

## Introduction

The government plan is for the phased return of some children to school from the week commencing 1 June full return of all pupils from September 2020 January 2021: <https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>

School employers and leaders are required by law to think about the risks the staff and pupils face and do everything reasonably practicable to minimise them, recognising they cannot completely eliminate the risk of coronavirus (COVID-19). School employers must therefore make sure that a risk assessment has been undertaken to identify the measures needed to reduce the risks from coronavirus (COVID-19) so far as is reasonably practicable and make the school COVID-secure. General information on how to make a workplace COVID-secure, including how to approach a coronavirus (COVID-19) risk assessment, is provided by the HSE guidance on working safely.

This risk assessment checklist/tool is based on Government guidelines on COVID-19 as at 2<sup>nd</sup> July 2020 and is provided to help schools to prepare and decide arrangements for an increased number of children attending/returning to school. It remains subject to change at a short notice as updates are received from the Department for Education (DfE) or Birmingham City Council (BCC). EYFS guidance should be considered for Nursery Schools and Nursery Classes. Separate guidance is available for Special Schools and is not considered in this tool.

The completion of this tool/checklist should not be undertaken in isolation by one individual and should involve staff who understand the risk assessment process. Once completed, the risk assessment should be shared with the school's workforce. If possible, schools should consider publishing it on their website to provide transparency of approach to parents, carers and pupils (HSE would expect all employers with over 50 staff to do so).

Risk assessment is about identifying sensible measures to control the risks in a workplace or when undertaking an activity. The process evaluates the threats and risks of a specified issue/situation and enables the likelihood that somebody could be harmed, together with an indication of how serious the harm could be, to be considered.

**Likelihood** - For each issue/situation, determine the likelihood it will occur.

**Severity (outcome)** - **determine** the potential injury/health.

Likelihood	Severity
4 = Certain = common or frequent occurrence	4 = Major risk - death, loss of limbs, etc

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3 = Probable = likely to occur sometime	3 = High risk - broken bones, burns, etc
2 = Possible = may occur sometime	2 = Moderate risk - cuts, bruises, sickness, etc.
1 = Improbable = unlikely to occur	1 = Minimal risk - strain, shaken, no injury, etc

The matrix (below) provides a method to determine the level of risk, with the Likelihood and Severity being independently scored and plotted.

RISK LEVEL MATRIX					
PROBABILITY (LIKELIHOOD)	4	Low	High	Very High	Very High
	3	Low	Med	High	Very High
	2	Low	Low	Med	High
	1	Low	Low	Low	Low
		1	2	3	4
		SEVERITY (OUTCOME)			

Once the likelihood and severity of the risk have been assessed they are plotted on the risk profiling grid above and the risk rating defined e.g. If a risk has a likelihood of 3 – Likely and a severity of 1 – Minimal, the risk rating will be  $3 \times 1 = 3$ . This would mean the risk is low and arrangement would be adequate. Example as follows:

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Issue/Area to be addressed (Potential Hazard)	Current Control Measures Good Practice Control Measures Adopted	In place (Yes/No)	Further action/ Comments	Final Risk Rating
<b>Example:</b> <b>Slips, trips and falls</b> <i>There are smooth surfaces and tripping hazards around the school site with the potential to cause persons to fall over injuring themselves with multiple injuries.</i>	<ul style="list-style-type: none"> <li>• <i>Cleaning regime in place.</i></li> <li>• <i>Correct safe substance used for surfaces.</i></li> <li>• <i>Signage available.</i></li> <li>• <i>Cleaners have received training.</i></li> <li>• <i>Introduce hazard reporting system and ensure that staff are aware of school H&amp;S Policy.</i></li> <li>• <i>Undertake specific risk assessment on snow and ice.</i></li> <li>• <i>Remove all trailing cables in admin office.</i></li> </ul>	Y	Review arrangements for new staff i.e ensure the H&S policy to shared /communicated	<b>3x1=3</b> <b>Low</b>

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Links to related published guidance notes to be referred to alongside the Model Risk Assessment	
<b>Links to DfE Guidance</b>  As new guidance is produced weekly, please refer to <b><u>www.gov.uk</u></b> for updates  Note from DfE: Schools are not required to use these guides, and may choose to follow alternative approaches to preparing for wider opening, or to use some sections of this guidance alongside other approaches	<a href="https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools">https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools</a>  <a href="https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures/coronavirus-covid-19-early-years-and-childcare-closures">https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures/coronavirus-covid-19-early-years-and-childcare-closures</a>  <a href="https://www.gov.uk/government/publications/coronavirus-covid-19-send-risk-assessment-guidance/coronavirus-covid-19-send-risk-assessment-guidance#updating-risk-assessments">https://www.gov.uk/government/publications/coronavirus-covid-19-send-risk-assessment-guidance/coronavirus-covid-19-send-risk-assessment-guidance#updating-risk-assessments</a>  <a href="https://www.gov.uk/government/publications/guidance-for-parents-and-carers-of-children-attending-out-of-school-settings-during-the-coronavirus-covid-19-outbreak">https://www.gov.uk/government/publications/guidance-for-parents-and-carers-of-children-attending-out-of-school-settings-during-the-coronavirus-covid-19-outbreak</a>  <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>  <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>  <a href="https://www.gov.uk/government/publications/what-parents-and-carers-need-to-know-about-early-years-providers-schools-and-colleges-during-the-coronavirus-covid-19-outbreak/what-parents-and-carers-need-to-know-about-early-years-providers-schools-and-colleges-in-the-autumn-term">https://www.gov.uk/government/publications/what-parents-and-carers-need-to-know-about-early-years-providers-schools-and-colleges-during-the-coronavirus-covid-19-outbreak/what-parents-and-carers-need-to-know-about-early-years-providers-schools-and-colleges-in-the-autumn-term</a>  <a href="https://www.gov.uk/guidance/ofsted-coronavirus-covid-19-rolling-update">https://www.gov.uk/guidance/ofsted-coronavirus-covid-19-rolling-update</a>  <a href="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">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</a>  <a href="https://www.gov.uk/government/publications/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</a>  <a href="https://www.gov.uk/government/publications/covid-19-free-school-meals-guidance/covid-19-free-school-meals-guidance-for-schools">https://www.gov.uk/government/publications/covid-19-free-school-meals-guidance/covid-19-free-school-meals-guidance-for-schools</a>  <a href="https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/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/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings</a>

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	<p><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></p> <p><a href="https://www.gov.uk/guidance/school-reports-on-pupil-performance-guide-for-headteachers">https://www.gov.uk/guidance/school-reports-on-pupil-performance-guide-for-headteachers</a></p> <p><a href="https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19">https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19</a></p> <p><a href="https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2/early-years-foundation-stage-coronavirus-disapplications">https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2/early-years-foundation-stage-coronavirus-disapplications</a> (added in v2)</p> <p>Keeping children safe in education 2020 – comes into force 1st Sept and references keeping children safe online whilst at home: <a href="https://www.gov.uk/government/publications/keeping-children-safe-in-education--2">https://www.gov.uk/government/publications/keeping-children-safe-in-education--2</a> (added in v2)</p> <p><a href="https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19">https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19</a> (added in v2)</p>
<b>Governance and other resources</b>	<p>As ever, if subscribing schools have questions / queries about governance, they can contact School and Governor Support (S&amp;GS) at <a href="mailto:governors@birmingham.gov.uk">governors@birmingham.gov.uk</a></p> <p>Nursery Schools and Nursery Classes should contact the Early Years Service for EYFS queries via email: <a href="mailto:EYDuty@birmingham.gov.uk">EYDuty@birmingham.gov.uk</a></p> <p>Education Safeguarding questions please contact the Education Safeguarding Team via email: <a href="mailto:EducationSafeguarding@birmingham.gov.uk">EducationSafeguarding@birmingham.gov.uk</a> (added in v2)</p> <p>ACAS guidance on mental health: <a href="https://www.acas.org.uk/acas-launches-new-guidance-on-mental-health-during-coronavirus">https://www.acas.org.uk/acas-launches-new-guidance-on-mental-health-during-coronavirus</a></p> <p>HSE guidance on working during coronavirus and related links: <a href="https://www.hse.gov.uk/news/working-safely-during-coronavirus-outbreak.htm">https://www.hse.gov.uk/news/working-safely-during-coronavirus-outbreak.htm</a></p> <p>NAHT guidance on health and safety duties and schools: <a href="https://www.naht.org.uk/advice-and-support/management/health-and-safety-duties-and-schools/">https://www.naht.org.uk/advice-and-support/management/health-and-safety-duties-and-schools/</a></p>

**RISK Assessment Tool (V2)**
**09/07/2020**

Version No.	Page - Edits	Published
1	Original	07/07/2020
2	P5 weblink for EYFS disapplication doc added P5 weblink for new safeguarding guidance from September 2020 added P5 weblink to new guidance for clinically vulnerable and shielding added P5 added in details to contact Education Safeguarding team P7 weblink to document on shielding added P8 reference to carrying out speedy admissions for particularly vulnerable children P8 NEF contact added P9 EY duty email address added P10 reference to handwashing supervision for EYFS added P12 single child use bedding added P12 hygienic storage or personal items added P13 reminder for staff to be aware of procedures if they or a child show symptoms P15 reference to a new safeguarding model from September 2020; awaiting imminent approval P22 reference to use of PPE if 2m distance can be maintained P23 clean shared resources or if taking resources home P29 removal of reference to pending confirmation on NS/NC sustainability P30 correction regarding vulnerable staff shielding in relation to latest DfE guidance P32 reference to a new safeguarding model from September 2020; awaiting imminent approval Reformatted all to black text	08/07/2020

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Area of concern to be addressed	Current risk rating	Control measures Good Practice Control Measures Adopted	In place? (Yes/No)	Further action/ Comments	Final risk rating
<b>1. Identify likely numbers of pupils returning and agree required staffing resource and approach and liaise with your LA on your plans</b>					
<b>Lack of certainty over returning numbers</b>	2x1=2	<ul style="list-style-type: none"> <li>Planning for full attendance of all year groups</li> <li>Phased return arrangements in place for year groups / pupils</li> <li>Support for pupil/parent anxiety about return to school and vulnerability to COVID-19</li> <li>0 number of children remain shielded at home</li> <li>Requests for support for vulnerable families sent through Early Help Hubs</li> <li>Any specialist equipment required is returned to school/additional equipment made available to support return</li> <li>Home to school transport in place where required</li> <li>Readiness to implement Test and Trace</li> </ul>	Yes  Yes  yes  Yes  yes	Transport in place, based around bubbles  All pupils returning on <a href="#">Wednesday 2<sup>nd</sup> September 2020</a> <a href="#">Monday 4<sup>th</sup> January</a>  <a href="#">Due to Cedars closure, Cedars children to move onto new transport. Until children have been allocated new transport, children to join another bubble (bubbles are of reduced numbers due RA).</a>  Letter sent to parents <a href="#">previously</a> outlining measures to return to school safely – <a href="#">parents to receive letters and texts as updates are made.</a>  FSW is available for first 3 weeks of Summer holiday to support families with any anxieties and ongoing safeguarding concerns  Guidance for staff written, including information on test and trace	Low 1x1 =1

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				<p>Previously shielded pupil in receipt of letter to no longer shield-information confirmed by school nurse – <a href="#">children with shielding letters to continue to shield at home and access remote learning.</a></p> <p>Weekly safeguarding and attendance meeting will confirm any pupils not attending and appropriate support will be put in place (FSW trained in EH)</p>	
<b>Number of staff available is lower than that required to teach classes in school</b> (cross reference with risk assessment on staff health and wellbeing)	3x2 =6	<ul style="list-style-type: none"> <li>The health status and availability of every member of staff is known and is regularly updated. Including all teaching and non-teaching staff (EY practitioners, DSL, SENCO, Paediatric 1<sup>st</sup> Aid (for under 2 year olds)/ 1<sup>st</sup> Aider or emergency 1<sup>st</sup> aid for children 3-5 years, domestic/kitchen staff etc</li> <li><a href="https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19">https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19</a> (added in v2)</li> <li>Full use is made of those staff who are self-isolating or shielding but who are well enough to teach lessons online.</li> <li>Flexible and responsive use of teaching assistants and pastoral staff to supervise classes is in place.</li> <li>A blended model of home learning and attendance at school is utilised until staffing levels improve.</li> <li>Contingency planning with LA is in place and additional resource identified</li> </ul>	<p>Yes</p> <p>Yes</p> <p>Yes</p> <p>No-but can be initiated if required Initiated in</p>	<p>The health status of every staff member is known. Only <u>32</u> staff members have not yet returned to school <u>and are in dialogue with the EHT but are due back September.</u></p> <p><u>An occupational health referral has been completed for all staff rag rated as red or amber and individual RAs will be reviewed and on staff training day (1/9/20) Required staff have had a referral made to occupational health. Red</u></p>	2x2=4

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Area of concern to be addressed	Current risk rating	Control measures Good Practice Control Measures Adopted	In place? (Yes/No)	Further action/ Comments	Final risk rating
		<ul style="list-style-type: none"> <li>Consideration of available testing for school staff is updated according to latest government advice: <a href="https://www.gov.uk/guidance/nhs-test-and-trace-workplace-guidance">https://www.gov.uk/guidance/nhs-test-and-trace-workplace-guidance</a></li> </ul>	<a href="#">January 21 due to union action.</a>  Yes	<p><a href="#">and amber rag rated staff have personal risk assessments. These will be reviewed half termly or when a change of guidance or health condition.</a></p> <p>If any staff should need to self-isolate, then staff will deliver curriculum from home</p> <p>Any staff member displaying symptoms will be booked a Covid-19 test by the school (Staff Covid testing/symptomatic member of the community in place and shared with staff)</p> <p><a href="#">All class staff Staff will have training by the National College with regards to been booked on First Aid at work, food hygiene and food allergy training for Autumn 1 to support delivery of lunches in class and as support in case of reduced capacity in lunch time supervisors</a></p>	

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				<p><a href="#">Additional vacancy for lunchtime supervisors advertised x3. 1 appointed Dec 2020.</a></p> <p>New level <a href="#">2_3</a> first aid member of staff to be trained in <a href="#">SeptemberSpring term</a>, multiple staff are currently trained in paediatric first aid and co-located site gives school additional first aid capacity in the event of absences. <a href="#">5 members of staff trained in First aid at work (including paediatric first aid)</a> Autumn 1. 4 members of staff to be trained on <a href="#">mental health first aid</a>, and 3 members of staff are trained in <a href="#">paediatric mental health first aid</a>.</p> <p>Consistent supply sourced through known agencies</p> <p>0 hour staff assigned to Bubbles then from within school will be utilised for first days absence cover</p>	

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				<p><u>Where staff are required to cross bubbles, full PPE must be worn. Staff working across bubbles must not support with intimate care. Staff identified as amber or red must not complete intimate care. Where ratios, specific training or interventions are required, staff may work across a bubble or setting after consultation with SLT and identified staff including staff provided through external agencies e.g. SALT.</u></p> <p>Staffing levels should be sufficient to provide for full attendance-school can also utilise part time teacher if necessary and at least 2 TAs identified who could act up as Level 4s if required</p>	

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Area of concern to be addressed	Current risk rating	Control measures Good Practice Control Measures Adopted	In place? (Yes/No)	Further action/ Comments	Final risk rating
Schools lose focus on continuing to apply in-year admissions process including admitting 'new' pupils	3x2 = 6	<ul style="list-style-type: none"> <li>Review in-year school admissions expectation with key admission staff.</li> <li>Ensure key school contact and related resources in place.</li> <li>Ensure timely returns of individual pupil (applications and outcomes through a Pupil Movement Form) and wider cohort data returns.</li> <li>Ensure speedy admission of children in the relevant year groups particularly those more vulnerable children. (added in v2)</li> <li>All pupils risk assessed and discussed at regular SEND, ISEY or Fair Access panel. Any issues addressed through SLT and in discussion with families. LA support for individual or complex cases.</li> </ul>	Yes  Yes  Yes  Yes  Yes	Executive Headteacher is working with SENAR to fill current pupil vacancies Class vacancies identified and shared to speed up referrals All pupils are currently risk assessed each week and discussed at weekly locality meeting. These are now expected to all attend. New risk assessments, where required, will be conducted in first week of term. Class staff will put in place/review pupil risk assessments if required based on pupils' individual SEN. DSLs will review child concerns and those not returning to school weekly All secondary preference forms shared with families and pupil files for leavers and new starters will be	2x2=4

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				transferred prior to opening in September All new pupils will be admitted via a two week transition part - time timetable to support pupils in school organisation due to Covid and to allow accurate and successful RAs to be in place	
<b>Nursery School (NS) and Nursery Classes (NC) lose focus on continuing to apply termly admissions process including admitting 'new' pupils</b>	2x2 = 4	<ul style="list-style-type: none"> <li>Review EEE termly admissions process</li> <li>Funding questions are emailed to <a href="mailto:NEF@Birmingham.gov.uk">NEF@Birmingham.gov.uk</a> (added in v2)</li> <li>Ensure key school contact and related resources in place</li> <li>Ensure parental declarations are completed and signed each term</li> <li>pupils risk assessed and discussed at regular SEND, ISEY or Fair Access panel. Any issues addressed through SLT and in discussion with families. LA support for individual or complex cases.</li> </ul>		All EYFS referrals will continue through SENAR with school named on EHCP Weekly safeguarding meetings in place	1x2=2
<b>2. Plan how the whole school will be accommodated and encourage attendance</b>					
<b>Plans are not in place to identify number of classrooms and additional furniture or social distancing measures for each year group</b>	2x2=4	<ul style="list-style-type: none"> <li>SLT and site management team meeting to review school site and specify entry/exit points and classroom use</li> <li>28 children plus class staff staff that can be accommodated in each 'bubble' . Class can accommodate <del>9</del> 40 classes-School PAN is 113</li> <li><del>40</del> 9 designated classrooms being fully utilised for each year group and reorganised to allow front facing desks</li> </ul>	Yes  Yes  Yes	All classrooms are now in use ( <del>40</del> 9 classes open) Each child to be seated at own desk <u>or</u> <a href="#">2 children side by side.</a>	3x1=3

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		<ul style="list-style-type: none"> <li>Furniture items to be arranged to be front facing (may need to acquire additional more suitable furniture e.g. replacing round tables with front facing desks).</li> <li>The Hollies forest school classroom is utilised for staff breaks and will remain designated space for any person becoming symptomatic-those allocated to take breaks here will take breaks in other designated staff rooms while adhering to stringent social distancing</li> <li>Engagement of appropriate services for families not engaging</li> <li>Curriculum leads in school meet regularly to review impact of plan</li> <li>NS engage with NS Trust and Teaching Schools Alliance or the Early Years team <a href="mailto:EYDuty@birmingham.gov.uk">EYDuty@birmingham.gov.uk</a> (added in v2)</li> </ul>	Yes  Yes  Yes  Yes	<ul style="list-style-type: none"> <li><a href="#">During reduced opening, (Tier 4 increased R rate Jan 21), children one child per desk at least 1m apart.</a> Consideration to layout Given-Circle time to be carried out from tables to increase floor capacity in each room- all tables spaced out, facing frontwards- children have a least 1 metre between their <a href="#">tables. Tables can be pulled together side by side temporarily for group work. This must not exceed 15 minutes. Additional furniture purchased, including the use of screens. (During Tier 3 or lower). seats</a></li> <li>Staff seating, and appliances (kettle etc.) are moved to <a href="#">Hollies staff break areas</a> from current temporary staffroom. <a href="#">If staff accessing Acorns for breaks, an additional 5</a></li> </ul>	

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				<a href="#">minutes to be added for travelling.</a>  <a href="#">Timetable of cover is prepared for September to allow curriculum and subject leads subject leadership time</a>  Teacher meetings have ½ termly dedicated meetings for Curriculum subject leadership and curriculum offer <a href="#">through Phase meetings. Phase meetings starting January 2021.</a>	
<b>Classroom and timetable arrangements do not allow for all pupils to attend in line with guidance</b>	4x4=16	<ul style="list-style-type: none"> <li>• Agreed new timetables and confirm arrangements for each year group to allow for reduced interaction between year groups. Potentially consider reducing the need to move between basic class spaces.</li> <li>• Classroom size and numbers reviewed through daily planning.</li> <li>• Classrooms re-modelled, with chairs and desks front facing and spaced to allow for social distancing.</li> <li>• Spare furniture removed that will not be used.</li> <li>• Clear signage displayed in classrooms promoting social distancing.</li> <li>• Hand washing facilities identified for each learning zone</li> </ul>	<p>Yes</p> <p>Yes</p>	Time tables for each class are in place- these include reasonable adjustments for clearly planned sensory breaks, where applicable, to support minimal movement, to encourage social distancing, in lesson times while fully supporting Sen_. <a href="#">Timetables updated for</a>	1x3=3

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		<ul style="list-style-type: none"> <li>• Arrangements in place to support pupils when not at school with remote learning at home.</li> <li>• In primary schools, classes stay together with their teacher and do not mix with other pupils.</li> <li>• In <a href="#">secondary</a> schools, assuming that setting is maintained, the year group stays together and does not mix with other pupils.</li> <li>• In EYFS handwashing supervision is in place. (added in v2)</li> <li>• Consideration of staffing changes to cover absence.</li> <li>• The EYFS environment is re-organised to meet requirements of social distancing including groups who do not mix with other children or other small groups</li> <li>• Encourage use of outdoor space, weather dependent</li> <li>• Stagger lunchtimes to align with staggered start and finish times.</li> <li>• Limit lunch menus to offer a set nutritionally balanced menu eg. One vegetarian, one non-vegetarian option.</li> <li>• Consider lunchtimes in the classroom for younger year groups.</li> </ul>		<p><a href="#">January 2021 due to closure of Cedars classroom and class needs.</a></p> <p>-Classroom organisation has been carried out based on pupils' curriculum access and size and facilities of individual classrooms to best match pupil need and curriculum offer</p> <p>All classrooms have clearly labelled handwashing stations</p> <p>Classes are organised in Bubbles (<a href="#">Maples to join Acers and Beeches bubble for first week whilst transport arranger - Tier 4 has reduced number of children in class</a>) -these consist of two classrooms which share linked toilet and changing facilities adjoined to both rooms and staff. <a href="#">Classes to have specific toilets</a></p>	

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				<p><a href="#">and sinks labelled for each class.</a></p> <p>Lunch and break times are staggered for all bubbles</p> <p><a href="#">KS1, EYFS and pupils accessing semi-formal curriculums who have significant sensory needs and find transition more challenging will eat lunch in their classrooms</a></p> <p><a href="#">School hall is available for lunch for 1x Bubble to minimise number of pupils in dining room (school has additional cleaning in place to support this) All children will eat lunch in their classroom.</a></p> <p>A number of Lunch time supervisors and PT staff have zero hour contracts to cover ad hoc staff absences and will be utilised in the first instance.</p>	

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				<p>Longer term absences will be covered by agency through 'Block booking' to ensure consistency. <a href="#">Additional member of staff assigned to bubble due to reduced opening in January.</a></p> <p>Where school has capacity for new pupils; this will be clear and additional risk assessments will be made in real time to assess risk of increasing any Bubble sizes</p>	
<b>There is a need for additional space to allow for curriculum to be fully delivered</b>	<b>3x1=3</b>	<ul style="list-style-type: none"> <li>Identify available large spaces and appropriate timetabling e.g., dining areas, halls, studios, particularly in outdoor areas.</li> <li>Make arrangements for use of alternative sites with support from the responsible body</li> <li>Large gatherings and assemblies prohibited.</li> <li>Design layout and arrangements in place to enable social distancing.</li> <li>The EYFS environment is re-organised to meet requirements of social distancing</li> </ul>	<p>Yes</p> <p>Yes- if required but is not currently</p> <p>Yes</p> <p>Yes</p> <p>Yes</p>	<p><del>All classes have access to the Forest school for outdoor learning opportunities this is timetabled throughout the week</del> <a href="#">Staff to book slots on school calendar for outdoor learning in the forest.</a></p> <p><del>School hall is timetabled for PE use when extreme weather prohibits outdoor lesson delivery</del></p>	<b>2x1=2</b>

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				<p><a href="#">All PE to take place in the hall. Windows to be open and doors.</a></p> <p>All lower corridor classrooms have access to their own playground, which is separate to main play area and can utilise at all times of the day for outdoor learning and sensory/movement breaks etc.</p> <p>Whole school and key stage assemblies are prohibited</p> <p>School hall floor is demarcated to ensure social distancing when children are seated in there during PE or a Bubble assembly/lesson - <a href="#">to be reapplied in January 2021.</a></p> <p>EYFS and KS1 provision will have 'Teach stations' as required with screens, reduced furniture to</p>	

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				allow adequate spacing between activities, will utilise both indoor and outdoor spaces including soft play and sensory room to allow for social distancing. Teachers will be required to plan for activities and sessions which maximise social distancing of pupils throughout the day <ul style="list-style-type: none"> <li><a href="#">Perspex screens to be available for each class to allow staff to work with children for extended periods.</a></li> </ul>	
<b>3. Content and timing of communications to parents and pupils including discussing attendance expectations and other specific things that parents should do to help prepare returning pupils</b>					
<b>Parents and carers are not fully informed of the health and safety requirements for the reopening of the school</b>	2x2=4	<ul style="list-style-type: none"> <li>As part of the overall communications strategy parents are kept up to date with information, guidance and the school's expectations on a weekly basis using a range of communication tools.</li> <li>A COVID-19 section on the school website is created and updated clearly showing arrangements for arriving/collecting pupils</li> <li>Parent and pupil handbooks created reflecting changes to usual school policy</li> <li>Advice is made available to parents on arrangements testing for COVID-19</li> </ul>	Yes  Yes  Yes  Yes  Yes	<a href="#">Comprehensive 'return to School' information sent out to all parents on 17/07/2020</a> <a href="#">September opening guidance to be published on the school website.</a>  Updated when new guidance is available	1x1=2

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		<ul style="list-style-type: none"> <li>Clarify arrangements for pick-up/drop-off, breaktimes, as well as expectations for free study periods</li> <li>NS/NC include arrangements for personal care e.g. nappy changing/feeding/sleep arrangements etc</li> </ul>	Yes	<p>Sent to families and available on school learning platform: Seesaw</p> <p>New drop off and pick up times have been put in place to stagger buses and parent/carers who drop their children off at school. Communicated to parents/carers 17/7/20 - <a href="#">updated Aut 2020</a></p> <p>Current nappy/feeding arrangements in school are adequate for September 2020</p>	
<b>Parents and carers may not fully understand their responsibilities should a child show symptoms of COVID-19</b>	<b>2x3=6</b>	<ul style="list-style-type: none"> <li>Key messages in line with government guidance are reinforced on a weekly basis via email, text and the school's website and verbally. Community languages are considered.</li> <li>Clear procedures in place where a child falls ill whilst at school with reference to the school's infectious diseases policy</li> <li>Ensure contact details of families are up to date.</li> </ul>	<p>Yes</p> <p>Yes</p> <p>yes</p>	<p>Details sent out to parents with newsletters. And are available on school website-text alerts are sent when necessary to alert parents/carers to new guidance</p> <p>All records are up to date-one new start known to be moving house during Summer holiday and family contacted for new address</p>	<b>2x2=4</b>

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<b>Communications with parents/carers about expectations that must be followed to support pupils and keep the school community safe are not clear or in place</b>	4x2=8	<ul style="list-style-type: none"> <li>Request daily changes of clothes where possible to reduce the risk of infection</li> <li>Refer to school's hygiene policies</li> <li>Clarity around attendance expectations; in particular, when COVID-19 is a risk factor within the family</li> <li>Brokerage of access to FTB resources to support mental health and wellbeing, including anxiety of returning to school for pupils and parents</li> <li><a href="https://www.forwardthinkingbirmingham.org.uk">https://www.forwardthinkingbirmingham.org.uk</a></li> <li>Consideration given to personal items of children and hygienic storage of items – Soothers, comforters, nappies, personal toys.</li> </ul>	Yes  Yes  Yes  Yes	Comprehensive 'return to School' information sent out to all parents on 17/07/2020 includes requests for change of clothes, hygiene, expectations on attendance and behaviour  Only personal items agreed with school staff permitted in school and they will be kept separately from other resources and form part of pupil's RA  <a href="#">Office staff to update weekly bulletin on the school website.</a>	2x2=4
<b>4. The school day</b> This section should be considered in conjunction with <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>					
<b>The start and end of the school day create risks of breaching social distancing guidelines</b>	4x4=16	<ul style="list-style-type: none"> <li>Start and departure times are staggered.</li> <li>The number of entrances and exits to be used is maximised; where possible each year group to enter through its own access point.</li> <li>Different entrances/exits are identified and used for different groups.</li> <li>Staff and pupils are briefed, and signage provided to identify which entrances, exits and circulation routes to use.</li> <li>A plan is in place for managing the movement of people on arrival to avoid groups of people congregating and</li> </ul>	Yes Yes  Yes  Yes  Yes	Arrival and departure time staggered between the arrival of pupils on School Transport and those who arrive with parents/carers  School buses to arrive from 8.45 am and pupils will disembark in	1x2=2

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		parents are informed that gathering at school gates needs to be minimised. • Floor markings are visible where it is necessary to manage any queuing. • Attendance patterns have been optimised to ensure maximum safety. • A plan is in place for the effective and safe hand over of very young children at the beginning and end of the session - particularly around issues of responding to young children who are showing signs of distress.	Yes Yes Yes	a staggered manner (The current way in which school buses arrive allows for a safe and natural stagger into school without the need to stagger the arrival of different school buses significantly)  Pupils who arrive to school with parents/carers will arrive at <u>9.45am</u>  Pupils on school transport to <u>leave school at the revised time start loading buses at 3.05pm of 2.50pm to disembark at 3.10. This will allow</u> <del>to</del> allow adequate time to stagger pupils who are collected by parents/carers  Parents/carers asked not to attend school site until <u>2.55pm</u> <del>3.05pm</del> each afternoon and <u>8.40am</u> <del>5am</del> each morning	

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				<p>Clear markings on footpaths and around school entrances to allow for adequate social distancing while awaiting handover of pupils with school staff</p> <p>One way system is in operation and pupils on the top corridor have separate entrance to those on the bottom corridor</p> <p>Parents/carers reminded regularly of the importance of arriving promptly to school to either drop off or collect their child. <a href="#">Masks to be worn by parents and visitors on the school grounds.</a></p> <p>Any pupils who are distressed through leaving their parent/carer or awaiting for a 'late' parent/carer will wait in classrooms with their class teacher</p>	

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				<p>Staff will wear PPE should they need to break the 2m distancing.</p> <p><del>Individual support plans will be put in place where required</del>  <del>A person per class is allocated daily to manage transport arrangements—The staff member allocated will call one class at a time to collect pupils</del></p>	
<b>Daily attendance registers for new cohorts are not in place</b>	3x2=6	<ul style="list-style-type: none"> <li>Class teachers are responsible for completion of school daily attendance registers which will be monitored by school admin each day</li> <li>School administrator responsible for completion of DfE daily submission (Executive HT in their absence)</li> <li>Regular reporting and monitoring of attendance to responsible body</li> </ul>	Yes  Yes	<p>All staff have access to school MIS system to complete class registers</p> <p>Attendance report to GB each half term</p> <p><a href="#">Daily DfE returns completed by office administrator.</a></p>	2x2=4

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<b>Staff may not fully understand their responsibilities if they or a child show symptoms of COVID-19</b>	3x2=6	<ul style="list-style-type: none"> <li>Key messages in line with government guidance are reinforced on a weekly basis via email, text and the school's website and verbally. Community languages are considered.</li> <li>Clear procedures in place where a child falls ill whilst at school with reference to the school's infectious diseases policy and flowchart from Public Health</li> <li>Ensure contact details of families are up to date.</li> </ul>	Yes  Yes  Yes	Staff handbook with clear guidance on procedures if child or staff member falls ill or displays COVID-19 Symptoms-Clear flow chart in staff guidance <a href="#">and also on the school website.</a>  <a href="#">BCC Flowchart on the school website.</a>  Contact details are up to date and contact sheet will be reviewed and confirmed by families in September  Interpreting service available <a href="#">in-school by the Brass House.</a>	2x2=4
<b>5. Provision for meals and FSM.</b> Consider alongside <a href="https://www.gov.uk/government/publications/covid-19-free-school-meals-guidance/covid-19-free-school-meals-guidance-for-schools">https://www.gov.uk/government/publications/covid-19-free-school-meals-guidance/covid-19-free-school-meals-guidance-for-schools</a>					
<b>Pupils eligible for free school meals do not continue to receive vouchers</b>	3x2=6	<ul style="list-style-type: none"> <li>FSM Voucher scheme is continued</li> <li>Issues with food poverty to be addressed through application to Early Help Hubs</li> </ul>	Yes Yes	<a href="#">All FSM vouchers have been received and distributed.</a> <ul style="list-style-type: none"> <li>School / home liaison member of staff coordinated issues with hubs</li> </ul>	2x2=4

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<b>The school is unable to provide breakfast clubs, lunch clubs and after-school clubs</b>	4x2=8	<ul style="list-style-type: none"> <li>Feasibility on continuation or reimplementation of wrap-around provision. Seeking wraparound services from other providers such as PVLs and Childminders.</li> <li>Offer services on rotational basis.</li> <li>Consideration of use of space for food preparation and consumption</li> <li>Communicate decisions to parents</li> <li>Collaborate with other schools where there are arrangements in place</li> <li>Seek support from LA and other voluntary agencies</li> </ul>	Yes  Privately ran so decisions made by managers- they have accommodated all needs to date	Breakfast club and after school club in place ( <a href="#">ran by private provider</a> ). Cleaner employed throughout the day to clean between sessions. <a href="#">Cleaning logs in place.</a> Will be reviewed regularly at Joint site committee  Club has contacted parents/carers directly	2x2=4
<b>Meals are not available for all children in school</b>	3x2=6	<ul style="list-style-type: none"> <li>Communication with catering provider to consider options</li> <li>Procurement plan in place which confirms that suppliers are following social distancing and hygiene measures.</li> <li>Safe food preparation space, taking account of social distancing</li> <li>Stagger lunchtimes to align with staggered start and finish times.</li> <li>Limit lunch menus to offer a set nutritionally balanced menu eg. One vegetarian, one non-vegetarian option.</li> <li>Consider lunchtimes in the classroom for younger year groups.</li> <li>Alternative arrangements in place for provision of school meals</li> <li>Usual considerations in place for dietary requirements</li> </ul>	Yes  Yes  Yes  Yes Yes  Yes	Restricted number of staff in kitchen to reduce risk of transmission.  Restricted menu in place due to restrictions in staff but balanced and varied meals still on offer. <a href="#">Meals emailed to Becky S in the morning.</a>  Meals delivered to <del>lower school</del> <a href="#">all on trolleys</a> classes and those who have been identified to	2x2=4

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				reduce transition times due to pupil Sen, on trolleys Staggered lunch and playtimes increase social distancing over this period of the day  <a href="#">All bubbles have dinner trolley for serving meals.</a>	
<b>6. Safeguarding provision is needed in school to support returning children and consider any necessary changes and referrals as more children return to school including those with problems accessing online offer</b> <b>Consider alongside:</b> <a href="https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19">https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19</a>					
<b>School safeguarding policy and procedures are not in place, including updated appendix to include arrangements for COVID-19</b>	<b>3x2=6</b>	<ul style="list-style-type: none"> <li>Safeguarding remains highest priority and policy is updated to reflect changes</li> <li>All staff are briefed on updated safeguarding arrangements, including those contacting families of pupils that are not attending school</li> <li>All DSLs have swift access to advice from LA, CSC, school / health visitors and police (LA has provided contact details)</li> <li>School to consider any changes to day to day health and safety policies including changes to evacuation arrangements depending on the use of classrooms, entry and exit points and Critical Incident and Lockdown procedures, factoring in social distancing requirements</li> <li>Expectations to be shared with pupils in the event of the need to evacuate the building in an emergency</li> <li>Reference to <u>an addendum for the BCC Model Safeguarding Policy</u>. A new safeguarding model needs to be adopted from September 2020; awaiting imminent approval.</li> </ul>	Yes Yes Yes Yes Yes Yes	School has additional DSL's to manage additional concerns during lockdown ((6.7)  Safeguarding Codicil in place  Evacuation arrangements discussed with site manager/markings on the floor identified  <a href="#">Personal Evacuation Plan updated in January.</a>  New Safeguarding policy to be adopted early in the new year, with training provided for staff on the first day, having returned to	<b>1x3=3</b>

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				school. <a href="#">Adopted September 2020.</a>	
<b>High risk of increased disclosures from returning pupils</b>	3x2=6	<ul style="list-style-type: none"> <li>DSL capacity is factored into staffing arrangements to ensure enough staff are available to deal with the potential increase in disclosures from pupils</li> <li>Contact is maintained with families where there are vulnerable pupils that are not attending school due to parent/carer decision</li> <li>Multi-agency arrangements in place to support early help</li> <li>School is aware of support through Early Help Hubs</li> <li>Advice is available through CASS, BCC Safeguarding and BCC Prevent Team</li> </ul>	Yes  Yes  Yes  Yes	School has additional DSL's to manage additional concerns during lockdown ( <del>7</del> <a href="#">6</a> )  Weekly meetings in school with <a href="#">Lead and Deputy</a> DSL's and <a href="#">half termly weekly</a> meeting/ <a href="#">supervision</a> with <a href="#">all DSL's</a> .  BCC re vulnerable pupils  Staff trained in EH on site  Regular Multi agency meetings are in place and will resume on school site and via Teams where needed  Attendance team working with CSAWS to review pupil attendance regularly	2x3=6
<b>Insufficient staff confidence or awareness of mental health, pastoral</b>	3x2=6	<ul style="list-style-type: none"> <li>Staff are aware of the offer from the LA and partners so support pupil wellbeing, including initiatives such as 'You've Been Missed' bereavement support and any</li> </ul>	Yes	School has appointed <del>'well-being' mentor</del> <a href="#">adult and child mental health first aiders</a> <del>member of staff</del>	2x2=4

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support, wider wellbeing support for pupils returning to school		<p>changes that have occurred in children's lives since they have been away from school.</p> <ul style="list-style-type: none"> <li>Staff have access to a range of support services and feel well prepared to support pupils with issues that are impacting on their health and wellbeing. This is differentiated for pupils attending school and those still at home.</li> <li>Staff are aware of how to access support for issues such as anxiety, mental health, behaviour, young carers, behaviour in addition to safeguarding in general.</li> </ul>	<p>Yes</p> <p>Yes</p>	<p>Staff continue to be able to access variety of well-being support in place: <a href="#">educational psychology</a>, 24/7 counselling, <a href="#">Malachi will offer support from mid-January for identified staff</a>.</p> <p>Educational Psychology services and LTE have access to resources for bereavement (Bereavement training pack/Guidance available in school through FSW</p> <p>FSW to access 'You've been missed' training through Bcc in August</p>	
<b>7. Behaviour policies reflect the new rules and routines necessary to reduce risk in your setting</b>					
Pupils' behaviour on return to school does not comply with social distancing guidance	4x4=16	<ul style="list-style-type: none"> <li>Clear messaging to pupils on the importance and reasons for social distancing, reinforced throughout the school day by staff and through posters, electronic boards, and floor markings. For young children this is done through age-appropriate methods such as stories and games.</li> <li>Arrangements for social distancing of younger school children have been agreed and staff are clear on expectations in line with DfE advice</li> <li>Staff model social distancing consistently.</li> <li>The movement of pupils around the school is minimised.</li> </ul>	<p>Yes</p> <p>Yes</p> <p>Yes</p>	<p>Behaviour codicil in place</p> <p>Social distancing posters on display around school site</p> <p>Positive behaviour management training to be delivered <a href="#">on first day of term in the Autumn Term</a></p>	2x2=4

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		<ul style="list-style-type: none"> <li>Large gatherings are avoided.</li> <li>Break times and lunch times are structured and closely supervised.</li> <li>The school's behaviour policy has been revised to include compliance with social distancing and this has been communicated to staff, pupils and parents.</li> <li>Senior leaders monitor areas where there are breaches of social distancing measures and arrangements are reviewed.</li> <li>Messages to parents to reinforce the importance of and exhibit social distancing.</li> </ul>	Yes  Yes  Yes  Yes	Floor markings in place for social distancing  Social distancing to be included in daily reminders to pupils during their lessons  Full PPE provided to staff  School has now signed up for Enhanced behaviour management advice and techniques which will be accessed through Steve Brown –Advanced TT trainer (Staff will be able to request support for individual pupils throughout the year and regular training provided Comprehensive information regarding social distancing sent home to parents	
<b>8. Identify curriculum priorities, agree revised expectations and required adjustments in practical lessons including any approaches to 'catch up' support</b>					
<b>Pupils may have fallen behind in their learning during school closures and achievement gaps will have widened</b>	<b>3x2=6</b>	<ul style="list-style-type: none"> <li>Gaps in learning are assessed and addressed in teachers' planning.</li> <li>Home (and remote learning if necessary) is continuing and is calibrated to complement in-school learning and address gaps identified.</li> <li>Exam syllabi are covered where appropriate</li> </ul>	Yes  Yes  Yes	Planning initially focuses upon returning to school, getting used to routines and exploring relationships with others (All about me topic)	<b>2x2=4</b>

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		<ul style="list-style-type: none"> <li>Plans for intervention are in place for those pupils who have fallen behind in their learning and are supported through home learning</li> <li>Consider the response to young children who have fallen behind in their self-care skills</li> <li>School is aware of pupils who are young carers and have targeted support for online learning where they are unable to return to school</li> </ul>	Yes  Yes	Teachers to re baseline/cover areas where pupils have regressed again for catch-up purposes  Resources, video lessons and feedback have been encouraged between home and school throughout the crisis  <a href="#">Behaviour for learning questionnaire completed, pupil assessment data and interventions reviewed half termly. Next steps implemented.</a>	
<b>School unable to meet full provision required in line with EHCP</b>	3x2=6	<ul style="list-style-type: none"> <li>Review individual pupil's EHCP to consider what can reasonably be provided whilst in school</li> <li>Where EHCPs have been adapted to make any allowances for the restrictions of COVID-19, these plans are reviewed to include the interim arrangements under the recovery plan</li> <li>Access support through health and social care offer</li> <li>Support offered through LA SEND Panel/ Early Years Inclusion Support Service</li> </ul>	Yes Yes  Yes Yes	Recovery plan includes ability to meet all pupils needs. <a href="#">OT to resume onsite visits from Autumn 1</a> <a href="#">Due to end of current OT SLA, new OT provision to be sourced</a>  Staff will liaise with visiting professionals to adapt any therapies and support RA process for therapies where 2m rule cannot be applied	2x2=4

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				All other EHCP outcomes should be delivered/met through the recovery curriculum  <a href="#">SENCo SLT</a> has responsibility for overseeing all EHCP adaptations and ensuring provision is delivered- adaptations made during Lockdown will be reviewed in <a href="#">September half termly</a>	
<b>Operational needs of school create insufficient resource to support ongoing learning offer for eligible pupils who can't attend school, as well as those that continue to be out of school</b>	<b>3x3=9</b>	<ul style="list-style-type: none"> <li>• Access BEP offer for online resources</li> <li>• NS engage with NS Trust and Teaching Schools Alliance to discuss arrangements to support ongoing learning offer for pupils who can't attend school</li> <li>• Review online offer for pupils that are unable to attend school</li> <li>• Learning offer for pupils unable to access online resources</li> <li>• Access Early Help Hub support for those pupils affected by ICT poverty</li> <li>• Differentiate offer for eligible children that can't attend school to support future transition</li> </ul>	Yes Yes  Yes  Yes Yes  Yes	Seesaws has facilitated video lessons and pupil email addresses are now in place for all children  All planning is shared with families by teacher and support put in as required  Additional resources (including physical/sensory resources) will be delivered to households where pupils need to be educated at home if required  iPads/laptops may be loaned to families if	<b>2x2=4</b>

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				needed, following SLT approval only  <a href="#">Pupils in receipt of home learning packs.</a>  <a href="#">IT home provision questionnaire to be updated during reduced opening in January.</a>	
<b>Pupils moving on to the next phase in their education are ill-prepared for transition</b>	2x3=6	<ul style="list-style-type: none"> <li>A plan is in place for pastoral staff to speak with pupils and their parents about the next stage in their education and resolve any issues.</li> <li>There is regular and effective liaison with the destination institutions (e.g. From PVI setting to Nursery School/Nursery Class/Reception, primary, secondary schools, post-16 providers, universities, apprenticeship providers) to assist with pupils' transition.</li> <li>Regular communications with the parents of incoming pupils are in place, including letters, newsletters and online broadcasts.</li> <li>Virtual tours of the school are available for parents and pupils.</li> <li>Online induction days for pupils and parents are planned.</li> </ul>	Yes  Yes  Yes  Yes	<del>Y6 Leavers assembly took place, with social distancing measures included</del>  Schools have liaised with secondary schools, including providing relevant information where requested  School has started to liaise with feeder primary schools, where new children are transferring from another setting  Phased start <del>is planned for</del> <a href="#">took place in</a> September  New starters to have access to virtual video showing school	1x1=2

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				organisation during Covid-19 as required (On Seesaws platform)	
<b>9. Content and timing of staff communications including bringing in staff in advance of pupils returning</b>					
<b>Staffing levels can't be maintained</b>	2x3=6	<ul style="list-style-type: none"> <li>Contingency planning in place at appropriate levels, e.g. SLT, DSLs, first aid qualified staff</li> <li>Advice sought from LA to support staffing levels or support eligible children to access provision through another school</li> <li>Chair of responsible body kept informed throughout</li> </ul>	<p>Yes</p> <p>Yes</p>	<p>Bubbles provide flexibility in terms of staffing in terms of pupils attending</p> <p>Consistent supply staff to be sources to cover absence</p> <p>0 hour staff to cover absence in the short term</p> <p><a href="#">7-6</a> DSLs trained</p> <p>First aid at work training offered to all staff</p> <p>Additional Paediatric first aid staff in place – <a href="#">delivered to specific staff in Autumn 2020</a></p> <p><a href="#">Adult and child Mental Health First Aiders trained in December 2020 and January 2021.</a></p> <p>All training is logged and reviewed</p>	1x3=3

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Identify staff unable to return to school	1x2=2	<ul style="list-style-type: none"> <li>4 5 staff clinically vulnerable or living with someone who is clinically extremely vulnerable, unable to attend school and social distancing cannot be adhered to on site, but can work effectively from home, for example supporting remote education, or safeguarding calls</li> <li>Identify specific activities for staff who are vulnerable/shielded</li> </ul>	<p>Yes</p> <p>Yes</p>	<p>Laptops provided for staff to work from home in any occasions where staff cannot work on site</p> <p>School in regular contact with staff working from home</p> <p>Resources delivered to staff to continue working from home</p> <p>School has designated spaces (Acorns and Amber room) for staff who may have otherwise been requested to work from home to be on site</p>	1x1=1

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Staff are insufficiently briefed on expectations	2x3=6	<ul style="list-style-type: none"> <li>Staff receive daily/weekly briefings on day to day school matters</li> <li>Support for mental health and wellbeing is communicated to all staff and there are plans in place to check on staff wellbeing regularly, including senior leaders</li> <li>Flexible working arrangements needed to support any changes to usual working patterns are agreed</li> <li>Staff workload expectations are clearly communicated</li> <li>Schedule what staff training is needed to implement any changes that the school plans to make, either delivered remotely or in school</li> </ul>	Yes  Yes  Yes  Yes Yes	Teams meetings/CPD x31 per week  13 x weekly briefings to continue, using Microsoft Teams  The Wellbeing Crew will begin supporting the school from Autumn term to support staff well-being (cost to be met through SDP cost centre) - set time to be allocated.  5.4 x staff mental health first aiders (4 trained in adult MHFA 3 trained in child MHFA)  CPD and Annual monitoring time table to be shared on staff training day	1x2=2
<b>10. Protective measures and hygiene</b> This section should be considered in conjunction with <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>					

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<b>Measures are not in place to limit risks and limit movement around the building(s). Social distancing guidance is breached when pupils circulate in corridors as pupils are unable to or do not observe social distancing at break and lunch times</b>	<b>2x3=6</b>	<ul style="list-style-type: none"> <li>Consider classroom layouts, entry and exit points, staggered starts at break times, class sizes, lunch queues</li> <li>Circulation plans have been reviewed and amended.</li> <li>One-way systems are in operation where feasible.</li> <li>Corridors are divided where feasible.</li> <li>Circulation routes are clearly marked with appropriate signage.</li> <li>Any pinch points/bottle necks are identified and managed accordingly, with more intensive and regular cleaning of regular touch points</li> <li>The movement of pupils around school is minimised as much as possible.</li> <li>Where possible, pupils stay in classrooms and staff move around.</li> <li>NS/NC children are organised in small groups with a key worker and move around with them.</li> <li>Lesson change overs are staggered to avoid overcrowding.</li> <li>Pupils are briefed regularly regarding observing social distancing guidance whilst circulating.</li> <li>Appropriate supervision levels are in place.</li> <li>Agree how safety measures and messages will be implemented and displayed around school</li> </ul>	Yes Yes Yes Yes Yes Yes Yes Yes Yes yes	Classrooms measured in 2 x 2m squares  One way system in place - <a href="#">to be reshared with staff.</a>  Cleaning of high contact areas continues <a href="#">by cleaner and all staff.</a>  Main entrance Corridor use compared to Coppice lunchtime and end of day arrangements  Symbolised signs provide reminders in pupil speak  Pupils are accompanied with high staffing ratios when in corridors  Staff to complete visual check before walking into the corridor  <a href="#">Windows to be always open to allow air ventilation in line with DfE guidance.</a>	<b>2x2=4</b>
<b>The size and configuration of classrooms and teaching spaces does not support</b>	<b>2x4=8</b>	<ul style="list-style-type: none"> <li>Classroom base arrangements in place.</li> <li>Net capacity assessment/asset plans reviewed, with each classroom and teaching space compliant with social distancing measures and in line with government guidance</li> </ul>	Yes Yes	Break out spaces available for identified classes: Sensory room, roof garden, soft play, gated playgrounds and hubs.	<b>1x2=2</b>

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compliance with social distancing measures		<ul style="list-style-type: none"> <li>• All furniture not in use has been removed from classrooms and teaching spaces. Safe storage arranged for unused furniture.</li> <li>• All soft furnishings/toys have been removed in EY environment</li> <li>• Resources are arranged to be used by small groups to limit the risk of cross contamination.</li> <li>• Arrangements are reviewed regularly.</li> <li>• <a href="#">Marking arrangements to be reviewed</a></li> </ul>	Yes	<a href="#">music room turned into additional sensory room.</a>  Unnecessary furniture placed in storage  Individualised resources/class resources are cleaned. Resources shared between classes are cleaned meticulously and left for 48-72 hours between uses wherever possible (Sterilisation stations in laundry room)  Maximum class size is <a href="#">15</a> <a href="#">44</a> for all classes excluding Cedars class. Other classes maximum capacity will be reviewed based on individual pupil needs and class risk assessments when considering admitting additional pupils. <a href="#">Amendments to be made during Spring lockdown.</a>  <a href="#">Individual children's books to kept in children's drawer.</a>	

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				<a href="#">Physical marking of marking can be left for 72 hours or if marking daily, gloves must be worn and changed between each child's set of books. (Books to be marked as complete set if marking daily). When marking is after 72 hours - verbal feedback must be given in real time to support children's learning. Children learning remotely, feedback will be given remotely (see remote learning policy for further details).</a>	
<b>Staff rooms and offices do not allow for observation of social distancing guidelines</b>	3x3=9	<ul style="list-style-type: none"> <li>Staff rooms and offices have been reviewed and appropriate configurations of furniture and workstations have been put in place to allow for social distancing.</li> <li>Staff have been briefed on the use of these rooms.</li> </ul>	Yes Yes	<a href="#">5</a> 4 rooms have been identified where staff can spend break times in their bubbles. <a href="#">Classroom to be used if Acorns or Amber room has been booked. Facilities to be accessed via downstairs kitchen (attached to hall) if unable to access the rooms. Staff travelling to Acorns will be permitted an additional 5 minutes to travel to and from Acorns.</a>	2x2=4

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				Staff breaks are timetabled to minimise people having breaks together	
<b>Queues for toilets and handwashing risk non-compliance with social distancing measures</b>	<b>2x2=4</b>	<ul style="list-style-type: none"> <li>Queuing zones for toilets and hand washing have been established and are monitored.</li> <li>NS/NC have arrangements in place to meet the staffing requirements when changing nappies and responding to children changing requirements.</li> <li>Floor markings are in place to promote social distancing.</li> <li>Pupils and staff know that they can only use the toilet one at a time.</li> <li>Pupils are encouraged to access the toilet during class/throughout the day to help avoid queues.</li> <li>The toilets are cleaned frequently to take account for the number of pupils accessing the facilities.</li> <li>Monitoring ensures a constant supply of soap and paper towels.</li> <li>Bins are emptied regularly.</li> <li>Pupils are reminded regularly on how to wash hands and young children are supervised in doing so. Handwashing is incorporated into the daily timetable.</li> <li>Provision of hand gel is made available where there are no handwashing facilities, e.g. reception areas and entry and exit points. Supervised use for young pupils.</li> </ul>	Yes Yes Yes Yes Yes Yes Yes Yes yes	Each bubble of two classes shares one set of toilets  Sprays <a href="#">or wipes</a> are present in toilets for cleaning following staff use  Hand gel available upon entry to school, in classrooms and in all shared spaces  Antibacterial wipes available in office spaces and photocopiers  Floor markings in place <a href="#">to be reapplied regularly if they lift.</a>  No requirement to queue for toilets  Regular handwashing for pupils is encouraged and is built into school day	<b>1x2=2</b>

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<b>11. Enhanced cleaning and how it will be implemented in your school for example how often, when/if additional clean is necessary and how you will ensure sufficiency of supplies</b>					
Cleaning capacity is reduced so that an initial deep-clean and ongoing cleaning of surfaces and touch points are not undertaken to the standards required	2x4=8	<ul style="list-style-type: none"> <li>A return-to-work plan for cleaning staff (including any deep cleans) is agreed with contracting agencies prior to September opening.</li> <li>An enhanced cleaning schedule is agreed and implemented which minimises the spread of infection, making full use of timetable breaks, between lunch groups, before and after school.</li> <li>Introduce enhanced daily cleaning of doorways, handles and corridor walls and other frequently touched surfaces</li> <li>More frequent cleaning of rooms / shared areas that are used by different groups</li> <li>Working hours for cleaning staff are increased in agreement with staff.</li> <li>Outdoor playground equipment should be more frequently cleaned.</li> <li>Seek LA support to manage insufficient capacity</li> </ul>	Yes  Yes  Yes  Yes yes	School will be deep cleaned by cleaning company prior to September opening  Enhanced cleaning is in place with additional cleaner on site throughout the school day  Shared rooms, <a href="#">(soft play and sensory room)</a> are cleaned between use and left for at least one hour between use  <a href="#">Hall cleaned between use.</a>  Cleaning focus on door handles, hand rails, toilets	1x3=3

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<b>Procedures are not in place for Covid-19 clean following a suspected or confirmed case at school</b>	1x4=4	<ul style="list-style-type: none"> <li>Cleaning company is aware of the guidance for cleaning of non-healthcare settings <u>COVID-19: cleaning of non-healthcare settings guidance</u></li> <li>Plans are in place to identify and clean all areas with which the symptomatic person has been in contact</li> <li>Sufficient and suitable equipment is available for the required clean</li> <li>Adequate waste disposal arrangements are in place to dispose of contaminated equipment</li> <li>Alternative arrangements are in place for vulnerable pupils and key worker families in case the school needs to close for a Covid-19 clean</li> <li>Seek support from Public Health Birmingham. Use the flowchart</li> <li>For <u>whole school</u> <del>EY</del> suitable PPE equipment is available if a distance of 2m from the child cannot be maintained.</li> </ul>	Yes Yes Yes Yes Yes Yes yes	Cleaning company fully aware and confirmed with site manager  Ongoing audit all Staff to report when running low.  Yellow bags in office. Can be put in nappy bins  Home learning, Teams sessions with families and eyes on checks are in place  All Staff have suitable PPE – <u>masks must be worn at all times (only medical exemptions detailed in individual risk assessments)</u> .	1x3=3
<b>12. Enhanced hygiene for example toilet use, hand washing and decide on policy related to usually shared items e.g. books, toys practical equipment</b>					
<b>Inadequate supplies of soap and hand sanitiser mean that regular hand washing routines cannot be established</b>	2x4=8	<ul style="list-style-type: none"> <li>An audit of handwashing facilities and sanitiser dispensers is undertaken before the school reopens and additional supplies are purchased if necessary.</li> <li>Appropriate measures to supervise effective hand washing of young children are in place</li> <li>Monitoring arrangements are in place to ensure that supplies of soap, hand towels and sanitiser are maintained throughout the day</li> </ul>	Yes  Yes Yes  Yes	All tap, soap dispenser working each class has hand sanitizer.  Low supplies to be reported to IB  All classrooms have a Milton Spray bottle for use during the day.	2x2=4

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		<ul style="list-style-type: none"> <li>Posters and electronic messaging boards reinforce the need to wash hands regularly and frequently, including on arrival at school.</li> <li>Reinforce 'catch it, kill it, bin it' message</li> </ul>	Yes	Where possible site team to help completed a Milton hand bucket clean/disinfect of tables/chairs/touch point areas during breaktime/lunchtime  <a href="#">Specific sinks and toilets assigned to classes (signage to show this).</a>	
<b>Inadequate supplies and resources mean that shared items are not cleaned after each use</b>	<b>1x3=3</b>	<ul style="list-style-type: none"> <li>Limit the amount of shared resources that are taken home and limit exchange of take-home resources between children, young people and staff</li> <li>A plan is in place to clean resources which have been taken home.</li> <li>Cater for equipment and resources per child and prevent the sharing of stationery and other equipment where possible. Any shared classroom materials and surfaces cleaned and disinfected more frequently and between groups (including resources also used by wraparound groups)</li> <li>Practical lessons can go ahead if equipment can be cleaned thoroughly and the classroom or other learning environment is occupied by the same children or young people in one day, or properly cleaned between cohorts</li> <li>Roles and responsibilities identified for each area with cleaning resources, e.g. each class is allocated their own cleaning products</li> <li>The governing board finance committee is aware of any additional financial commitments</li> </ul>	Yes  Yes  Yes  Yes  Yes  Yes	Pupils have own resource packs  Staff regularly clean surfaces in class and additional cleaning is provided throughout the day by cleaning staff  Timetables for particular rooms and equipment is timetabled to allow for adequate cleaning between use  Staff guidelines indicate that staff can use additional curriculum resources if they adequately cleaned/sterilised at the end of the day in collaboration with site staff	<b>1x2=2</b>

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		<ul style="list-style-type: none"> <li>Procedures are in place for medical rooms or other spaces to be cleaned after suspected COVID-19 cases, along with other affected areas, including toilets.</li> <li>PPE to be used for accompanying staff where pupil symptomatic and 2m distance cannot be sustained.</li> </ul>		<p>Pupil will remain there with staff member and access to radio</p> <p>Contracted cleaning company and external company (previously used) will complete deep clean as previously carried out for us-HOS to contact as required</p> <p>School has adequate PPe</p>	
<b>14. Plan for personal protective equipment for staff providing intimate care for any children and young people and for cases where a child becomes unwell with symptoms of coronavirus and needs direct personal care until they can return home</b>					
<b>Provision of PPE for staff where required is not in line with government guidelines</b>	<b>2x4=8</b>	<ul style="list-style-type: none"> <li>Government guidance on wearing PPE is understood and communicated</li> <li>Sufficient PPE has been procured through normal stockist</li> <li>PPE requirements for individual pupils and staff have been risk assessed and sourced through normal stockist</li> <li>Those staff required to wear PPE (e.g. SEND intimate care; receiving/handling deliveries; cleaning staff) have been instructed on how to put on and how to remove PPE carefully to reduce contamination and how to dispose of them safely.</li> <li>Staff are reminded that wearing of gloves is not a substitute for good handwashing.</li> <li>Avoid face to face contact and minimise interaction under 1m with young pupils, except for those with complex needs</li> <li>Seek LA support for emergency PPE stock</li> <li>Appropriate measures are taken on the cleaning of</li> </ul>	<p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p>	<p>Staff have received training on use of PPE- training PowerPoint will be re circulated On training day 1/9/2020</p> <p>In absence of Bcc PPE supply from September 2020, the Chair of Governors has sourced supply chain for school-PPE will be ordered in Summer holidays in preparation for September (school has</p>	<b>1x4=4</b>

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		reusable PPE items in line with guidance		<p>stock for first week in place already)</p> <p>School has some reusable items of PPE which are allocated to staff and staff take responsibility to clean appropriately</p> <p>Staff have access to PPe for the duration of the school day for all sessions</p>	
<b>PPE provision is not in place for staff providing intimate care and for cases where a child becomes unwell with symptoms of coronavirus and needs direct personal care until they can return home</b>	<b>2x4=8</b>	<ul style="list-style-type: none"> <li>Requirements for PPE have been assessed in line with DfE guidelines and Public Health Birmingham scenarios</li> <li>Sufficient stock has been ordered using school's usual suppliers</li> <li>Arrangements to seek LA support to obtain PPE in case of an emergency are known and in place</li> <li>Health and safety governors are satisfied that arrangements are in place and in line with DfE guidelines</li> </ul>	<p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes-COG</p>	<p>School has stock for first week back and order will be placed for additional stock in July</p> <p>Stock is ordered against Bubble use requests</p> <p>Regularly reviewed by <a href="#">HOS SLT</a> and ExHT</p>	<b>1x4=4</b>
<b>15. Managing premises related issues</b>					
<b>There is no agreed approach to any scheduled or ongoing building works therefore contractors on-site</b>	<b>1x4=4</b>	<ul style="list-style-type: none"> <li>Ongoing works and scheduled inspections for schools (e.g. estates related) have been designated as essential work by the government and so are set to continue.</li> <li>An assessment has been carried out to see if any additional control measures are required to keep staff,</li> </ul>	<p>Yes</p> <p>Yes</p>	<p><del>None required at current time</del> <a href="#">Infrastructure manager to maintain an overview of scaffolding currently in place.</a></p>	<b>1x3=3</b>

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whilst school is in operation may pose a risk to social distancing and infection control		<p>pupils and contractors safe including distancing and hygiene procedures.</p> <ul style="list-style-type: none"> <li>Assurances have been sought from the contractors that they are familiar with the <u>symptoms associated with Coronavirus covid-19</u>, all staff attending the setting will be in good health (symptom-free) and that contractors have procedures in place to ensure effective social distancing is always maintained.</li> <li>Alternative arrangements have been considered such as using a different entrance for contractors and organising classes so that contractors and staff/pupils are kept apart.</li> <li>Social distancing is being maintained throughout any such works and where this is not possible arrangements are reviewed.</li> <li>In addition to arrangements for COVID-19, normal contractor procedures are being applied and have been updated in light of COVID-19 (including contractor risk assessments and method statements, and contractor induction).</li> <li>Premises governing board committee is aware of planned works and associated risk assessments</li> <li>Were BCC is the building owner the <i>landlord approval process</i> has been undertaken when required i.e. any works likely to disturb the fabric of the building</li> </ul>	<p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p>	<p>School will seek to have contractors at end of school day and on weekends if cleaning <u>and work</u> can be arranged</p> <p>Contractors are able to enter through side doors</p> <p><u>No planned work</u> for term time- Plastering to one room to be completed during Summer holiday</p> <p>Site Manager has systems in place and statement to ensure contractors are familiar with COvid-19 symptoms</p>	
Fire procedures are not appropriate to cover new arrangements	2x4=8	<ul style="list-style-type: none"> <li>Fire procedures have been reviewed and revised where required, due to: <ul style="list-style-type: none"> <li>Reduced numbers of pupils/staff</li> <li>Possible absence of fire marshals</li> <li>Social distancing rules during evacuation and at muster points</li> </ul> </li> </ul>	Yes	Personal evacuation plans will be reviewed in September 2020 and new ones created for any new pupils requiring one	1x4=4

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		<ul style="list-style-type: none"> <li>○ Possible need for additional muster point(s) to enable social distancing where possible</li> <li>• Staff, pupils and governors have been briefed on any new evacuation procedures.</li> <li>• Incident controller and fire marshals have been trained and briefed appropriately.</li> <li>• Fire drill arranged in line with Covid plan.</li> </ul>	Yes  Yes  Yes	<p><u>Fire alarm procedures have been updated</u></p> <p><u>New assembly points designated on playground and marked out with 2 and 3m distances</u></p> <p><u>Staff</u> are <u>briefed</u> and have conducted fire drill under these arrangements during the Summer term <u>and Autumn Term.</u></p> <p><u>Action: Fire alarm practice week beginning in the Autumn Term September 14th</u></p>	
<b>Fire evacuation drills - unable to apply social distancing effectively</b>	3x3=9	<ul style="list-style-type: none"> <li>• Plans for fire evacuation drills are in place and are in line with social distancing measures, with marked areas if required</li> </ul>	Yes	Drill planned <u>for week beginning 14<sup>th</sup> September termly</u>	1x4=4
<b>Fire marshals absent due to self-isolation</b>	3x3=9	<ul style="list-style-type: none"> <li>• An additional staff rota is in place for fire marshals to cover any absences and staff have been briefed accordingly.</li> <li>• Staff appropriately trained in fire marshal duties as required.</li> </ul>	Yes	<p>HOS has assigned adequate fire marshals</p> <ul style="list-style-type: none"> <li>• <u>Updated training arranged by the Infrastructure manager during the Spring term</u></li> <li>• <u>Personal Evacuation Plan to be updated in the Spring Term</u></li> </ul> <p><u>Action: additional 2x fire marshals to be</u></p>	2x2=4

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				<del>trained/assigned prior to September fire drill by HOS</del>	
<b>Statutory compliance has not been completed due to the availability of contractors during lockdown</b>	1x3=3	<ul style="list-style-type: none"> <li>All statutory compliance is up to date.</li> <li>Where water systems have not been maintained throughout lockdown, chlorination, flushing and certification by a specialist contractor has been arranged.</li> <li>LA support is in place</li> </ul>	Yes  Yes	In place and overseen by Site manager and <a href="#">SLT HOS</a>	1x2=2
<b>The costs of additional measures and enhanced services to address COVID-19 when reopening puts the school in financial difficulty</b>	3x3=9	<ul style="list-style-type: none"> <li>Additional cost pressures due to COVID-19 identified and an end-of-year forecast which factors them in has been produced.</li> <li>LA or Trust finance team has been consulted to identify potential savings in order to work towards a balanced budget.</li> <li>Additional COVID-19 related costs are under monitoring and options for reducing costs over time and as guidance changes are under review.</li> <li>Additional sources of income are under exploration.</li> <li>The school's projected financial position has been shared with governors and LA or trust.</li> <li>NS/NC are aware of financial support available to support sustainability</li> </ul>	In process  Yes  Yes  Yes  Yes	Separate cost centre identified awaiting forecast from Bursar  Covid spend identified in budget orders  Finance committee will monitor Covid-19 cost centre  ExHt reviewing finance support in office and through Bcc SLAs Action: Bursar to generate forecast for covid-19 spend	3x2=6
<b>16. Ensure you have considered the impact on staff and pupils with protected characteristics including race and disability in developing you approach</b>					

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<b>Considerations</b> <ul style="list-style-type: none"> <li>Nationally the <a href="#">ONS analysis</a> has identified an increased risk of death among some ethnic groups, although this increased risk reduces when age, gender and long term conditions like type 2 diabetes, high blood pressure and kidney disease, but doesn't disappear completely and further research is needed to explore this.</li> <li>There doesn't appear to be any different between in ethnic groups in terms of infection rates, i.e. who catches it, the difference is in the proportion who die.</li> <li>In light of this it is important for risk assessments of individuals, staff and pupils, take this into account, the main risks are around health conditions such as <b>diabetes, kidney disease</b> and <b>high blood pressure</b>, especially if poorly controlled and also obesity has been identified as a significant risk factor. The risk of death is also higher in older people over 65yrs and men have a slightly higher rate than women. Those with respiratory conditions like asthma and chronic obstructive pulmonary disease also pose higher risks, along with auto-immune conditions. Smoking can also exacerbate the disease and lead to poorer outcomes</li> <li>The <a href="#">NHS risk assessment</a> suggests BAME individuals have a higher risk at a younger age, so as a rough guide consider a BAME 55yr old's risk in the same way you would consider White 65yrs old, but the biggest risk factor is existing health conditions.</li> <li>Once risks are identified then it would be sensible to work with your occupational health provider on how then to look at adjustments and whether staff can, for the remainder of term, support remote teaching or telephone support roles. This assessment will need to be on a case by case basis.</li> <li>If someone in the household is shielding (part of the 1.5million), the children in that household should not be included in the first wave of students going back to school. Staff may however consider returning if they are able to practice good hand hygiene and follow the national guidelines on <a href="#">living with someone who is shielded</a>.</li> <li>It is less clear cut for children who are living in households with other vulnerable adults or siblings who are not shielded, however it is worth noting that the risk is less from younger children than older children and can be reduced through good hand hygiene. This however will be a decision that parents will need to make individually based on their personal circumstances.</li> </ul>					
<b>Measures have not been put in place to protect staff and pupils with underlying health issues, BAME staff, and those who are shielding</b>	2x3=6	<ul style="list-style-type: none"> <li>An equality impact assessment is undertaken for staff and pupils</li> <li>All members of staff and parents of pupils with underlying health issues, those within vulnerable groups or who are shielding have been instructed to make their condition or circumstances known to the school.</li> <li>Records are kept and regularly updated e.g. check children and staff who have identified as having asthma have up to date care plans.</li> </ul>	Yes  Yes  Yes  Yes	Completed by HOS  <a href="#">All</a> vulnerable staff <a href="#">where identified</a> (not shielding) have been referred to OH  All vulnerable staff have a RA in place and access to full PPe	1x2=2

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		<ul style="list-style-type: none"> <li>Members of staff and parents of pupils with underlying health conditions have been asked to seek and act on the advice of their GP/consultant/midwife or current government advice.</li> <li>Staff and parents of pupils are clear about the definitions and associated mitigating strategies relation to people who are classed as clinically vulnerable and clinically extremely vulnerable.</li> <li>All staff who were considered to be clinically extremely vulnerable and received a letter advising them to shield are now advised that they can return to work from 1 August as long as they maintain social distancing. Advice for those who are extremely clinically vulnerable can be found in the <u>guidance on shielding and protecting people who are clinically extremely vulnerable from COVID-19</u>.</li> <li>Current government guidance is being applied.</li> <li>Consider advice from Public Health England regarding BAME staff in section above.</li> <li>Seek advice from Occupational Health Service</li> </ul>	<p>Yes</p> <p>Yes</p> <p>Yes</p>	<p>when working with pupils from September</p> <p>Any staff who are issued a shielding letter after August 1<sup>st</sup>, 2020 will work from home</p> <p>Stringent social distancing and RA in place</p> <p>BAME section added to School site RA</p> <p>Advice from PHE considered</p> <p>Vulnerable staff allowed back in school will not participate in direct personal care (toileting) with pupils</p>	
<b>Staff, particularly those from BAME heritage, are reluctant to attend school due to the media coverage on deaths related to coronavirus.</b>	2x3=6	<ul style="list-style-type: none"> <li>No. of BAME staff</li> <li>No. of BAME staff risk assessed and requiring to remain shielded at home</li> <li>No. of BAME staff able to return but requiring additional support</li> <li>Staff are encouraged to focus on their wellbeing.</li> <li>Line managers are proactive in discussing wellbeing with the staff that they manage, including their workload.</li> </ul>	<p>5 6</p> <p>0 4</p> <p>0</p> <p>Yes</p> <p>Yes</p>	<p>Regular well-being support and advice is given for all staff</p> <p><u>Site RA includes section on BAME and PPE requirements</u></p>	1x3=3

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		<ul style="list-style-type: none"> <li>Staff briefings and training have included content on wellbeing.</li> <li>Staff briefings/training on wellbeing are provided.</li> <li>Staff have been signposted to useful websites and resources.</li> </ul>	Yes yes	RAs are carried out with BAME staff members who have other identifiable risks e.g. age, obesity, underlying medical condition etc.  All staff sign posted to well-being resources  <ul style="list-style-type: none"> <li><a href="#">Mental Health First Aiders available to support as required.</a></li> </ul>	
<b>Parents, particularly those from BAME heritage, are reluctant to send their children to school due to the media coverage on deaths linked to coronavirus</b>	2x3=6	<ul style="list-style-type: none"> <li>No of BAME pupils 45 <a href="#">((to be confirmed following new admissions w/b: 4.1.21))</a></li> <li>No of BAME pupils risk assessed and requiring to remain shielded at home <a href="#">0.4</a></li> <li>No of BAME pupils able to return but requiring additional support 5 <a href="#">(to be confirmed following new admissions w/b: 4.1.21)</a></li> <li>There are sufficient numbers of trained staff available to support pupils and parents with these anxieties.</li> <li>There is access to designated staff for all pupils and parents who wish to talk to someone about their wellbeing and anxieties about attending school</li> <li>School arrangements demonstrating social distancing measures are shared with parents and pupils</li> <li>Resources/websites to support parent and pupil anxiety are provided.</li> </ul>	Yes  Yes  Yes yes	<a href="#">SLT, Pastoral support, DSLs and FSW all able to support with anxieties etc. and signpost families</a>  <a href="#">Access to Focussed multi-disciplinary Team meeting with Bcc on weekly basis if additional support is required</a>  <a href="#">Comprehensive social distancing measures in place</a>  <a href="#">Child Mental Health First Aiders/ Senior Learning Mentor available to support</a>	1x3=3
<b>Parents do not follow advice on</b>	2x3=6	<ul style="list-style-type: none"> <li>Visitors (including parents/carers) to the school may be restricted to one area, or to an allocated appointment</li> </ul>	Yes	<a href="#">Only one parent/carer in reception at any one time</a>	

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social distancing when visiting the school		time • Arrangements for visiting the school are communicated to parents/carers Expectations around hygiene and social distancing are communicated with parents/carers including drop-off/pick-up time to reduce gatherings	Yes  yes	<u>Parent/carers only allowed in reception in case of emergencies or by prior arrangement</u>  <u>Parents/carers to use Home/school diaries Seesaw for non-urgent messages. New communication policy to be implemented in Spring 1</u>  <u>Parents/carers who persistently ignore social distancing, despite support and polite reminders, will be banned from school premises</u>  <u>Parents to wear masks when picking up their children.</u>	
<b>17. Work with other school based provision as necessary e.g. nursery SEN unit to ensure policies are aligned where they need to be</b>					
Existing policies on safeguarding, health and safety, fire evacuation, medical, behaviour, attendance and other policies are no longer fit for purpose in the	2x3=6	• All relevant policies have been revised to take account of government guidance on social distancing and COVID-19 and its implications for the school. • Staff, pupils, parents and governors have been briefed accordingly. • Arrangements are in place to review the policies in line with further DfE guidance on Early Years, SEN resource base, post 16 etc.	Yes  Yes  yes	Onsite private nursery has all policies in place and these are shared/discussed regularly through joint site Governor meetings	1x2=2

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current circumstances		<ul style="list-style-type: none"> <li>Reference to <a href="#">an addendum for the BCC Model Safeguarding Policy</a>. A new safeguarding model needs to be adopted from September 2020; awaiting imminent approval.</li> </ul>			
Risks are not comprehensively assessed in every area of the school, including nursery and resource base if applicable, in light of COVID-19,	2x3=6	<ul style="list-style-type: none"> <li>Risk assessments are updated or undertaken before the school reopens and mitigation strategies are put in place and communicated to staff covering: <ul style="list-style-type: none"> <li>Different areas of the school including any Early Years and Resource Base provision</li> <li>When pupils enter and leave school</li> <li>During movement around school</li> <li>During break and lunch times</li> <li>Delivering aspects of the curriculum, especially for practical subjects and where shared equipment is used</li> </ul> </li> </ul>	Yes	<p>Onsite private nursery has all policies in place and these are shared/discussed regularly through joint site Governor meetings</p> <p>Break times are shared to avoid any cross over of staff and pupils.</p> <p>Nursery has own entrance and playgrounds</p> <ul style="list-style-type: none"> <li><a href="#">Co-located SLT meet regularly for updates and termly site governors meeting.</a></li> </ul>	1x2=2
<b>18. Home to School Transport</b>					
<p>Urban Transport Group released a briefing (27 May) urgently requesting the Government to lead joined-up dialogue between the education and transport sectors on how best to resolve the operational challenges and to meet the full additional transport costs of the return to schools and colleges.</p> <p><b>Keys points include:</b></p>					

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		<ul style="list-style-type: none"> <li>For reassurance/advice on using public transport and what it looks like to travel please find links below to three short YouTube films covering bus, tram and train journeys:  <u><a href="#">Travelling Safely on bus</a></u> (social distancing)  <u><a href="#">Travelling Safely on Metro</a></u> (social distancing)  <u><a href="#">Getting through train stations</a></u> (social distancing)</li> </ul>		Government guidance to support safety	

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