the calendar at present.			
Have additional supplies	Refer to DfE Planning	Yes, all invoices have been sent through to the central support team of the			



<p>associated with reopening been ordered?</p>	<p>Document, Appendix D:</p> <ul style="list-style-type: none"> <li>• posters (to encourage consistency on hygiene and keeping to own group)</li> <li>• soap for sinks, and where there is no sink nearby, hand sanitiser in rooms/learning environments</li> <li>• disposable paper towels</li> <li>• cleaning products</li> <li>• sanitising wipes for wiping some equipment</li> <li>• lidded bins</li> <li>• tape for cordoning off areas and marking floors</li> </ul>	<p>Trust and reviewed by the COO to ensure appropriate supply and costing</p>			
<p><b>Additional considerations:</b></p>					
<p><b>Worcestershire supporting tools and resources:</b></p> <ul style="list-style-type: none"> <li>• Coronavirus COVID-19 frequently asked questions for settings - Free school meals: <a href="http://www.worcestershire.gov.uk/info/20775/coronavirus_covid-19_frequently_asked_questions_for_settings/2196/coronavirus_covid-19_frequently_asked_questions_for_settings/3">http://www.worcestershire.gov.uk/info/20775/coronavirus_covid-19_frequently_asked_questions_for_settings/2196/coronavirus_covid-19_frequently_asked_questions_for_settings/3</a></li> <li>• Coronavirus COVID-19 frequently asked questions for settings - Funding and payments: <a href="http://www.worcestershire.gov.uk/info/20775/coronavirus_covid-19_frequently_asked_questions_for_settings/2196/coronavirus_covid-19_frequently_asked_questions_for_settings/4">http://www.worcestershire.gov.uk/info/20775/coronavirus_covid-19_frequently_asked_questions_for_settings/2196/coronavirus_covid-19_frequently_asked_questions_for_settings/4</a></li> </ul>					
<p><b>DfE guidance:</b></p> <ul style="list-style-type: none"> <li>• <a href="https://www.gov.uk/government/collections/coronavirus-covid-19-guidance-for-schools-and-other-educational-settings">https://www.gov.uk/government/collections/coronavirus-covid-19-guidance-for-schools-and-other-educational-settings</a></li> <li>• Providing free school meals during the coronavirus outbreak <a href="https://www.gov.uk/government/publications/covid-19-free-school-meals-guidance">https://www.gov.uk/government/publications/covid-19-free-school-meals-guidance</a></li> </ul>					



Theme 11: Transport					
Consider:	Suggestions / consideration	Issues & actions to manage risk	R	A	G
How are transport arrangements being managed and maintained for children? How will this look as increased number of children attend setting at different times/days?	Encourage children and parents to avoid public transport to and from setting if possible (walk or use car if this is an option). Ensure guidance issued to parents on the 'dropping off' of children in the morning to reduce the risk of accidents.	Transport is being regularly informed by Amanda Anderson, one of the school admin staff who is informed by SLT on which arrangements need to be in place for the students.			
<b>Additional considerations:</b>					
<b>Worcestershire supporting tools and resources:</b>					
<ul style="list-style-type: none"> <li>Coronavirus COVID-19 frequently asked questions for settings - Education transport:  <a href="http://www.worcestershire.gov.uk/info/20775/coronavirus_covid-19_frequently_asked_questions_for_settings/2196/coronavirus_covid-19_frequently_asked_questions_for_settings/2">http://www.worcestershire.gov.uk/info/20775/coronavirus_covid-19_frequently_asked_questions_for_settings/2196/coronavirus_covid-19_frequently_asked_questions_for_settings/2</a> </li> </ul>					
<b>DfE guidance:</b>					
<ul style="list-style-type: none"> <li><a href="https://www.gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-for-passengers">https://www.gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-for-passengers</a></li> </ul>					



Theme 12: Costs associated with expanded opening					
Consider:	Suggestions /consideration	Issues & actions to manage risk	R	A	G
Is there a business continuity plan that can be adapted to reflect the changes and the phases of re-opening?		There is a business continuity plan and all plans have been adapted to reflect changes and phases of re-opening and implications on the business. Impact has been minimal with a rise in associated costs being integrated into the plan			
What additional costs are the registered person/ owners/managers 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;		Additional costs in terms of cleaning, supply of work phones to staff for regular pupil/parent contact while isolated, additional transport for outreach during the reintegration phase, early FSM support, additional cleaning and materials, additional signage have all been considered, costed and factored into budgeting. Where these can be reclaimed the central support team will be managing this process. There will be a budgetary impact but this will be minimised by careful planning			
How will the registered person/ owners/managers ensure invoices etc. continue to be paid and authorised if remote working is required?		A remote system has been implemented and all invoices are being paid remotely. There has been no impediment of the payment system			
Are the registered person/ owners/managers aware of the delays and cancellations of some financial returns?		Yes			
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)		All contracts/SLAs are being managed remotely and there has been no impact on these			
Is there a plan for a potential COVID-19 repeat that could		This is being put in place by the Trust Board across the schools and is in process			



be included in a crisis management financial plan?					
Have the registered person/owners/ managers risk reviewed all related safety concerns with financial implications including premises, cleaning, water hygiene, fire safety, gas safety, ventilation etc?		There has been a Trust wide review of these issues and discussions and following processes have been put in place at the Audit Risk Compliance and Safeguarding Committees			
<b>Additional considerations:</b>					
<b>Worcestershire supporting tools and resources:</b>					
<ul style="list-style-type: none"> <li>Coronavirus COVID-19 frequently asked questions for settings - Funding and payments: <a href="http://www.worcestershire.gov.uk/info/20775/coronavirus_covid-19_frequently_asked_questions_for_settings/2196/coronavirus_covid-19_frequently_asked_questions_for_settings/4">http://www.worcestershire.gov.uk/info/20775/coronavirus_covid-19_frequently_asked_questions_for_settings/2196/coronavirus_covid-19_frequently_asked_questions_for_settings/4</a></li> </ul>					
<b>DfE guidance on finance:</b>					
<ul style="list-style-type: none"> <li>Financial support: <a href="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">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</a></li> <li>Exceptional costs: <a href="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">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</a></li> <li>Reducing burdens: <a href="https://www.gov.uk/government/publications/coronavirus-covid-19-reducing-burdens-on-educational-and-care-settings/reducing-burdens-on-educational-and-care-settings">https://www.gov.uk/government/publications/coronavirus-covid-19-reducing-burdens-on-educational-and-care-settings/reducing-burdens-on-educational-and-care-settings</a></li> </ul>					