

Bishop Perowne C of E College Summer School Risk Assessment

Background

This document has been developed for education settings in Worcestershire and has drawn upon a range of examples from other local areas in the West Midlands and further afield along with including Worcestershire context and design. This document takes into account relevant advice taken from Liberata, ASCL, Worcestershire Children Services, Public Health England, NEU and the Department for Education.

Principles

This document is based upon the principles of:

- Any phased recovery plan nationally will be determined by the governmental five tests which need to be met and sustained;
- Making sure the NHS can cope
- A 'sustained and consistent' fall in the daily death rate
- Rate of infection decreasing to 'manageable levels'
- Ensuring supply of tests and PPE can meet future demand
- Being confident any adjustments would not risk a second peak
- The prompts in this document aim to provide consistency by principle, rather than consistency by provision as actions will need to be assessed and implemented contextually at a school level.

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

- The highest priority and consideration is the safety and wellbeing of Worcestershire children, young people, families and staff
- Reducing the risk of infection and following PHE/DFE guidance is key to any risk assessment and related actions
- We want to support a sustainable and progressive approach to reopening
- Increasing the attendance for vulnerable children along with children of critical workers will continue to be a priority
- An inclusive and therapeutic approach to reintegration will be taken, and particularly for those children and young people who may find a return to school or setting challenging
- Schools and settings will work with partners to support children and their families, for example health services, Here2Help and social care
- We will continue to reflect, assess, learn and share with our schools, settings and from other examples

Scenario Planning

Rationale

Returning to school is vital for children’s education and for their wellbeing. Time out of school is detrimental for children’s cognitive and academic development, particularly for disadvantaged children. This impact can affect both current levels of learning and children’s future ability to learn, and therefore we need to ensure all pupils can return to school sooner rather than later.

The risk to children themselves of becoming severely ill from coronavirus (COVID-19) is very low and there are negative health impacts of being out of school. We know that school is a vital point of contact for public health and safeguarding services that are critical to the wellbeing of children and families.

The guidance from the DfE is for all students in all year groups to return to school in September. However, the local death and infection rates may rise leading to further school closures. Additionally, the virus may lead to staff absences. If the number of staff absences becomes too high then, in order to ensure student safety, the school may also need to consider partial opening.

Risk Management Scoring

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

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Checklist 1: Safeguarding - BLE

Checklist 1: Safeguarding - BLE		R	A	G
Risk/support required/additional considerations.	Issues & actions to manage risk: <i>Applies to all scenarios</i>	R	A	G
<p>What additional risk assessments/amendments need to be in place for safeguarding of students – what these will look like for setting/schools and students (individually identified vulnerability)</p>	<ul style="list-style-type: none"> • Populated COVID tracker with lists of students who have/are self-isolating or who have tested positive for coronavirus • Regular welfare phone calls to vulnerable students that are self- isolating • Continue the welfare phone calls and texts home with all students not attending school <p>During Lockdown:</p> <ul style="list-style-type: none"> • Daily RED email to continue during lockdown to ensure key vulnerable students (expected to access KVV provision) are present. Safeguarding Team to contact home or/and Social care (as appropriate) • Regular welfare phone calls to vulnerable students that are self- isolating Continue the welfare phone calls and texts home with all students not attending school • Updated individual risk assessments completed for all EHCP students 			
<p>How has the safeguarding policy been reviewed and amended in light of the current situation?</p>	<ul style="list-style-type: none"> • Relevant policies held on website and shared with staff and parents/carers. Updated with COVID amendments • Safeguarding policy reviewed and updated for academic year with COVID amendments • Safeguarding section of website also signposted with students as an area to access support • Includes the updated Keeping Children Safe in Education (September 2020) guidance 			

<p>What could the specific issues be for your school?</p>	<p>In recent years there has been an increase in the number of students who:</p> <ul style="list-style-type: none"> • Have witnessed domestic violence. • Are at risk of Child Criminal Exploitation including CSE • Are suffering with their mental health <p>In response to this:</p> <ul style="list-style-type: none"> • We are a part of Operation Encompass. When school receives an alert the Safeguarding Team will arrange a meeting/check-in with the student to offer any additional support. • The school attends all professional meeting's including Child Protection, Child in Need and Strategy Meetings • If these are not possible the school will forward a report to ensure our voice is heard. School will also refer to, work and liaise with outside agencies to ensure the relevant support is available to our students and their families. This includes the School Nurse Service and accessing our Mental Health Nurse provision for (specifically Year 11) • In addition, during lockdown, places in our KVV provision are offered to targeted students if the need arises. All students/families are contacted on a weekly basis. Where the need arises calls will be made at more regular intervals to key individuals based on a dynamic risk assessment 			
<p>Are Governors aware of the Government's interim safeguarding guidance and how this has been included in their school policy?</p>	<ul style="list-style-type: none"> • The Safeguarding and Child Protection Policy has been ratified by Governors for 2020-2021 including updates from KCSiE and in response to COVID-19. • Interim guidance has been shared with Governors during various committee/Full Board Meetings and during the regular communications between the Chair and Headteacher. 			

<p>How are you making sure that someone is responsible for continuity in safeguarding leadership?</p>	<ul style="list-style-type: none"> • Lead DSL disseminates safeguarding information/updates during SLT meetings and via CPOMS/internal communications • Lead DSL attends LA updates/supervisions when appropriate • Lead DSL reports back to Governors and meets with the Safeguarding Governor termly 			
<p>How might you ensure a trained DSL is available, in-person, by phone or video link when required?</p>	<ul style="list-style-type: none"> • Lead DSL and deputy DSLs are all on-site throughout the school day this is continued during lockdown 			
<p>Are all staff aware of the new arrangements for DSLs and reporting concerns?</p>	<ul style="list-style-type: none"> • Training given to staff during INSET Days about how and why to contact a DSL about immediate emergency concerns or things that are of worry e.g. Never do Nothing. • Training given to staff about how to write a good CPOMS • Staff updated about reporting non-immediate concerns via CPOMS • DDSLs check CPOMS daily. • Lead DSL oversees CPOM logs/referrals <p>During Lockdown:</p> <ul style="list-style-type: none"> • Training given to staff during INSET Days about how to contact a DSL in the case of an emergency • Staff updated about reporting non-immediate concerns via CPOMS • DDSLs check CPOMS daily. • Lead DSL oversees CPOM logs/referrals 			
<p>Are the leaders aware of any LA changes there may be for contacting the LADO?</p>	<ul style="list-style-type: none"> • Staff are aware of arrangements to contact the LADO as part of our annual Safeguarding Training • Lead DSL and deputy DSLs are all on-site throughout the school day this is continued during lockdown 			

<p>Are leaders aware of changes there may be for contacting/referring to the MASH team or other external services?</p>	<ul style="list-style-type: none"> • DSL and DDSL's are aware of arrangements to contact relevant external services through Family Front Door. • Other referrals, mostly in the form of Early Help, are also accessible by key staff <p>During lockdown:</p> <ul style="list-style-type: none"> • Any changes to access or provision are passed to school via WCF. This information is disseminated to key staff 			
<p>Are leaders aware of changes there may be for contacting social workers?</p>	<ul style="list-style-type: none"> • Safeguarding Team continue to work closely with social workers, keeping regular contact • Meetings can still be held in school where social distancing can be maintained. Virtual meetings/conferences are the most regular approach as per WCF guidelines <p>During lockdown</p> <ul style="list-style-type: none"> • School sent an email to FFD detailing our offer and the support we would be offering. • Meetings can still be held in school where social distancing can be maintained. Virtual meetings/conferences are the most regular approach as per WCF guidelines 			
<p>Do all who need to, know which children are CiC/PCiC, who their Virtual School Head is and how to contact them?</p>	<ul style="list-style-type: none"> • Yes 			
<p>Are leaders able to evaluate the risks and include this information in their rationale for assessing which students come into school first and when?</p>	<ul style="list-style-type: none"> • Senior Leaders involved in the risk assessment process and Government guidance followed/adhered to • Information disseminated to whole staff, students and parents/carers • Regular updates of Student Bulletin and Tutor programme to ensure 'key messages' are raised with students and staff in a timely manner 			

<p>Do all who need to know, know which children should be in school and follow up where they do not attend?</p>	<p>The following students are not to attend school:</p> <ul style="list-style-type: none"> • If a student is self-isolating prior to an operation in hospital. • If a student is in quarantine following a return from holiday. • If a student is self-isolating as they, or a member of their household, are showing symptoms of the COVID-19 virus. <p>This is managed by:</p> <ul style="list-style-type: none"> • sharing via our COVID Tracker which is updated daily. • The relevant attendance codes being used for each student. • The Attendance Team making regular calls home to ascertain where students are and why they are not in school. • The Attendance Team tracking students return from COVID related incidents, via the tracker, and following up if they do not attend school. • Registers being taken on a lesson-by-lesson basis and monitoring these for student absence. • The Attendance Team sending a daily RED email to The Safeguarding Team for follow up (with outside agencies if necessary) of vulnerable student attendance/whereabouts. 			
<p>Who is ensuring emergency numbers and alternatives are kept up to date?</p>	<ul style="list-style-type: none"> • Where contact details are found to be incorrect these are followed up by staff in particular Tutors or HoY. Reminders home about ensuring the correct contact details and number of contacts to ring in the case of an emergency have been sent. Where updates are given/found SIMS is updated accordingly. 			
<p>Are there new staff deployed to the school/volunteers? How are they made aware of the safeguarding processes they should adhere to?</p>	<ul style="list-style-type: none"> • New staff and existing staff have been trained/updated in Safeguarding including the policies and procedures. This formed part of the staff training in September 2020 and was followed up during staff briefings during the Autumn Term and the January INSET day as well. 			
<p>How might you make sure new staff, staff relocated to the school, and volunteers understand the staff code of conduct?</p>	<ul style="list-style-type: none"> • The Code of Conduct is part of the annual declaration that all staff receive and sign to say they have received it, read it and understood it. 			

<p>How have you ensured that any volunteers have been individually risk-assessed?</p>	<ul style="list-style-type: none"> • No volunteers in school 			
<p>How are you keeping track and recording which staff are onsite daily?</p>	<ul style="list-style-type: none"> • Staff sign-in to school in the usual manner using the swipe machine. Staff attendance is also monitored in order to feedback to SLT, Governors and/or the DfE. • Reasons for absence are also tracked specifically in relation to those staff self-isolating, are clinically vulnerable or have had a positive COVID test. • Cover protocols and procedures in place for managing day to day staff absences • During lockdown: • Staff sign-in to school in the usual manner using the swipe machine. • Staff attendance is also monitored in order to feedback to SLT, Governors and/or the DfE. • Reasons for absence are also tracked specifically in relation to those staff self-isolating, are clinically vulnerable or have had a positive COVID test. • Staff absent feedback to central person 			
<p>Have you checked that the SCR is up to date with any relocated staff or volunteers and made sure that the appropriate checks have been made?</p>	<ul style="list-style-type: none"> • SCR is up to date. 			
<p>Have leaders ensured that the safer recruitment processes are clear and adhered to, for example, being aware of anyone unknown to the school offering themselves as a volunteer?</p>	<ul style="list-style-type: none"> • Safer Recruitment Processes have/are been followed. 			

<p>How are you ensuring staff are aware and understand that there may be an impact on the mental health of students, parents/carers and staff or volunteers; and therefore, have access to whatever support may be available?</p>	<ul style="list-style-type: none"> • Staff training has been provided for Mental Health during September 2020 INSET and Whole School CPD later in the Autumn Term. Updates have been shared during staff briefings over the term as well. • Student Well Aware drop-ins have been made available before and after school along with Well Aware Referrals supporting students who are struggling with their mental health. • Year 11 can request access to a Mental Health Nurse which continues during lockdown • All parents/carers and students have been made aware of online support agencies via letter and signposted to our website for additional information/advice • Staff have been given access to a confidential support line, purchased by the school, where they can access free counselling amongst other services 			
<p>Have you checked that the school has an online teaching and learning/curriculum policy which considers safeguarding risks for those students accessing home learning?</p>	<ul style="list-style-type: none"> • Protocols for safe home learning in place and being followed. Students and staff have had key information shared to ensure online learning is safe and productive. This information has also been shared with parents/carers. 			

Checklist 2: Premises - RRA

Checklist 2: Premises - RRA		R	A	G
Risk/support required/additional considerations.	Issues & actions to manage risk:	R	A	G
Have leaders considered where testing will be held? Area used must me a certain set of criteria on the 'How to Test guide' from NHS Track and Trace and the DofE. This is accessible through the Government portal.	<ul style="list-style-type: none"> • Testing will be done at home and testing kits will be supplied by the school to the students attending the school. • Any students that are displaying symptoms related to any variant will be asked to remain at home and seek a PCR test to confirm if they have COVID-19. 			
What physical changes and adaptations will leaders need to think about to ensure a safe entry and safe exit to the school for all?	<p>Entrances/Exits</p> <ul style="list-style-type: none"> • Statutory H&S checks still continuing – fire alarm tests, repairs, grass cutting etc. • Students in each year group will come through the East Pedestrian Gate due to building works on the site. • They will leave through the same gate at the end of the summer school. 			
How will the entry and exit be supervised and labelled / marked out including appropriate signage?	<ul style="list-style-type: none"> • SLT and duty staff supervising entrance/exits at key times • Appropriate signage put up around sire 			
Has the school site been measured to ascertain what the maximum capacity/proportion of students that can physically be in school at any one time with the social distancing applied?	<ul style="list-style-type: none"> • All rooms measured for maximum occupancy • No social distancing between students during this phase • Staff social distancing at the front of classroom 			
Has the capacity and availability of cleaning staff been considered to meet the increased need for cleanliness and hygiene of the premises?	<ul style="list-style-type: none"> • Cleaners will be provided with PPE equipment and will ensure that they have the appropriate cleaning products. 			
What is the availability of current staff and what will need to be increased to accommodate increased demand?	<ul style="list-style-type: none"> • There are currently no staffing issues resulting from COVID-19. • We have increased the allocation of surplus teaching hours to cover supervision in preparation for the potential reduced staff availability at points in the year. • All summer school teaching is centrally funded and staffed. Staff are on standby if needed. 			

<p>Have 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 – staff need to communicate the time scales for this to be in place.</p>	<ul style="list-style-type: none"> • Cleaners’ stock levels are regularly monitored and products are ordered before levels are low. • Soap dispensers, tissue dispensers and hand sanitisers will be checked and replenished by the site team on a regular basis. Site team must be informed of any deficiencies at the earliest opportunity. • Good relationship with local supplier for cleaning supplies and PPE. Same day delivery. 			
<p>How will leaders ensure it is checked that staff maintain higher than normal levels of essential supplies to prepare for more frequent cleaning or the possibility of an outbreak of COVID-19/or cases of COVID-19 and additional ‘deeper’ cleaning needing to take place?</p>	<ul style="list-style-type: none"> • Fogging machine purchased for cleaning down isolation room after use as well as mini bus after transferring food to two primary schools serviced. • Cleanliness checked at the start of each school day and will be maintained by the cleaning team during the day. • Other areas restricted to staff and students so do not require cleaning. • They will also ensure that the cleaning products are maintained to a satisfactory level and that products are ordered before levels are low. • Cleaning contractor can provide a deep clean service should the site have a full-scale outbreak. 			
<p>How are leaders making sure the use of school space both inside and outside is used effectively to ensure the safety of all students adhering to social distancing recommendations?</p>	<ul style="list-style-type: none"> • Clearly defined entrance and exit to teaching areas with signage in place • Where possible doors will be wedged open to reduce contamination levels on contact points (door handles etc) but must be closed at end of school day in line with fire risk assessment. <p>Movement around site:</p> <ul style="list-style-type: none"> • Hand wash and sanitiser facilities will be available at the main entrances and in each teaching bubble location. • Each classroom will have a sanitising kit available inside. • Computer rooms as well as external entrances and exits will have hand sanitisers on the walls. <p>First aid:</p> <ul style="list-style-type: none"> • No medical rooms will be used for students that show symptoms of the COVID-19 virus. SLT informed and students to go home if they are showing symptoms. 			

	<ul style="list-style-type: none"> • Any students showing symptoms that develop through the school day will be kept in an isolation room until they can be collected and deep cleaned afterwards. This room will also be use if any students test positive for COVID-19 during LFP testing. • First aid staff on site to deal with other first aid issues where students do not show symptoms of the COVID-19 virus. The student can use the medical room at Student services. The first aid member of staff will have access to PPE (facial masks, aprons and gloves). 			
<p>How will classes be set out to ensure all students can follow social distancing effectively?</p>	<ul style="list-style-type: none"> • All proposed teaching spaces must be subject to a usable floor space calculation in line with current guidelines to ensure the correct occupancy. • Student tables arranged in rows so that students will not face each other. • Teacher desks are at the front. Students should keep 1-2metres away from teacher desk. • Designated teaching spaces will be kept well ventilated with windows and fire exit doors open. • Doors wedged open to remove the need for students to touch door handles • There is no social distancing between students within each bubble • Hand sanitiser stations in every classroom. • Fire exits/windows are open to assist with ventilation. Students are permitted to wear outdoor clothing inside during cold weather conditions. 			
<p>DfE guidance: Premises: https://www.gov.uk/government/publications/managing-school-premises-during-the-coronavirus-outbreak/managing-school-premises-which-are-partially-open-during-the-coronavirus-outbreak</p>				

Checklist 3: Health and Safety - RRA

Checklist 3: Health and Safety - RRA				
Risk/support required/additional considerations.	Issues & actions to manage risk	R	A	G
Have leaders considered the new strain of COVID-19 being more contagious.	<ul style="list-style-type: none"> • Reiterate cleaning procedures with staff and students. • Emphasis to students daily from class teachers on how they should act and their responsibilities. 			
How have leaders added to/adapted the health and safety policy and other associated policies to include aspects linked to COVID-19 management?	<ul style="list-style-type: none"> • Separate fire assembly points introduced to encourage social distancing whilst maintaining bubbles. • Following guidance from WCF and DfE. • Staff guidance for management of risks. • Separate entry/exit points introduced as well as barriers to be introduced to keep year group bubbles apart. • Protocol for when a known case needs to be reported to LORT. ○ When testing begins on site any LFP tests that develop a positive reading will also be reported to the LORT team. • Track and trace procedure in place. 			
Have you ensured that all health and safety compliance checks have been undertaken before opening?	<ul style="list-style-type: none"> • All normal school opening H&S checks were completed during August 2020. • COVID-19 specific site checks will be completed on 26th and 27th July 21. ○ This will continue to reviewed on a weekly basis and pending any change to guidance. 			

<p>Student/staff hygiene</p>	<ul style="list-style-type: none"> • Hygiene posters displayed. • Catch it/bin it/kill it posters displayed • Students informed about how the disease spreads through touching their faces/eyes etc through the daily student bulletin. • Students told about covering their mouths etc if they cough/sneeze in the daily bulletin. • Students have been instructed to bring their own drinks into school. Drinks cannot be shared. Drinking water is available for students throughout the day. • Students will sanitise their hands before entering and when they exit the classroom with supplied kit in classrooms. Wall units have also been installed. They are located at each entrance/exit and in the designated year group areas. • Each teaching space has a hand sanitising station by the entrance. This is also used for students to collect their resources for the lesson. • Students told to bring their own bottle of sanitiser in for personal use. • Toilets regularly checked for soap/towels and cleaned 			
<p>Student with symptoms</p>	<ul style="list-style-type: none"> • No medical rooms will be used for students that show symptoms of the COVID-19 virus. SLT informed and students to go home if they are showing symptoms. • Any students showing symptoms that develop through the school day will be kept in an isolation room until they can be collected and deep cleaned afterwards. This room will also be use if any students test positive for COVID-19 during LFP testing. • First aid staff on site to deal with other first aid issues where students do not show symptoms of the COVID-19 virus. The student can use the medical room at Student services. The first aid member of staff will have access to PPE (facial masks, aprons and gloves). 			

<p>Fire procedures</p>	<p>Students fire assembly points are situated on either the playground or the basketball court nearest to their year bubble. Each year group has a minimum 2-meter gap between them.</p> <p>Staff to support the year group they are currently teaching</p> <p>Visitors/non-teaching support staff use the internal staff car park maintaining social distancing</p> <p>Fire evacuation procedures to be explained to students, staff and visitors in September as well as a full run through a year group at as time.</p>			
<p>What are the PPE needs for the staff at school? Consider contact and risk assess? <i>PPE is only needed in a very small number of cases:</i></p> <ul style="list-style-type: none"> • children, young people and learners whose care routinely already involves the use of PPE <i>due to their intimate care needs should continue to receive their care in the same way</i> • PPE should be worn if a distance of 2 metres cannot be maintained from any child, young person or other learner displaying coronavirus symptoms 	<ul style="list-style-type: none"> • There is a process for removing face coverings when members of staff and pupils who use face coverings arrive at school and when face coverings are worn at school in certain circumstances. This is reminded in each student bulletin (daily). This involves safely storing masks in plastic bags when they're not being worn. • Regardless of the transmission rate, all students will wear masks when commuting to school using public transport. • Student have been given guidance and are encouraged that if they are wearing masks in school, that they also have a plastic bag in which to store it when they are not wearing it, it is worn in the appropriate fashion and disposed of safely (see the guidance below). • First aid staff have been given a plastic face shields, gloves and aprons. • Cleaners will be provided with PPE equipment. • Students are not required to wear PPE. They may choose to wear a non-surgical mask if they wish. They must store their masks in a plastic bag when not wearing them. • Student services holds a stock of masks to ensure no student has to go without one. 			

<p>Have leaders explored how PPE equipment will be obtained and the timing for this as this will impact upon the students entering the school and staff attending? Risk assess and gain support where required.</p>	<ul style="list-style-type: none"> • The Operations Manager has been buying supplies of PPE for the school. They are regularly looking into where PPE equipment can be purchased from and are in regular contact with suppliers. • Identify students that already use PPE due to their intimate care needs. Individual risk assessments produced for them. • Guidance on disposal of PPE: <ul style="list-style-type: none"> ○ Disposable aprons, masks and gloves are subject to single use and must be disposed of immediately by putting into a sealed plastic bag ○ Facial masks must be cleaned thoroughly after each use and discarded and replaced if they become damaged, soiled or uncomfortable. 			
<p>What assurance is gained about continual supply of PPE to sustain a re-opening safely? Especially for schools where intimate care and physical care is required on a regular basis?</p>	<ul style="list-style-type: none"> • Stockpile of key items, disposable cloths, cleaner, sanitiser, gloves. • Cleaning company will be informed of plans and procure cleaning items if more are needed. • School has been deep cleaned over the past week (w/c 4.01.21) to ensure all areas have been cleaned. • Any additional areas to standard will be communicated to cleaning team daily. 			
<p>What risk assessments will be needed or how are leaders adjusting their risk assessments to meet the current needs of the school?</p>	<ul style="list-style-type: none"> • This risk assessment has been put together for COVID-19. • There is a separate risk assessment in place for the lateral flow testing that is taking place on site. • Individual risk assessments have been completed for extremely clinically vulnerable, clinically vulnerable and BAME members of staff where deemed necessary • A risk assessment has been completed and shared for staff safely working at home • Individual risk assessments have been completed for EHCP students. • Individual risk assessments have also been completed for the most vulnerable students 			

<p>How are leaders ensuring that a named person has responsibility for reviewing and adapting the risk assessments as the school re-opens and student attendance increases?</p>	<ul style="list-style-type: none"> • The Headteacher is in charge of reviewing the risk assessment and is in regular contact with the Operations Manager to ensure that the risk assessment is accurate and is up to date with the return of the students. 			
<p>How will leaders stagger start/finish times/playtimes and lunchtimes to support social distancing measures?</p>	<ul style="list-style-type: none"> • End of day are staggered during full opening. • Break/lunch times are staggered as students are kept within their separate zones. • Blue room acts as a separate canteen and the theatre is used for eating. 			
<p>How will parents drop off and collect students at the beginning and end of the school day? What will this look like in your school and how will the social distancing be implemented visually and supervised if necessary?</p>	<ul style="list-style-type: none"> • Parents will drop and collect their child outside of the school. 			
<p>Have leaders checked the building and grounds for health and safety issues? Are all 'normal' tasks being carried out/planned such as fire alarm testing, legionella risk assessments, repairs, grass cutting, servicing of equipment or PAT testing? Check if the boiler and heating, utilities, and internet services are working?</p>	<ul style="list-style-type: none"> • Regular Health and Safety checks are carried out across the site on a weekly basis and will continue as normal. This has not stopped whilst the school has been shut to students and some staff. • Statutory checks/servicing etc. will continue with appropriate social distancing etc. taking place where required. 			
<p>Have leaders considered the new strain of COVID-19 being more contagious?</p>	<ul style="list-style-type: none"> • Reiterate cleaning procedures with staff and students. • Emphasis to students daily from class teachers on how they should act and their responsibilities. 			
<p>Have leaders considered the planning and impact of testing for staff and students?</p>	<ul style="list-style-type: none"> • Testing will have its own Risk Assessment done in line with the guidance from Track and trace as well as using the resources from the government hub. • Training has been overseen by the Operations Manager (Quality Lead) of all Covid Testers. • COVID-19 Test team have been DBS checks to ensure safeguarding is still in place whilst testing is happening. • Quality Assurance will take place to ensure no further risk is being generated by completing the testing. 			

Checklist 4: Human Resources - RRA/KWI		R	A	G
Risk/support required/additional considerations.	Issues & actions to manage risk	R	A	G
Are all staff clear on the absence reporting system linked to COVID-19? How do leaders know?	<ul style="list-style-type: none"> • Staff were informed about this via the bulletin prior to the school closing. • Staff are to email Karen Wigley daily if not on the school site to let her know of their state of wellness. • Normal absence procedures would also apply. 			
What considerations are there for TA's working 1:1 with students?	<ul style="list-style-type: none"> • PPE is provided for them if they wish. • This will be avoided where possible. • Where not possible, TAs will maintain social distancing as often as possible. 			
Is there a clear system of support through the bereavement policy that ensures staff are clear about the support and systems in place?	<ul style="list-style-type: none"> • Bereavement policy in place • Support guidance shared weekly through the bulletin • Support mechanisms (website, occupational health etc) outlined in the policy • As a school we now also have access to a wellbeing portal to offer further support and assistance if it were to be needed. 			
What support is offered to staff through the local authority/trust to help staff who are anxious and/or concerned?	<ul style="list-style-type: none"> • As a school we now also have access to a wellbeing portal to offer further support and assistance if it were to be needed. • Staff have been informed to contact HR or their line manager. • List of supportive websites and phone numbers shared weekly signposting advice. • If required, staff can be referred to Occupational Health. 			
How are leaders inducting new staff during this period of time? Are the appropriate checks being made and overseen including the SCR checks and records?	<ul style="list-style-type: none"> • All regular checks are still taking place – SCR completed. • DBS carried out, references requested and ensure that they have been received etc. • New teachers involved in faculty meetings • The new staff induction began in July and continues throughout the year. • Training programme incorporated into faculty and general training sessions. 			

Additional considerations:

- Teachers' workload carefully monitored. We have been mindful of staff wellbeing and practical circumstances when designing the arrangements. Staff are required in school for a minimal amount of time therefore protecting their PPA time.
- Pregnant members of staff/students will be required to have an additional individual risk assessment focussing on Covid-19 post 28 weeks. Jan 2021: 2 pregnant members of staff are working from home and having no contact with students (e.g KWV supervision) during the lockdown and school closure.

Checklist 5: Governance - JPR

Checklist 5: Governance - JPR		R	A	G
Risk/support required/additional considerations.	Issues & actions to manage risk	R	A	G
What governors able to do to support leaders during the various phases of re- opening? How will they assure themselves of the safety of students and staff? What will be their determining factors for making the decisions they need to make?	The school has continued to hold the scheduled meetings with the trustees and governors via Microsoft Teams. As such there is no distinction between the operation of strategic governance now and at any other time. As always, governors assure themselves of the operational aspects of the schools and more so now as in 'normal' times.			
How do leaders decide what governors need to know and how frequently they receive information? How might this be being determined?	The headteacher is in regular contact with the chair of governors about the information the governors need to know and how frequently.			
How involved are trustees and governors in communicating with parents and the school's community?	The governors are clear that this is the responsibility of the headteacher as this is an operational rather than strategic function. They have asked that the schools regularly communicate with the parents/carers and students and ensure they are given adequate and appropriate warning of the reopening and subsequent changes.(closure Jan 2021			
Are governors able to work with leaders to review what is happening on a regular basis? What might this look like for the school?	The school has continued to hold the scheduled meetings with governors via Microsoft Teams. The headteacher is in much more regular contact with the chair of governors			
How will governors know that the plans they have participated in are being followed and adhered to?	This will be done through questioning at the SIC and FGB and headteacher reports.			
How will governors evaluate the impact of their work to re-open the school? What ways can this be achieved that would not cause additional work?	The work of governors is strategic and so to evaluate, critique and support the strategies proposed by senior leaders. The effectiveness and issues around this will be discussed in the normal way at SIC and FGB headteacher reports.			
What agencies are governors working with to ensure they are aware of the staffing situation? What can be planned? And how are staff used effectively as the school moves through the phases of re-opening fully?	The governors have the support of governor services and the NGA when required, but delegate the staffing of the school to the headteacher. The headteacher receives regular updates and guidance from the DfE, Worcestershire Children First and Liberata.			

<p>What aspects of governance are being put to one side to deal with the immediate situation? When do leaders envisage these to be reviewed as being or not being required?</p>	<p>The governors are still exercising the majority of their responsibilities through the scheduled meetings on Microsoft Teams. However, they are prioritising the safeguarding of staff and students, plans and risk assessments for the reopening of the schools and the financial performance of the schools over holding the headteacher to account for the educational performance of the schools and the students. It is planned that all the strategic leadership and accountability in schools will restart in September. January closure has meant a return to these priorities during governor meetings.</p>			
<p>How are trustees and governors ensuring they are providing support to leaders in this current situation?</p>	<p>The headteacher is in regular contact with the chair of governors. The governors are still holding their scheduled meetings. There is an open and full dialogue about all issues that the school is facing.</p>			
<p>DfE guidance:</p> <ul style="list-style-type: none"> • Educational provision guidance: https://www.gov.uk/government/publications/coronavirus-covid-19-maintaining-educational-provision/guidance-for-schools-colleges-and-local-authorities-on-maintaining-educational-provision • Educational settings: https://www.gov.uk/government/publications/guidance-to-educational-settings-about-covid-19/guidance-to-educational-settings-about-covid-19 • Guidance on school closures: https://www.gov.uk/government/publications/covid-19-school-closures/guidance-for-schools-about-temporarily-closing • Reporting: https://www.gov.uk/government/publications/coronavirus-covid-19-attendance-recording-for-educational-settings/educational-settings-self-reporting-online-form-frequently-asked-questions-faq 				

Checklist 6: Staffing/Well-being - RRA/KWI

Checklist 6: Staffing/Well-being - RRA/KWI		R	A	G
Risk/support required/additional considerations.	Issues & actions to manage risk	R	A	G
How will staff keep themselves safe and be kept safe?	<ul style="list-style-type: none"> • Staff to maintain a 1-2meter social distance with the students and other staff members • Non-essential visitors not permitted on site • Virtual meetings (via Microsoft Teams/Zoom) when social distancing cannot be maintained • No other contact with members of staff/students • Optional PPE • No sharing of resources (e.g. board pens) • Offices have been redistributed so that social distancing can be maintained in shared offices. • Staff strongly advised to work form home 4 days a week, only coming on to site to undertake weekly KWV supervision or to access essential resources. • 2 pregnant staff and 4 shielding members of staff, working from home fulltime and not participating in KWV supervision. • Staff and KWV student undergo LF Testing weekly. • All meetings to be held virtually. 			
How will leaders evaluate the well-being and personal and emotional needs of staff who are dealing with anxiety, loss, fear and upset?	<ul style="list-style-type: none"> • Through their line managers • Through HR manager • Repeated staff wellbeing links published via the bulletin. • The Health Assured Support programme to help provide information, guidance and support for wellbeing for all staff 			
What minimum staffing will you require on a daily basis with the model of phases of student entry leaders choose?	<ul style="list-style-type: none"> • Enough staff in the meet the demand of pupils. • Plans made to deal with situations if they arise. 			

	<ul style="list-style-type: none"> • Guidelines available as a FAQ. • Line managers are available for staff to talk to if they have any concerns. 			
What are the variables that will need to be considered to staff the school and what are the options if this changes from day-to-day?	<ul style="list-style-type: none"> • Staff illness or change in availability: <ul style="list-style-type: none"> ○ SLT cover ○ Non-specialist cover 			
How will staff working arrangements be different and how will you involve them in this process?	<ul style="list-style-type: none"> • Staff toilets are open and cleaned regularly • Department/Group workspaces have a maximum number of people limit, displayed on door. A list of available rooms will be distributed so that staff have a place they can work. These areas have access to sanitation kits so the risk of transmission is low. • Meetings to be held virtually if social distancing cannot be maintained 			
DfE guidance: NQT advice: https://www.gov.uk/government/publications/coronavirus-covid-19-induction-for-newly-qualified-teachers				

Checklist 7: Vulnerable students - BLE

Checklist 7: Vulnerable students - BLE				
Risk/support required/additional considerations.	Issues & actions to manage risk	R	A	G
<p>What is the current level of knowledge leaders have about the vulnerable groups of students? How will this inform future planning for their provision?</p>	<ul style="list-style-type: none"> • Discussions around safety procedures school have taken will also happen to build up confidence for a re-start – these have been communicated with families and students. • Individual risk assessments have been completed and updated for all EHCP students • We also have a number students who are classed vulnerable due to being CiC, CP or CiN in addition to those who have a TFS worker – this number changes as a result of review meetings and conferences. 			
<p>While schools have been closed, how have leaders ensured vulnerable students are safe, attend school and/or are 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?</p>	<p>The vast majority of vulnerable students have been supported effectively in accessing and completing their home learning. This will continue as they start school. Our curriculum has been adapted to ensure that gaps can be addressed and the necessary levels of support are available for all students. Curriculum plans have taken into account prior learning as well as the range of experiences students will have had before returning to school. This also includes how best to support their welfare and manage potential anxieties and upset.</p>			
<p>How are leaders making sure vulnerable students are safe and accounted for?</p>	<ul style="list-style-type: none"> • Daily RED email sent to Safeguarding Team from Attendance Team of students who have been identified as most vulnerable due to safeguarding concerns to ensure contact home or with Social Care (as appropriate) • Regular welfare phone calls to vulnerable students that are self- isolating • Continue the welfare phone calls and texts home with all students not attending school • In response we are a part of Operation Encompass. When school receives an alert the Safeguarding Team will arrange a meeting/check-in with the student to offer any additional support. • This includes the AM and PM Well Aware Drop-ins if appropriate. • The school attends all professional meeting’s including Child Protection, Child in Need and Strategy Meetings • If these are not possible the school with forward a report to ensure our voice is 			

	<p>heard. School will also refer to, work and liaise with outside agencies to ensure the relevant support is available to our students and their families.</p> <ul style="list-style-type: none"> • Training given to staff during INSET Days about how and why to contact a DSL about immediate emergency concerns or things that are of worry e.g. Never do Nothing. • Training given to staff about how to write a good CPOMS • Staff updated about reporting non-immediate concerns via CPOMS • DDSLs check CPOMS daily. • Lead DSL oversees CPOM logs/referrals • Staff training has been provided for Mental Health during September 2020 INSET and Whole School CPD later in the Autumn Term. Updates have been shared during staff briefings over the term as well. • Regular advice, support and guidance from the Pastoral Teams specifically the HoY for targeted students AND for those students who through monitoring and teaching need intervention 			
<p>Have leaders considered what transition will be required for students to access the EHCP arrangements?</p>	<ul style="list-style-type: none"> • Small group teaching in The Base • Regular communication with parents to build up confidence • Lots of visuals around the school as prompts • A range of interventions will continue and good practice of social distancing will be explained and modelled 			
<p>DfE guidance:</p> <ul style="list-style-type: none"> • Vulnerable: https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people • Extremely vulnerable: https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19 • SEND - https://www.gov.uk/government/publications/coronavirus-covid-19-send-risk-assessment-guidance/coronavirus-covid-19-send-risk-assessment-guidance 				

Checklist 8: Communication – students - JPR

Checklist 8: Communication – students - JPR		R	A	G
Risk/support required/additional considerations.	Issues & actions to manage risk	R	A	G
<p>Are and students aware of the key COVID-19 prevention control measures:</p> <ul style="list-style-type: none"> • avoiding contact with anyone with symptoms • frequent hand cleaning and good respiratory hygiene practices • regular cleaning of settings • minimising contact and mixing (social distancing) 	<p>Through the weekly parent e-mail, facebook, phonecalls, student assemblies, student bulletins and the website we have:</p> <ul style="list-style-type: none"> • Shared government guidance on symptoms and protective measures • Shared key government messages, guidance, social media links and posters • Updated website with guidelines and protocols 			
<p>How are staff going to gauge how students are feeling about returning to school and link this to their learning throughout the transition through the phases of the re-opening of the school?</p>	<ul style="list-style-type: none"> • Staff encouraged to use CPOMS to log any concerns to the pastoral team 			
<p>How will leaders communicate with students coming to the summer school?</p>	<ul style="list-style-type: none"> • Parents emailed and contacted in relation to summer school and having a space allocated. 			
<p>What opportunities will students have to be able to share the experiences they have had with COVID- 19 sensitively and how will this shape how staff support students to communicate and provide alternative ways for students to share and express their thoughts?</p>	<ul style="list-style-type: none"> • See above programme of support. 			
<p>How will students be included in the consultation process at their level so they understand the expectations and the reasons for the differences in their daily school life?</p>	<ul style="list-style-type: none"> • Start of week PowerPoint/assembly communicating the reasoning behind our protocols. 			

DfE guidance:

- Students' mental health support/pastoral care at home: <https://www.gov.uk/government/publications/covid-19-guidance-on-supporting-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>

Checklist 9: Communication parents - JPR

Checklist 9: Communication parents - JPR				
Risk/support required/additional considerations.	Issues & actions to manage risk	R	A	G
<p>How will leaders communicate with parents during the summer school?</p> <p>Are parents aware of the key COVID-19 prevention control measures:</p> <ul style="list-style-type: none"> ▪ avoiding contact with anyone with symptoms ▪ frequent hand cleaning and good respiratory ▪ regular cleaning of settings ▪ minimising contact and mixing (social distancing) ▪ hygiene practices 	<ul style="list-style-type: none"> ▪ Continue with various methods of communication. ▪ E-mail letter to provide any updates ▪ Shared government guidance on symptoms and protective measures ▪ Shared key government messages, guidance, social media links and posters ▪ Updated website with guidelines and protocols ▪ Regular Facebook messages on key updates 			
<p>What will leaders do to effectively communicate the balance of thought between students' learning and their well-being and safety with parents so parents' views are considered and a phased approach with an emphasis on safety and well-being is established based on trusting leaders to keep their children safe?</p>	<ul style="list-style-type: none"> ▪ Must be clear in the messages home about site capacity for H&S reasons. ▪ Video tours on twitter and in the virtual assembly ▪ Parental surveys and student surveys to collect feedback 			
<p>What on-going weekly/regular communication could be used to ensure parents are kept well-informed?</p>	<p>As current</p>			
<p>DfE guidance:</p> <ul style="list-style-type: none"> • Parents: https://www.gov.uk/guidance/supporting-your-childrens-education-during-coronavirus-covid-19 • Parents with students with SEND: https://www.gov.uk/guidance/help-children-with-send-continue-their-education-during-coronavirus-covid-19 • Supporting parents: https://www.gov.uk/government/publications/covid-19-school-closures/guidance-for-schools-about-temporarily-closing#working-with-parents 				

Checklist 10: COVID-19 infection control

Checklist 10: COVID-19 infection control				
Risk/support required/additional considerations.	Issues & actions to manage risk	R	A	G
<p>Have you put in place actions to prevent and minimise contact with individuals who have COVID-19 symptoms?</p>	<ul style="list-style-type: none"> ▪ See Appendix B for staff guidance ▪ Reduce non-essential visitors to site <ul style="list-style-type: none"> ○ Ensured staff/parents/students/suppliers are advised to not attend school if they or any member of their household has symptoms or has been identified as a positive case. ○ Communication with parents is by telephone/e-mail – no meetings are to be held on site. ○ Any deliveries are taken to outside reception for the site team to collect. ○ Staff/parents/students informed and know and adhere to self-isolation (Appendix F). Students and parents/carers regularly reminded. ▪ See appendix C for Worcester test and trace guidance ▪ We have shared the Government messages with staff and parents: <ul style="list-style-type: none"> ○ Explained how to access tests through the NHS website ○ Essential workers can apply for priority testing ○ Guidance on the Test and Trace programme ▪ Students to go straight home if they show symptoms. SLT to notify parents/carers. Students can wait for their parents/carers outside or under a covered area to mitigate against contaminating further areas of the school – students do not go to medical room. Students will be supervised from a safe distance by the supporting member of the SLT. 			
<p>Has the reintroduction of contracts been considered linked to rationale for reopening? E.g.: Cleaning; IT support; catering; financial support services.</p>	<ul style="list-style-type: none"> • Following liaison with suppliers the majority of contracts are continuing as normal to enable school to re-open. • Catering services open to students 			

<p>Have catering requirements been assessed, alongside your catering supplier's capacity?</p>	<ul style="list-style-type: none"> • Catering requirements are sufficient to meet the primary school provision. They have been adapted so that there are serving stations in each designated year group zone. • There will likely be a reduction in the amount of catering requirements as many parents/carers will prefer to send their children in with packed lunch. • FSM children will still have a meal provided for them. • The kitchens have been thoroughly cleaned 			
<p>How will a school day be managed to ensure social distancing for example, breaks, lunchtime?</p>	<ul style="list-style-type: none"> • Separate canteen spaces and eateries set up • The school has staggered break times and lunch times to allow time for cleaning surfaces in the dining hall between groups, creation of another canteen. • Areas for cleaning will be canteen between each eating session, door touchpoints inside and outside the classroom as well as stair cases and toilets. 			
<p>How will leaders manage the different perspectives of parents – sending students into school or deciding not to?</p>	<ul style="list-style-type: none"> • Attendance compulsory for scenario I. • Vulnerable and disadvantaged students are the least likely to attend and the ones that need to most. More frequent calls and home visits will be made to promote attendance. 			
<p>What learning has there been about COVID-19 at home to prepare students for return? How can this be supplemented by school information?</p>	<ul style="list-style-type: none"> • Reinforced messages about the changes to site via the weekly parent e-mail • SLT have addressed the students that attended school in July • Signage around the site • Assemblies and notifications on twitter • Further messages through twitter and the weekly parent e-mail prior to the students return 			
<p>Following risk assessment, what PPE is required to ensure staff safety?</p>	<ul style="list-style-type: none"> • See health and safety section 			

<p>Have leaders considered the risk of a student/staff member contracting COVID-19? Is a plan considered for communication of this to alleviate fear, appropriate communication with external agencies (e.g. public health), how testing will be gained for staff/students in contact and thereafter dealing with the impact of this?</p>	<ul style="list-style-type: none"> • See appendix C • If there are multiple cases in a particular group, that group of students self-isolate for 10 days. PHE will advise. • If further cases are detected in multiple year groups other scenario plans may have to be enacted. We will contact the Public Health England team to take further advice • Letters and phonecalls home to parents • Free testing available for staff • Instructing parents on accessing testing kits sent home via the weekly parent e-mail • See appendix C for guidance for staff and parents/carers 			
<p>Has the emotional impact upon staff and students been evaluated considering what they may have endured through 'lockdown' and 'isolation' for example, loss, neglect, loneliness. What additional resources can be given to support all staff and students to manage and deal with personal circumstances while supporting them through to a form of normality following the trauma?</p>	<ul style="list-style-type: none"> • Website contains links to student wellbeing • Bulletin shares links to wellbeing services to staff • Counsellor/nurse available virtually 			
<p>How will the curriculum offered change to meet the personal, social and emotional needs of students giving them a chance to talk, share and 'off load' their worries in a way that will support them to move on to a place of feeling more secure and emotionally stable?</p>	<ul style="list-style-type: none"> • PSHE tasks adapted to cover many of the main issues • Tutorial tasks provide opportunity for the students to talk and share concerns • Counsellor, school nurse and achievement leaders available if students require further advice. 			
<p>Can students contribute towards what school will need to look like for them to feel safe during the time of COVID-19? How might this be achieved?</p>	<ul style="list-style-type: none"> • Student survey in Autumn term 			

Can parents be consulted about how to alleviate their fears about sending their children to school? Have leaders considered online forums to discuss their ideas?	<ul style="list-style-type: none"> Continue with the parent survey but reduce the frequency to once a month 			
DfE guidance: <ul style="list-style-type: none"> Social distancing: https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-social-distancing-in-education-and-childcare-settings/coronavirus-covid-19-implementing-social-distancing-in-education-and-childcare-settings PPE: https://www.gov.uk/government/collections/coronavirus-covid-19-personal-protective-equipment-ppe 				

Review/evaluation

Upon consideration of the factors included in the risk assessment above, the decision has been made the school can open on 1st September for all students

Risks that the school are unable to mitigate for because their circumstances prevent it from following the guidance or implementing adequate controls

- It is likely that loss of income due to the cancellation of lettings and hirings cannot be claimed back.
- We cannot monitor and enforce the social distancing regulations when the students are commuting to and from school. We can only issue guidance and enforce restrictions when they are on the school site
- Although we have taken every step to avoid students in different year groups mixing, there are many families with children in multiple year groups. We have no control on maintaining social distancing out of the school site.

Risks that the school can partially mitigate for by taking certain actions and/or adjusting its plans

Although this risk assessment highlights all the actions taken to mitigate against the risk of spreading the virus, we cannot fully guarantee protection due to:

- Parents unknowingly sending their children to school with COVID-19
- Monitoring students' self-isolation
- Asymptomatic students attending school

Although measures have been put in place to mitigate against curriculum loss, it may well be that some students will not be able fully catch up with the lost curriculum time.

Appendices

Appendix A

- Public health England <https://www.gov.uk/government/organisations/public-health-england>
- NHS: <https://www.nhs.uk/conditions/coronavirus-covid-19/what-to-do-if-you-or-someone-you-live-with-has-coronavirus-symptoms/>
- Government advice: <https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance>
- DfE <https://www.gov.uk/government/publications/guidance-to-educational-settings-about-covid-19/guidance-to-educational-settings-about-covid-19>
- A detailed Theme and key guidance for action for health and safety is available at: www.gov.uk/government/publications/managing-school-premises-during-the-coronavirus-outbreak/managing-school-premises-which-are-partially-open-during-the-coronavirus-outbreak
- Information re testing: <https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested>
- Preparing for the wider opening of schools from 1 June <https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june>
- Actions for schools during the coronavirus outbreak <https://www.gov.uk/government/publications/covid-19-school-closures>
- Actions for early years and childcare providers during the coronavirus outbreak <https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures>
- Actions for FE colleges and providers during the coronavirus outbreak <https://www.gov.uk/government/publications/coronavirus-covid-19-maintaining-further-education-provision>
- Worcestershire Covid 19 public health guidance for schools: http://www.worcestershire.gov.uk/info/20774/coronavirus_covid-19_advice_for_schools_and_education_settings/2257/coronavirus_covid-19_management_of_cases_and_local_outbreaks_in_educational_early_years_and_childcare_settings
- Worcestershire Covid 19 Education Bulletins: http://www.worcestershire.gov.uk/downloads/download/1421/coronavirus_covid-19_education_and_early_help_bulletin_for_schools

Appendix B: HR Guidance for staff on Covid-19

The HR guidance for staff is updated regularly and shared with staff through the staff bulletin.

Appendix C: COVID-19 National Testing Programme – Recommended Process for Schools

All general and process related questions contact: CV19Testing@worcestershire.gov.uk or call 01905 846126

1. Who is eligible for testing?

The National Testing Programme 2020 has identified the following scenarios as meeting the eligibility for a test Reason 1: Self-isolating because key worker is symptomatic

In this instance the key worker is the only eligible person in their household to receive a COVID-19 test. No other members of their household are eligible.

Reason 2: Self-isolating because someone in their household is symptomatic, but the key worker is not

In this instance only the household member(s) of the key worker is eligible to receive a COVID-19 test. It is that household member(s) whose data must be collected and sent to the National Test Centres – with the key workers name noted. The key worker will not receive a test as they are not symptomatic. All symptomatic key workers should be tested.

It should be noted that if the key worker is **self-isolating for other reasons and is not themselves symptomatic**, they are not eligible to be tested.

2. How many tests will we be able to allocate:

Through initial discussions with Deloitte we will be able to allocate a **maximum of 100 places per day** at Sixways Stadium (Worcester Warriors).

3. Summary Process to be used by relevant organisations:

The following process is recommended for immediate implementation:

- Online 'CAP' form (now live via: <https://capublic.worcestershire.gov.uk/HRFormsEmployee/CVCovidTesting.aspx>) which will enable direct inputting of critical information
- The CAP form should make the link available via internal webpage for use by staff only
- All school staff should select 'WCC – Schools' as employer. Full details will be taken on the request confirmation call by advisors
- CAP form to be completed by **no later than 11am each day** (NOTE: if submitted later than 11am then they will not be processed that day or submitted for testing the following day). Any forms received after 11am but before 2pm will be processed within 24 hours

- At 11:01am each day (and at 1pm at the discretion of WCC) the CAP form report will be run by WCC and distributed to the assigned team for processing

4. On receipt of the report WCC will then:

- 1) Telephone self-isolating key workers and assess their eligibility to attend the test centre – and **ensure that only the right person/people are invited for tests**. In support of this and as way of a basic prioritisation of tests the following will be applied:
 - i. Is the person a key worker or do they fall under the second eligibility criteria i.e. live with a key worker and showing symptoms
 - ii. Have they had COVID-19 symptoms for between 1 and 3 days (Note: if they have had symptoms for more than 3 days they will not be tested)
- 2) **Whilst on the phone**, essential details from each individual to be tested will be collected as per the required template
- 3) Each Worcestershire County Council adviser will **complete the necessary spreadsheet as specified by the programme**.
- 4) **Worcestershire County Council will upload by 3pm** the day before testing (or earlier, at the Coordination Lead's request).
- 5) Once the system is digitalised (expected to be live 23.04.2020) **everyone being invited for a test will receive a text message** with a **link** for them to complete their registration and their personal unique identifier. Until the process is digitalised this will be picked up by WCC HR.
- 6) **Once registration is confirmed everyone will receive a code to present when attending the test**. Any subjects without this code, who are not on this list on the day of testing will be turned away, with **no exceptions**

5. On receipt of results:

On receipt of their test results employees may want to let their employer know their results.

- Online 'CAP' form (now live via: <https://capublic.worcestershire.gov.uk/HRFormsEmployee/CVCovidTestingResults.aspx> which will enable direct inputting of critical information
- The CAP form should make the link available via internal webpage for use by staff only
- The following test results are possible:

POSITIVE

Your COVID-19 test has come back POSITIVE. Please follow government advice on self-isolation at <https://www.nhs.uk/conditions/coronavirus-covid-19/self-isolation-advice/>. If you are a key worker, please inform your employer.

PRESUMED POSITIVE

Your COVID-19 test has come back PRESUMED POSITIVE and a retest is recommended. Your test has reported a borderline indication of the COVID-19 virus, but in insufficient concentration to confirm its presence. You should presume a positive result until a repeat test has been conducted.

Please arrange a retest as soon as possible and follow government advice on self-isolation at <https://www.nhs.uk/conditions/coronavirus-covid-19/self-isolation-advice/>.

NEGATIVE

Your recent COVID-19 test has been processed and has come back NEGATIVE. If you are a key worker, please contact your employer about returning to work. Continue to follow government advice at <https://www.gov.uk/coronavirus>.

VOID

Your recent COVID-19 test has come back as VOID and a retest is needed. Please arrange a retest as soon as possible and follow government advice on self-isolation at <https://www.nhs.uk/conditions/coronavirus-covid-19/self-isolation-advice/>. For example, the swab was placed in the incorrect tube, the sample collection tube was returned without the URN label attached or the sample collection tube leaked during transit due to the lid not being fastened properly

Appendix D: PPE guidance

Parent/Carer

The government has advised in relation to the use of personal protective equipment (PPE) which includes the use of face masks, gloves and aprons that:

- People should aim to wear face coverings on public transport and in shops
- Also in other "enclosed spaces where social distancing is not always possible and they come into contact with others that they do not normally meet"
- Face coverings should be worn and not surgical masks or respirators which should be left for healthcare staff and other workers who need them. "Social distancing" means staying more than two metres away from someone.

People do not need to wear face coverings where they are:

- Outdoors or while exercising
- In schools

In workplaces such as offices and shops

Although, the guidelines suggest that students and staff do not need to wear face covering we will of course support those families who their son/daughter to do so. Unfortunately, we are not in a position to be able to provide for all students in school and ask that you provide a face covering for your son/daughter. The face covering should be appropriate for school in that:

- it should not cover the whole face
- any design should be plain and not with a slogan or picture that could be deemed offensive

Staff

Current government advise is that personal protective equipment (PPE) is not a requirement within the school environment and the emphasis should still be on high standards of personal hygiene (hand washing) and where possible social distancing.

PPE has been purchased by the school which includes hand sanitiser, disposable gloves, aprons and face masks, these are primarily for when staff who are administering first aid and for the site cleaning team. If you feel that you require PPE then please discuss this with your SLT line manager.

Staff are welcome to wear an home-made non-surgical mask if they wish to do so.

When staff are administering first aid disposable gloves, aprons and a face masks must be worn. Further guidance and training will be offered to our first aid trained staff on our return school.

Face Coverings at Bishop Perowne

The wearing of a face covering indoors will be a requirement when:

- In corridors
- Moving between lessons
- At social times (except when eating/drinking)
- To clarify the last point, when in the dining-room/theatre/Year 11 common room, students must wear a face covering at all times (including queueing) other than when sat eating/drinking - much as is the case currently in restaurants/cafes.
- A face covering is not a requirement when outside, but it is important that we all make every effort to socially distance when interacting with others and endeavouring wherever possible to stay 1m+ apart. For those students who have a health or disability reason for not wearing a face covering please could parents/carers let us know as soon as possible. Heads of Year will issue an exemption pass to those affected.
- Here are our guidelines for the safe use of face coverings:
- The face covering must cover both nose and mouth
- The mask should be handled by the straps only and stored in a plastic bag when not in use
- Students can remove their face coverings once in the classroom (or choose to
- continue wearing them)
- If the face covering is discarded, it must be placed in a bin
- Reusable face coverings should be washed daily

Help choosing who wears what:

https://www.youtube.com/watch?v=esM_ePHn0aw#action=share

Wearing Safely

Face coverings must be put on, removed and disposed of safely. Please read and adhere to the infographics at the end of this document. The following video links are also very useful.

Fabric face coverings <https://www.youtube.com/watch?v=ciUniZGD4tY#action=share>

Medical masks <https://www.youtube.com/watch?v=adB8RW4I3o4#action=share>

Sources.

- <https://www.gov.uk/government/publications/face-coverings-in-education/face-coverings-in-education>
- <https://www.bmj.com/content/370/bmj.m3223>
- <https://www.who.int/news-room/q-a-detail/q-a-children-and-masks-related-to-covid-19>
- <https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/cloth-face-cover-guidance.html>
- <https://www.bag.admin.ch/bag/en/home/krankheiten/ausbrueche-epidemien-pandemien/aktuelle-ausbrueche-epidemien/novel-cov/so-schuetzen-wir-uns.html>

Appendix E: Cleaning guidance

Cleaners guidance/protocols (issued by Public Health England):

- No specialist cleaning materials are required. Use the usual products, like detergents and bleach, as these will be very effective at getting rid of the virus on surfaces. Cleaning an area with normal household disinfectant even after someone with suspected coronavirus (COVID-19) has left will reduce the risk of passing the infection on to other people
- Strength of the cleaning products in line with the expectations: <https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings>
- Wear disposable or washing-up gloves and aprons for cleaning. These should be double-bagged, then stored securely for 72 hours then thrown away in the regular rubbish after cleaning is finished
- Using a disposable cloth, first clean hard surfaces with warm soapy water. Then disinfect these surfaces with the cleaning products you normally use. Pay particular attention to frequently touched areas and surfaces, such as bathrooms, grab-rails in corridors and stairwells and door handles
- If an area has been heavily contaminated, such as with visible bodily fluids, from a person with coronavirus (COVID-19), use protection for the eyes, mouth and nose, as well as wearing gloves and an apron
- Wash hands regularly with soap and water for 20 seconds, and after removing gloves, aprons and other protection used while cleaning
- Additional PPE beyond what it normally required for cleaning is only needed in the specific circumstances where a person with suspected coronavirus has been this will be supplied by the school

- 'One use' cleaning products will be used where appropriate. Where this is not possible, products will be quarantined for 48 hours until next use.
- Fabrics will be cleaned with fabric cleaner. As they cannot be steam cleaned, we discourage members of staff from using/touching fabric surfaces.

Further information can be found at:

- <https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings>
- <https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe>

Appendix F: Isolation guidance

If anyone develops symptoms of coronavirus (COVID-19): a high temperature, new and persistent cough or a loss of, or change in, normal sense of taste or smell (anosmia), however mild, they should self-isolate for at least 10 days from when the symptoms started; or if they are not experiencing symptoms but have tested positive for coronavirus (COVID-19) they should self-isolate for at least 10 days starting from the day the test was taken.

If they have tested positive whilst not experiencing symptoms, but develop symptoms during the isolation period, they should restart the 10 day isolation period from the day they develop symptoms.

Anyone who displays symptoms should [arrange to have a test to check if they have coronavirus](#). If they test negative, they and their household contacts can end their self-isolation.

If they test positive:

- they and their household contacts will need to continue to self-isolate
- non-household close contacts in the educational setting should self-isolate for 14 days from when they first developed symptoms

Appendix G: Parent/Carer Plans for return to school

Please see the website at <https://www.kingcharlesschool.co.uk/index.php/coronavirus-covid-19>

Appendix J: Guidance on managing possible breakouts

Public Health England **COVID-19** NHS Test and Trace
early outbreak management

Primary, secondary and special schools, and alternative provision for schools

Who should use this information?
 Leadership and management of primary, secondary and special schools, and alternative provision for schools. This information provides key steps to quickly identify and contain any potential COVID-19 outbreak. If you are concerned about other possible health issues then you should follow your existing processes.
 For England only.

What you should do to manage a possible outbreak

Step 1 Identify
 When you are informed of a possible or confirmed case of COVID-19 by NHS Test & Trace, staff or a parent or carer of a pupil within the last 14 days, go to **step 2**.

Step 2 Report
 Immediately contact your local Public Health England Health Protection Team (PHE HPT) for help and advice. Refer to www.gov.uk/health-protection-team for contact details.
 Every one of us plays a vital role in stopping the spread of COVID-19. Early engagement with your local PHE HPT is key to minimise any possible wider outbreak in your community. See **page 2** for information you may be asked to provide. Do not worry if you are unable to answer all the questions, your local PHE HPT will help guide you through the process.
 If the advice from the local PHE HPT is to partially or fully close the building, resulting in the setting not being fully open to all pupils/students, then you should notify the Department for Education via the Education Setting Status form. Refer to [School attendance: guidance for schools](#) or search the title on GOV.UK for details.

Step 3 Respond
 Your local PHE HPT will work with you to assess the risks and advise you of what actions to take.
 Depending on the outcome, your local PHE HPT and Local Authority may establish an Outbreak Control Team to help support you to manage the situation. See **page 2** for types of action that could be put in place.

Check now and write the number of your local PHE HPT here:

General guidelines to protect the spread of COVID-19:

There are important actions that everyone should take at all times to help protect the spread of COVID-19. Refer to [guidance for full opening schools](#) or search the title on GOV.UK for more advice. This explains how you must carry out a COVID-19 risk assessment for your school and sets out the system of controls to reduce risk in your setting.

The information contained on this card is specifically in relation to an outbreak, and should not replace discussions with Department of Education, health and safety and infection steps you already take, or have implemented as a result of consulting the "guidance for full opening schools".

Information your local PHE HPT may request from you:

Details of your organisation

- name of school/provider
- location (including postcode and Local Authority)
- key contact details: name, phone number, email
- number of staff, pupils, capacity

Details of the cases

- contact details of the people affected
- record of pupils and staff in each group
- when the individual(s) became unwell or a test was undertaken
- when they were last present in the setting
- nature of the role/job undertaken by any staff affected
- known links between the individual(s) with COVID-19 (in or out of the setting)
- number of people with which the individual(s) had close contact
- nature of the environment (for example layout and nature of the building)
- details of control measures
- has there been any contact with other agencies? for example Local Authority, Health and Safety Executive (HSE), Health and Therapeutic Services

Types of actions you may need to put in place include:



Enhanced hygiene, hand washing and cleaning regimes, and use of personal protective equipment (PPE).



Increased staff/pupils' parents/carers' awareness of and adherence to the system of controls.



Temporary partial closure to a setting or building.

To access more information refer to the guidance below or search the titles on GOV.UK:

- [guidance for contacts of people with confirmed, suspected COVID-19 infection who do not live with the patient](#)
 - [COVID-19: cleaning in non-healthcare settings](#)
 - [coronavirus \(COVID-19\): safe travel guidance for passengers](#)
 - [supporting children and young people with SEND at schools and colleges: checklist for water cleaning](#)
 - [safe working in education: children and children's organisations](#)
 - [coronavirus: travel guidance for educational settings](#)
 - [guidance for full opening: special schools, academy specialist settings](#)
- Last updated: 25/8/2020

The following procedures contain guidance on the management of suspected cases, management of confirmed cases and arrangements for management of a possible outbreak:

- COVID-19 Standard operating procedures (PDF)
- Suspected Cases - Flowchart (PDF)
- Confirmed Cases - Flowchart (PDF)
- Appendix 1 – Template to record school absences (Word)
- Appendix 2 – Template to record illness at school (Word)

Appendix K: Visitor protocols

Just to follow protocol for your visits on DATE and for the following two weeks in light of COVID requirements. Below are the protocols you must follow when visiting the site and the risk assessment which covers your visit.

- Please wear a mask, or face covering, whilst on site.
- Go to the Reception and use the intercom to give your name and credentials. They will issue a visitor's pass and safeguarding details. You will need to give your contact details for contact tracing to them. You will be asked a series of COVID symptom questions.
- Sanitise your hands
- The office will advise the member of staff responsible of your arrival where you will be met at the reception area.
- If indoors, windows will remain open for ventilation in the room you are in
- If indoors, seating will be socially distanced (at least 2 metres).
- If you feel unwell prior to the visit it should not take place.

Risk Assessment Form: COVID visitors

Venue for visit:	Member of staff responsible:
Visitor Name:	Visitor contact details:

The visitor's name and contact details will be used for test and trace purposes.

Hazard	People Affected	Risk Potential L-M-H (Before Measures)	Reasons	Control Measures	Risk Potential L-M-H (After Measures)	Reasons
Infected visitor to school	Any staff or students	H	Visitor could pass on the infection	<ul style="list-style-type: none"> • Visitors are told not to come to school if unwell. • Any visitor who presents at the office as unwell will be sent home immediately. 	L	Visit does not take place
Contact with surfaces in the office	Any staff or students	M	Visitor could leave infection	<ul style="list-style-type: none"> • Sanitise hands on entry • Accompanied by member of staff • Surfaces/Chairs sanitised at end. • Visitors are asked to avoid touching surfaces. 	L	Hands are cleaned. Visitor is accompanied. Surfaces are cleaned
Visits to toilet	Any staff	M	Visitor could leave infection	<ul style="list-style-type: none"> • Visitor toilet used • Hands washed using COVID routine 	L	

Infection through airborne particles	Staff with visitor	M	Visitor could pass on infection	<ul style="list-style-type: none"> • Visitor must wear mask/face covering whilst on-site • Visitor not permitted within 2m of other members of staff or students. • Windows and doors (when appropriate) are open for ventilation • Seating is socially distanced and a larger room to be used. 	L	
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Signature:
Approved By (JPR or BLE):
Date:

Key Points

System of controls

This is the set of actions schools must take. They are grouped into 'prevention' and 'response to any infection' and are outlined in more detail in the sections below.

Prevention:

- 1) Minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school
- 2) Clean hands thoroughly more often than usual
- 3) Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach
- 4) Introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach
- 5) Minimise contact between individuals and maintain social distancing wherever possible
- 6) Where necessary, wear appropriate personal protective equipment (PPE)

Numbers 1 to 4 must be in place in all schools, all the time.

Number 5 must be properly considered and schools must put in place measures that suit their particular circumstances.

Number 6 applies in specific circumstances.

Response to any infection:

- 7) engage with the NHS Test and Trace process
- 8) manage confirmed cases of coronavirus (COVID-19) amongst the school community
- 9) contain any outbreak by following local health protection team advice

Numbers 7 to 9 must be followed in every case where they are relevant.

- There cannot be a 'one-size-fits-all' approach where the system of controls describes every scenario.
- Groups are likely to need to be the size of a year group to enable the school to deliver the full range of curriculum subjects and students to receive specialist teaching.
- It is strong public health advice that staff in secondary schools maintain distance from their pupils, staying at the front of the class, and away from their colleagues where possible. Ideally, adults should maintain 2 metre distance from each other, and from children.
- For children old enough, they should also be supported to maintain distance and not touch staff and their peers where possible.
- The school has made small adaptations to the classroom to support distancing where possible. This includes seating pupils side by side and facing forwards, rather than face to face or side on, and moving unnecessary furniture out of classrooms to make more space.
- The school has staggered break times and lunch times to allow time for cleaning surfaces in the dining hall between groups, creation of another canteen.
- A shared staff space has been set up to be used to help staff to distance from each other in C4, there are 6 computers as well as 6 desks to work on. Use of staff rooms should be minimised where possible.
- There are no restrictions on students using the toilet, there is a plan in place for them to be cleaned every hour by the boosted on site cleaning team.