



7/7/2020

Hillstone Primary

Welcome Back

Date	Description	Completed
14 th September 2020	Reviewed by Leadership	
19 th October 2020	October Half term review	
14 th December 2020	Autumn term review	
4 th January 2021	Spring term review	
5 th March 2021	Return to school review	
19 th April 2021	Summer term review	



After reading through the latest guidance from the Government, the leadership team at Hillstone Primary School have implemented this document, to help staff, parents, pupils and the community feel more assured regarding the re-opening of the school, to all pupils from 2nd September 2020 and 8th March 2021.

This guidance is intended to support the school to help prepare for the re-opening. The guidance also covers the expectations for children with special education needs and disability (SEND), including those with education, health and care plans.

This guidance, in line with the official document, is in 5 sections: -

- 1) Minimising the risk of transmission in our school.
 - a. This is Public Health England (PHE) advice
- 2) School operations
- 3) Curriculum, behaviour & pastoral support
- 4) Assessment & accountability
- 5) Contingency planning to provide continuity of education in the case of a local breakout.
 - a. 2-4 are how the Department for Education (DfE) expects schools to operate in this new context.

**This document will be reviewed initially after 2 weeks and then every half term and in line within any guidance from the government.
Please see updates in red.**

Returning to school is vital for children's education and for their wellbeing. Time out of school is detrimental for children's cognitive and academic development, particularly for disadvantaged children. The impact can affect both current levels of learning and children's future ability to learn, and therefore we need to ensure all pupils can return from 2nd September 2020 and 8th March 2021.

The risk to children becoming severely ill from coronavirus (COVID-19) is very low and there are negative health impacts to children being out of school.

Whilst it is not possible to ensure a totally risk-free environment, the Office of National Statistics analysis on coronavirus (COVID-19), suggests that staff in educational settings tend to be at no greater risk of the disease than in many other occupations.

For the vast majority of children, the benefits of being back in school far outweigh the very low risks presented by coronavirus (COVID-19).

The measurements set out in this guidance have provided the framework for Hillstone Primary School to put into place all proportionate protective measures for children and staff, which will ensure that all pupils receive a high-quality education, that enables them to thrive and progress.

As part of the process to have all pupils back in September, we will also include a plan for the possibility of a local lockdown and how we will continue to provide the children with an education in this scenario.



Section 1: Minimising the risk of coronavirus (COVID-19)

As part of the process to re-open for all pupils on 2nd September 2020, we have put in place proportionate control measures. We have thoroughly reviewed our health and safety risk assessment that was completed for the 1st June 2020 and drawn up new plans to identify the risks using the system of controls as advised by PHE and the DfE.

These essential measures will include: -

- A requirement that people who are ill stay at home
- Robust hand and respiratory hygiene
- Enhanced cleaning arrangements
- Active engagements with NHS Test and Trace
- Formal consideration of how to reduce contact and minimise potential for contamination so far as reasonably practicable.

Risk Assessments

Our detailed risk assessment is attached as Appendix A.

Hillstone Primary School's main objective is to protect people from harm. This will include taking reasonable steps to protect staff, pupils and others from coronavirus (COVID-19) within the education setting.

These strategic plans are put into place to reduce the risk of coronavirus (COVID-19) and will be reviewed at least fortnightly in the first instance and then half termly, to ensure that they are:

- Effective
- Working as planned
- Updated appropriately, considering any issues that are identified
- Any changes in public health advice

The System of Controls: protective measures

As part of reviewing our protective measure we have identified risk and adopted changes that allow us to deliver a broad and balanced curriculum for our pupils, including full educational and care support for those pupils who have SEND.

The guidance we have followed states that if we use their recommendations as a backbone to our risk assessments and policy, we will effectively reduce the risks in our school and inherently create a safer environment.

System of Controls

These are grouped into 'prevention and response' to any infection.

Where something is essential for public health reasons, as advised by PHE we have said 'MUST'. If something is a legal requirement this is clearly identified, however the guidance we have followed does not create any new legal obligations.



Prevention

Hillstone Primary MUST do the following 1 to 4: -

1) Minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school.

We must ensure that pupils, staff and other adults do not come into the school if they have coronavirus (COVID-19) symptoms (<https://www.gov.uk/guidance/nhs-test-and-trace-how-it-works#people-whodevelop-symptoms-of-coronavirus>), or if they have tested positive in the last 7 days. We will ensure that anyone who develops those symptoms during the school day is sent home, in order to reduce any potential risk in the school and help to drive down transmission.

If anyone in the school becomes unwell with any of the following symptoms, they will be sent home and advised to follow 'stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection (<https://gov.uk/government/publications/covid-19-stay-at-home-guidance>)'. Other members of their household (including siblings) should self-isolate for 14 days from when the symptomatic person first had symptoms.

- A new continuous cough or
- A high temperature or
- Has loss of, or change in, their normal sense of taste or smell (anosmia)

If a child develops symptom and is awaiting collection, they will be moved into a room where they can be isolated behind a closed door, with appropriate adult supervision. Ideally a window should be open for ventilation.

PPE must be worn by staff caring for the child, whilst they are awaiting collection, if a 2-meter distance cannot be maintained.

Any member of staff who has helped someone with symptoms and any pupils who have been in close contact with them do NOT need to go home to self-isolate unless they develop symptoms themselves or if the symptomatic person subsequently tests positive or they have been requested to do so by the NHS Test and Trace

Everyone must wash their hand thoroughly for 20 seconds with soap and running water or use hand sanitiser after any contact with someone who is unwell. The area around the person who is unwell is cleaned with normal disinfectant after they have left, to reduce the risk of passing the infection on to other people.

Public Health England is clear that routinely taking the temperature of pupils is NOT recommended as this is an unreliable method for identifying coronavirus (COVID-19).

2) Clean hands thoroughly, more often than usually.

Coronavirus (COVID-19) is an easy virus to kill when it is on the skin. This can be done with soap and running water or hand sanitiser.

We must ensure that pupils clean their hands regularly, including when they arrive at school, return from breaks and before and after eating.

Things for us to consider: -



- Do we have enough hand washing or hand sanitiser stations?
- Supervision around hand sanitisers to stop ingestion
- Building these routines into school life, as the expectation is that good hand washing practice is going to be needed for the foreseeable future.

3) **Ensure good respiratory hygiene by promoting the ‘catch it, bin it, kill it’ approach.**

This approach continues to be very important and we must ensure that we can support children and staff with this routine.

As with hand washing, we must ensure that our younger children and any children with complex needs are helped to get this right, and all pupils understand that this is now an important part of school life.

Public Health England does NOT recommend the use of face covering in schools (this evidence will remain under review). They are not required in schools as pupils and staff are mixing in consistent groups and because the misuse of face coverings may inadvertently increase the risk of transmission.

There are also the negative effects on communication and thus education.

Face coverings are required at all times on public transport (for children over the age of 11).

4) **Introduced enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents.**

Recommendations for us to consider and implement: -

- More frequent cleaning of rooms/shared areas that are used by different year groups
- Frequently touched surfaces being cleaned more often
- Different year groups don't need to be allocated their own toilet blocks, but toilets do need to be regularly cleaned
- Pupils must be encouraged to clean their hands thoroughly after using the toilet

We have to properly consider and we must put in place measurements that suit our particular circumstances

5) **Minimize contact between individuals and maintain social distancing wherever possible.**

How to group children

The overarching principle to apply is reducing the number of contacts between children and staff. This can be achieved through keeping separate groups and through maintaining social distance between individuals.

These are not alternative options and both measures will help, but the balance between them will change depending on: -

- Children's ability to social distance
- The lay of the school
- The feasibility of keeping distinct groups separate while offering a broad curriculum

It is likely that for younger children the emphasis will be on separating groups and for older children it will be on distancing. For children who are old enough, they should also be supported to maintain social distance and not touch staff where possible.



Things to consider: -

- Consistent groups reduce the risk of transmission by limiting the number of pupils and staff in contact with each other
- During the summer term we have used this method in school and recognise that the younger children cannot social distance from staff or from other pupils
- Having small groups that do not mix, does make it quicker and easier in the event of a 'positive' case, to identify those who may need to self-isolate

In the autumn term, maintaining consistent groups remains important, but given the decrease in the prevalence of coronavirus (COVID-19) and the resumption of the full range of curriculum subjects, we will need to increase the size of the bubbles/groups.

In the autumn term bubble/group sizes were adjusted, to provide etc protection for staff, children and the wider community.

29th March 2021: We have moved to single class bubbles so that we are reducing the number of children having to isolate in the event of a bubble closure from 60 to 30.

Primary schools can implement smaller groups/bubbles to the size of a full class, however before that decision is undertaken, we need to review our circumstances and if class size bubbles/groups are not compatible with being able to offer a full range of subjects or managing the practical logistics within and around the school, we can look to implement year group bubbles.

Whatever the size of the group/bubble, they should be kept apart from other groups where possible and older children should be encouraged and supported to keep their distance from within groups.

Schools should limit the interaction, sharing of rooms and social spaces between groups as much as possible, where they have the capability to do so.

If we chose to use larger groups, other measures from the system of controls will become more important, to minimise the risk of transmission and to minimise the number of pupils and staff who may need to self-isolate.

It is important to note that it is recognised that younger children will not be able to maintain social distancing, and it is acceptable for them not to distance within their group.

Both approaches of separating groups and maintaining social distance are not 'all or nothing' options, both will still bring benefits even if only partially implemented.

Some schools may keep pupils in their class groups for the majority of classroom time, but also allow mixing into wider groups for specialist teaching, wraparound care and transport.

Siblings may also be in different groups.

Endeavouring to keep these groups at least partially separate and minimising contacts between children, will still offer public health benefits, as it reduces the network of possible direct transmission.

All staff can operate across different classes and year groups in order to facilitate the delivery of the school timetable. Where staff do need to move between classes and year groups, they should try and keep their distance from pupils and other staff as much as they possibly can, ideally 2 metres from other adults.



Again, to reiterate, we recognise that this is not likely to be possible with younger children and teachers in primary schools can still work across groups if that is needed to enable a full educational offer.

Measures within the classroom

Maintaining a distance between people whilst inside and reducing the amount of time they are in face to face contact, lowers the risk of transmission.

It is not always possible to do this, especially when working with younger children, but if adults can do this when circumstances allow, it will help. In particular, the staff should avoid close face to face contact and minimise time spent within 1 metre of anyone.

Similarly, it will not be possible when working with many pupils who have complex needs or who need close contact care. Pupils with educational and care support should be provided for as normal.

Small adaptations to the classroom to support distancing where possible, should include seating pupils' side by side and facing forwards, rather than face to face or side on.

Large gatherings such as assemblies should be avoided.

Schools should consider movement around the school when looking at the timetable and although passing on the corridor and playground is low risk, we should avoid creating busy corridors, entrances and exits.

Schools should also consider staggering break times, lunchtimes and allow time for cleaning between groups/bubbles.

Use of staff rooms should be minimised and although staff must still have a break of reasonable length during the day, the use of shared spaces should be set up to help social distance.

Measures for arriving and leaving school

Schools should consider a staggered start and finish time to keep groups apart, however staggered start times should not reduce the amount of teaching time overall. This may mean that we consider starting later and finishing later in order to avoid rush hour. We need to consider how we communicate this with parents and remind them about the process that has been agreed for drop off and collection, including gathering at the school gates.

We require all visitors/parents to only come into the school building if: -

- Collecting a child
- Emergency
- Pre-arranged appointment.

Schools should also have a process that is communicated clearly, for removing face coverings when pupils and staff who use them arrive at school.

Advice is that during the removal of a face covering the face should not be touched and hands must be washed immediately upon arrival, dispose of the temporary face coverings in a lidded bin or place the reusable face coverings in a plastic bag that they can take home with them. They should then wash their hands again before heading to their classroom.



Other considerations

Some children with SEND (whether with education, health and care plans or on SEN support) will need specific help and preparation for the changes to routine that this will involve.

Supply teachers, peripatetic teachers and/or other temporary staff can move between schools. They should ensure that they minimise contact and maintain as much distance as possible from other staff.

Schools should also consider how to manage other visitors to the site, such as contractors and ensure site guidance on physical distancing and hygiene is explained to visitors before and on arrival. If visits can happen outside of school hours it should. A record of all visitors should be kept.

Equipment and resources are integral to education in schools. During the summer term, use was minimised, many were moved out of classrooms, and there was significant extra cleaning undertaken.

That position has now changed for the autumn term, because they are important for the delivery of education and the prevalence of coronavirus (COVID-19) has decreased.

Classroom based resources such as books and games should only be shared within the group/bubble; these should be regularly cleaned along with all frequently touched surfaces. Any resources that are shared between groups/bubbles, such as sports, arts and science equipment should be cleaned, or rotated to allow them to be left unused and out of reach for 48 hours (72 for plastics).

Outdoor playground equipment should be frequently cleaned. This would also apply to resources used inside and outside by wraparound care.

It is recommended that children limit the amount of equipment they bring into school each day, to essentials such as lunchboxes, hats, coats, books, stationary and mobile phone (year 6 only). Bags are allowed.

Pupils and teachers are allowed to take books and other shared resources home, although unnecessary sharing should be avoided, especially when it does not contribute to pupil's education and development.

Similar rules on hand cleaning, cleaning resources and rotation should apply to these resources.

The following only applies in specific circumstances.

6) Where necessary, wear appropriate personal protective equipment (PPE).

The majority of staff in educational settings will not require PPE beyond what they would normally need for their work.

PPE is only needed in a very small number of cases, including: -

- Where an individual child becomes ill with coronavirus (COVID-19) symptoms while at school, and only if a 2 metre distance cannot be maintained
- Where a child already has routine intimate care needs that involves the use of PPE, in which case the same PPE should continue to be used



Response to any infection 7) Engage with the NHS Test and Trace process

We must ensure that we understand the Test and Trace process and how to contact their Public Health England protection team (<https://www.gov.uk/guidance/contacts-phe-health-protection-teams>).

We will need to communicate with staff and parents/carers to ensure that they will be willing to: -

- Book a test (<https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested>) if they are displaying symptoms. Staff and pupils must NOT come into school if they have symptoms, and must be sent home to self-isolate if symptoms are developed in school. All children can be tested including children under 5, but children aged 11 and under will need to be helped by their parents/carers if using a home testing kit
- Provide details of anyone they have been in close contact with if they were to test positive for coronavirus (COVID-19) or if asked by the NHS Test and Trace
- Self-isolate if someone tests positive for coronavirus (COVID-19)

Anyone who displays symptoms of coronavirus (COVID-19) can and should be tested. Tests can be booked online through the NHS testing and tracing for coronavirus website (<https://www.nhs.uk/conditions/coronavirus-covid-19/testing-for-coronavirus/>) or the tests can be ordered by telephone via the NHS 119 for those without access to the internet.

Essentials workers including anyone involved in education or childcare, have priority access to testing.

The government will liaise with schools with details on new testing avenues as and when they become available. They will also ensure that they work with schools to promote understanding of the quickest and easiest way to get a test.

By the autumn term, all schools will be provided with a small number of home testing kits that they can give directly to parents/carers collecting a child who has developed symptoms at school or for staff who have developed symptoms at school.

Parents should inform us immediately of the results of a test:

- If someone test negative, if they feel well and no longer have symptoms similar to coronavirus (COVID-19), they can stop isolating
- They may have another virus such as a cold or flu – in which case it is still best to avoid contact with other people until they are better. Other members of their household can stop self-isolating
- If someone tests positive, they should follow the 'stay at home guidance for households with possible or confirmed coronavirus (COVID-19) infection' and must continue to self-isolate for at least 7 days from the onset of their symptoms and ONLY return to school if they do not have any symptoms other than cough or loss of sense of smell/taste. This is because a cough or anosmia can last for several weeks once the infection has gone
- The 7-day period starts from the day when the child or adult first became ill. If they still have a high temperature, they should keep self-isolating until their temperature returns to normal. All other members of the same household should continue to self-isolating for the full 14 days

8. Manage confirmed cases of coronavirus (COVID-19) amongst the school community

We must ensure that we take swift action when we become aware that someone who has attended the school has been tested positive for coronavirus (COVID-19) and contact the local health protection team. This team will also contact us if they become aware that someone who has been tested positive for coronavirus (COVID-19) attended the school – as identified by the NHS test and trace.



The health protection team will carry out a rapid risk assessment to confirm who has been in close contact with the person during the period that they were infectious, and ensure they are asked to self-isolate.

The health protection team will work with us if we are in this situation and help guide us through the actions that we will need to take. Based on the advice that we will receive from the health protection team, we must send home anyone who has been in close contact with the person who has tested positive, advising them to self-isolate for 14 days from when they were last in close contact with that person when they were infectious.

Close contact means: -

- Direct close contact – face to face with an infected individual for any length of time, within 1 metre, including being coughed on, a face to face conversation or unprotected physical contact (skin to skin)
- Proximity contact – extended close contact (within 1 or 2 metre for more than 15 minutes), with an infected individual
- Travelling in a small vehicle, like a car, with an infected person

The health protection team will provide definitive advice on who must be sent home.

To help support the health protection team, it is recommended that we keep a record of pupils and staff in each group and any close contact that takes place between children and staff in different groups.

We are not to ask staff to keep records of everyone they come into contact with, in a way that is overly burdensome and pupils should not be asked to record everyone they spend time with.

The health protection team will provide the school with a template letter to send to parents and staff, if needed.

We must not share the names or details of people with coronavirus (COVID-19) unless it is essential to protect others.

Household members of those contacts who are sent home do not need to self-isolate themselves unless the child or member of staff who is self-isolating subsequently develops symptoms.

If someone who is self-isolating develops symptoms themselves within the 14 days isolation period, they should follow the 'stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection.

- They should get a test
- If the test delivers a negative result, they must remain in isolation for the remainder of the 14 days isolation period. This is because they could still develop the coronavirus (COVID-19) within the remaining days
- If the test delivers a positive result, they should inform us immediately and must isolate for 7 days from the onset of their symptoms. (This means the isolation could end with before the original 14 days of after the after the original 14-day period). Their household should self-isolate for at least 14 days from when the symptomatic person first had their symptoms

We will not be requesting evidence of a negative result or any other medical evidence before admitting children or welcoming them back after a period of self-isolation.

9. Contain any outbreak by following local health protection team advice



If we have two or more confirmed cases within 14 days, or an overall rise in sickness absence where coronavirus is suspected, we may have an outbreak and we must continue to work with our local health protection team. The health protection team will advise if additional action is required.

As a precautionary measure, the health protection team may recommend that a large number of other pupils self-isolate - this could be the whole site or year group.

Whole school closures based on cases within a school will NOT generally be necessary and should NOT be considered, except on the advice of health protection teams.

In consultation with the local Director of Public Health, where there is a confirmed outbreak, a mobile testing unit may be dispatched to test others who may have been in contact with the person who has tested positive.

The testing will focus on the following: -

- First; pupil class
- Second; year group
- Third; whole school - only if necessary and in line with routine public health outbreak control practice

Section 2: School operations Transport

The use of public transport by pupils should be kept to an absolute minimum, especially during peak times, as there is an expectation that there will still be constraints on public transport during the autumn term.

We should consider staggered start times to avoid peak times. Where possible, schools should encourage parents, staff and pupils to walk to school.

Attendance

From the beginning of the autumn term, the circumstance regarding attendance have changed and it is now vital for all children to return to school to minimise, as far as possible, the longer-term impact of the pandemic on children's education, wellbeing and wider development.

This means from September, the usual rules on school attendance will apply, including: -

- Parents have a duty to ensure that their child attends regularly at the school where the child is a registered pupil and they are of compulsory school age
- As a school we have a responsibility to record attendance and follow up absences
- The ability to issue sanctions, including fixed penalty notices, in line with local authorities' code of conduct

Pupils who are shielding or self-isolating

There will be far fewer children advised to shield as there is now much more information regarding coronavirus (COVID-19). Therefore, the majority of children will be able to return to school.

However, we should be aware of the following: -

- A small number of children will be unable to attend in line with public health advice because they are self-isolating, have had symptoms or they have had a positive test result or been in close contact with someone who has coronavirus (COVID-19)



Shielding advice for children and adults will pause 1st August 2020

- Due to the continued decline in the rates of community transmission of coronavirus (COVID-19), even the small number of pupils who will remain on the shielded patient list can also return to school, as can those who have family members who are shielding
- If the rate of the disease rises in local areas, children (or family members) from that area, and that area only, will be advised to shield during the period where rates remain high and therefore, they may be temporarily absent
- Some pupils no longer required to shield but who generally remain under the care of a specialist health professional may need to discuss their care with their health professional before returning to school in September

Where a child is unable to attend school because they are complying with clinical and/or public health advice, there is an expectation that we will immediately offer them access to remote education.

Where children are unable to attend school as parents are following clinical and/or public health advice, absence will not be penalised.

Updates: As per guidance as at 4th November 2020

Children whose doctor have confirmed that they are still clinically extremely vulnerable are advised not to attend school during the lockdown and arrangements will be made to continue their education whilst they are at home. Children who live with someone who is clinically extremely vulnerable, but are not clinically extremely vulnerable themselves, should still attend school.

For staff who have been identified by the NHS as clinically extremely vulnerable are to work from home, during this lockdown period. If they cannot work from home, they should not go to work. Staff who are clinically vulnerable or have underlying health conditions but are not clinically extremely vulnerable, may continue to attend school.

Updates: As per guidance as at 4th January 2021 - 21st February (extended until 31st March)

During this period of lockdown (4th January – 8th March), school is closed to all children, apart from vulnerable children and children of critical workers.

Children whose doctor have confirmed that they are still clinically extremely vulnerable are advised not to attend school during the lockdown and arrangements will be made to continue their education whilst they are at home. Children who live with someone who is clinically extremely vulnerable, but are not clinically extremely vulnerable themselves, can still attend school.

Staff who have been identified by the NHS as clinically extremely vulnerable are strongly advised to work from home, during this lockdown period. If they cannot work from home, they should not go to work. Staff who are clinically vulnerable or have underlying health conditions but are not clinically extremely vulnerable, may continue to attend school.



Pupils and families who are anxious about return to school

All pupils must attend school.

However, we need to be mindful that there may potentially be children and families who will have concerns about returning to school. These will be for various reasons, such as: -

- Pupil anxiety due to shielding themselves
- Living in households where someone is clinically vulnerable
- Pupils from Black, Asian and Minority Ethnic backgrounds (BAME)
- Conditions such as obesity and diabetes

If there are parents with significant risk factors, the advice is that they talk to the school to discuss their concerns. As a school we should help the parents by reassuring them about all of the measures we are putting in place to reduce the risk at school.

We also need to be clear with parents that pupils of compulsory school age must be in school unless a statutory reason applies.

- The pupil has been granted a leave of absence
- Sickness
- Religious observance

Actions for all schools and local authorities

Advice is to work with families to secure regular attendance from the start of the term, as this will be essential to help pupils catch up on missed education, make progress and promote their wellbeing and wider development.

Schools and local authorities are being asked to: -

- Communicate clear and consistent expectations around school attendance to families and any other professional who work with the family, where appropriate
- Identify pupils who are reluctant or anxious about returning or who are at risk of disengagement and develop plans for re-engaging them. This should include vulnerable and disadvantaged children, especially those who are persistently absent prior to the pandemic or who have not engaged with the school during the pandemic
- Use the additional catch up funding that will be received, as well as existing pastoral support services
- Work closely with other professionals as appropriate, to support the return to school, including continuing to notify the child's social worker, if they have one for non-attendance

There will be further guidance provided to us about how to record attendance and absence, including guidance on what data will need to be returned to the department for education.

School workforce

Most staff will be expected to return in September following the reduction in the prevalence of coronavirus (COVID-19) and the relaxation of the shielding measures from 1st August.

It does remain the case that wider government policy advises those who can work from home to do so. However, this will not be applicable to most school staff, we do need to consider that if a role may be conducive to home working for example some administrative roles, we should consider if it is feasible and appropriate.



Staff who are clinically vulnerable or extremely clinically vulnerable

If we use this guidance in full, we will mitigate the risks significantly to staff, including those who are extremely clinically vulnerable and clinically vulnerable.

Staff are expected to return, although the advice is that those in the most at risk categories to take particular care while community transmission rates continue to fall.

There is advice for those who are clinically vulnerable, including pregnant women (<https://www.gov.uk/government/publications/staying-alert-and-safe-social-distancing#clinicallyvulnerable-people>)

There is also advice for those who are extremely clinically vulnerable, who are now advised to return to work from 1st August as long as they maintain social distancing.

Please see updates on page 12 regarding shielding.

(<https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremelyvulnerable-persons-from-covid-19>)

As a school we should be flexible in how these members of staff are deployed to enable them to work remotely where possible or in roles in school where it is possible to maintain social distancing.

Staff who live with those who are clinically extremely vulnerable or clinically vulnerable CAN attend the workplace.

Staff who are pregnant

Pregnant women as a general principle fall into the category as clinically vulnerable and are advised to follow the relevant guidance.

(<https://www.gov.uk/government/publications/staying-alert-and-safe-social-distancing#clinicallyvulnerable-people>)

Staff who may otherwise be at increased risk from coronavirus (COVID-19)

Some people with the following particular characteristics may be at comparatively increased risk from coronavirus (COVID-19), as set out in the COVID-19: review of disparities in risks and outcomes report (<https://www.gov.uk/government/publications/covid-19-review-of-disparities-in-risks-and-outcomes>).

- Age (80 and over)
- Males
- Areas of high deprivation
- BAME

The reasons are complex and there is ongoing research to understand and translate these findings for individuals in the future.

If people with significant risk factors are concerned, they should come and talk to us, to discuss their concerns and allow us the chance to explain the measures that we are putting in place to reduce the risk of transmission in school. As a school we will endeavour to accommodate additional measures as far as is reasonably practical.



Staff who live with those who have comparatively increased risk from coronavirus (COVID-19) can attend the workplace.

Employer health and safety and equalities duties

We still have a legal duty to protect our employees and other from harm and we should continue to assess health and safety risks. By following this guidance, we will mitigate the risks of coronavirus (COVID-19) to pupil and staff, and therefore help us meet our legal duty to protect employees and others from harm.

Supporting Staff

Governing bodies and school leaders should have regard to staff work-life balance and wellbeing (including the headteacher).

This document, risk assessment, site plans and timetabling should help explain to staff all the proposed measures that we are putting in place, to help mitigate the risk of transmission.

As employees we do have a duty to extend this to people's mental wellbeing. There are already mechanisms to support staff wellbeing and these will be particularly important, as we acknowledge some staff will be feeling anxious about returning to school. The Department for Education is providing support for both staff and pupil wellbeing in the current situation.

The extra mental health support available is (<https://www.gov.uk/government/news/extra-mental-health-support-for-pupils-and-teachers>)

The Education Support Partnership also provides a free helpline for school staff and targeted support for mental health and wellbeing which can be found at (<https://www.educationsupport.org.uk/>)

Staff Deployment

We may need to alter the way in which we deploy staff and use existing staff more flexibly to welcome all pupils back in September. Leadership will talk to staff to discuss and agree any changes to staff roles with individuals.

It is important that we are always thinking about avoiding any increases in unnecessary and unmanageable workload burdens.

Deploying staff and accommodating visiting specialist

We also need to ensure that appropriate support is made available for pupils with SEND, for example by deploying teaching assistants and enabling specialist staff from both within and outside the school to work with pupils in different groups/bubbles.

Where we have support staff capacity, we can consider using this to support catch-up or targeted intervention. Teaching assistants can be deployed to lead groups or cover lessons, under the direction and supervision of a qualified teacher.

Any redeployment should NOT be at the expense of supporting pupils with SEND and the headteacher should be satisfied that the person has the appropriate skills, expertise and experience to carry out the work. The headteacher will discuss and agree any proposed changes in role or responsibility with the member of staff. This will include ensuring staff ratios are met and/or specific training is undertaken.

Guidance provided in part 3 of keeping children safe in education will be considered when deploying staff.



Recruitment

Recruitment should continue as normal.

The government's Teaching Vacancies service can help us to list any vacancies that may arise for both permanent and temporary positions.

As a free national service for searching and listing teaching roles, they will be directing newly qualified teachers and experienced teachers to this service.

(<https://teaching-vacancies.service.gov.uk>)

Supply teachers and other temporary or peripatetic teachers

We can continue to engage supply teachers and other supply staff during this period.

Supply staff and other temporary workers can move around different schools; however, we will need to consider how to minimise the number of visitors to the school where possible.

All supply staff, peripatetic teacher and visitors will be expected to comply with our arrangements for managing and minimizing the risk, including taking particular care to maintain distance from other staff and pupils.

Staff taking leave

Some staff over the summer holidays may still wish to take a holiday abroad. The government has set a requirement for people returning from some countries to quarantine for 14 days on their return.

The latest guidance on quarantine can be accessed here:

(<https://www.gov.uk/government/publications/coronavirus-covid-19-how-to-self-isolate-when-you-travel-to-the-uk>)

There may be a risk when staff travel abroad; their return travel arrangements could be disrupted due to factors arising beyond their control in relation to coronavirus (COVID-19), such as the potential for reinstatement of lockdown measures in the place they are visiting.

Staff to follow all current guidance, as published by the Government

In circumstances where staff do have to quarantine during term time, we should consider if it is possible to temporarily amend working arrangements to enable them to work from home.

Other support

Volunteers may be used to support the needs of the school, as they usually would. It is important that they are properly supported and are given appropriate roles.

Mixing volunteers across groups should be kept to a minimum, and they should remain 2 metres from pupils and staff where possible.



Safeguarding

We need to ensure that our child protection policy is updated to reflect the return of all pupils in the autumn term.

(https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/892394/Keeping_children_safe_in_education_2020.pdf)

Designated safeguarding leads should work closely with teachers and other outside agencies when identifying any new safeguarding or welfare concerns.

Communication with school nurses is important for safeguarding and supporting wellbeing, as they have continued virtual support to pupils who have not been in school.

Catering

Our kitchen will be fully open from the start of the autumn term and normal legal requirements will apply about provision of food to all pupils who want it, including those eligible for benefits related to free school meals or universal infant free school meals.

Our kitchen can and will continue to operate in line with the food businesses on coronavirus (COVID-19) guidance

(<https://www.gov.uk/government/publications/covid-19-guidance-for-food-businesses>)

Estates

We do not need to make significant adaptations to our site in order to welcome all the children back in September. There is not the expectation that classes will operate from community centres or village hall as classroom sizes are able to return to normal.

Spaces used by one or more groups/bubbles should be cleaned more frequently.

The school will require good ventilation and it is important that windows are opened in the classrooms.

Educational visits

The advice is that no UK overnight and overseas visits should take place during the autumn term.

In the autumn term, we can resume educational visits and these trips should include pupils with SEND. The trips should be done in line with protective measures, such as keeping children within their consistent group, and the coronavirus (COVID-19) secure measures in place at the destination.

We should also make use of any outdoor spaces in the local area to support the delivery of the curriculum.

For any trip to take place, all normal procedures will need to be undertaken including, consent and risk assessments carried out to ensure that a trip can be undertaken safely.



School uniform

It is for each governing body to make decisions regarding school uniform. The government would encourage the return of school uniform as it can play a valuable role in contributing to the ethos of a school and setting an appropriate tone.

- Uniforms do not need to be cleaned any more often than normal
- Uniforms do not need to be cleaned using methods which are different from normal

We need to consider how pupil non-compliance is managed, taking into account each individual circumstance and parents who are facing financial difficulty.

Extra curriculum provision

We should consider resuming any breakfast and after school club from the start of the autumn term. This provision will help ensure pupils have the opportunity to re-engage with their peers and with the school. It will also support working parents who are required to return to work. The Magic Breakfast in partnership with Amazon breakfast bags will continue to be delivered to those who have requested to ensure that vulnerable children have a healthy breakfast and are ready to focus on their lessons.

We need to carefully consider how the provision can work alongside our wider protective measures; if possible, children will be kept in their group/bubbles. If this is not possible then we would maybe consider using small consistent groups/bubbles.

Parents to be advised to limit the number of different wraparound providers they access, as far as possible. Where parents use childcare providers or out of school activities for their children, we should ask them to seek assurance that the additional providers are carefully considering their own protective measures, and only use those providers that can demonstrate this.

Section 3 Curriculum, behaviour and pastoral support Curriculum expectations

This section sets out some of the key principles and expectations for curriculum planning in school. All pupils, particularly disadvantage, SEND and vulnerable pupils are given the catch-up support needed to make substantial progress by the end of the academic year.

The key principles that underpin the DfE advice on curriculum planning are: -

- Education is NOT optional: all pupils should receive a high-quality education that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life.
- The curriculum remains broad and ambitious: all pupils continue to be taught a wide range of subjects, maintaining their choices for further study and employment
- Remote education, where needed, is high quality and aligns as closely as possible with in-school provision: schools and other settings continue to build their capability to educate pupils remotely, where this is needed.
-

Informed by these principles, the DfE asks that schools meet the following key expectations if considering revisions to their school curriculum for 2020 – 2021

Teach an ambitious and broad curriculum in all subjects from the start of the autumn term but make use of existing flexibilities to create time to cover the most important missed content.

Prioritisation within subjects of the most important components for progression is likely to be more effective than removing subjects, which pupils may struggle to pick up again later. We may consider how all subjects can contribute to the filling of gaps in core knowledge, for example through an emphasis on reading.

Aim to return to the school's normal curriculum in all subjects by summer term 2021

Substantial modification to the curriculum may be needed at the start of the year to help address the gaps in pupil's knowledge, however, we need to aim to return to the school's normal curriculum by no later than summer term 2021.

Plan on the basis of the educational needs of pupils

The curriculum planning should be informed by an assessment of pupils' starting points and addressing the gaps within their knowledge and skills. Whilst avoiding the introduction of unnecessary tracking systems, we need to use effective formative assessments such as quizzes, observation and interaction with the pupils in class to assess their understanding.

Develop remote education so that it is integrated into school curriculum planning

Remote education may need to be an essential component in the delivery of the school's curriculum for some pupils, alongside classroom teaching, or in the case of a local lockdown. All schools are therefore expected to plan to ensure any pupils educated at home for some of the time, are given the support they need to master the curriculum and so make good progress.

Schools may consider it appropriate to suspend some subjects for some pupils in exceptional circumstances. Schools should be able to show that this is in the best interests of these pupils and be subject to discussion with parents during the autumn term. They should also have a coherent plan for returning to their normal curriculum for all pupils by the summer term 2021.

Relationship and Health Education (RHE) for primary school children becomes compulsory from September 2020 and schools are expected to start teaching by at least the start of the summer term 2021.

Specific points for early year foundation stage to key stage 2

For children in nursery settings, teachers should focus on the prime areas of learning, including: communication and language, personal, social and emotional development (PSED) and physical development.

For pupils in Reception, teachers should also assess and address gaps in language, early reading and mathematics, particularly ensuring children's acquisition of phonic knowledge and extending their vocabulary.



Settings should follow updates to the EYFS disapplication guidance

(<https://www.gov.uk/government/publications/early-years-foundation-stage-framework-2/early-years-foundation-stage-coronavirus-disapplications>)

For Nursery and Reception, we should consider how all children can be given equal opportunities for outdoor learning.

For pupils in key stages 1 and 2, school leaders are expected to prioritise identifying gaps and re-establish good progress in the essentials (phonics and reading, increasing vocabulary, writing and mathematics), identifying opportunities across the curriculum so they read widely, and developing their knowledge vocabulary.

The curriculum should remain broad, so that the majority of pupils are taught a full range of subjects over the year, including sciences, humanities, the arts, PE/sports, Red and RHE

Physical activity in schools

Schools have the flexibility to decide how physical education, sport and physical activity will be provided whilst following the measures in their system of controls. Pupils should be kept in consistent groups/bubbles, sport equipment thoroughly cleaned between each use by different groups/bubbles, and contact sports avoided.

Outdoor sports should be prioritised where possible, and large indoor spaces used where it is not, maximising distancing between pupils and paying scrupulous attention to cleaning and hygiene. This is particularly important in a sport setting because of the way in which people breathe during exercise. External facilities can also be used in line with government guidance for the use of, and travel to and from, those facilities.

School should refer to the following advice:

- Guidance on the phased return of sport and recreation (<https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-phased-return-of-sport-and-recreation>) and guidance from Sport England (<https://www.sportengland.org/how-we-can-help/coronavirus>) for grassroots sport
- Advice from organisations such as Association for Physical Education (<https://www.afpe.org.uk/physical-education/wp-content/uploads/COVID-19-Interpreting-the-Government-Guidance-in-a-PESSPA-Context-FINAL.pdf>) and the Youth Sport Trust (<https://www.youthsporttrust.org/coronavirus-support-schools>)

Schools are able to work with external coaches, clubs and organisations for curricular and extracurricular activities where they are satisfied that this is safe to do so. Schools should consider carefully how such arrangements can operate within their wider protective measures.

Activities such as active miles, making break times and lessons active and encouraging physical distancing.

Catch-up support

The government have announced a package worth £1 billion to ensure that schools have the resources they need to help all pupils make up for lost teaching time, with extra support for those who need it most.

£650 million will be spent on ensuring all pupils have the chance to catch up and supporting schools to rise to the challenge. This one-off grant funding will be paid to all state-funded primary, secondary and special schools in the 2020-2021 academic year. Whilst headteachers will decide how the money is spent, the Education Endowment Foundation has published guidance on effective interventions to support schools (<https://educationendowmentfoundation.org.uk/covid-19-resources/covid-19-supportguide-for-schools/>). For pupils with complex needs, we strongly encourage schools to spend this funding on catch-up support to address their individual needs. This funding will be distributed between individual schools shortly.

Along this universal offer, we will roll out a National Tutoring Programme (<https://educationendowmentfoundation.org.uk/covid-19-resources/national-tutoring-programme/>) worth £350 million, which will deliver proven and successful tuition to the most disadvantaged and vulnerable pupils, accelerating their academic progress and preventing the gap between them and their more affluent peers widening. The evidence shows that tutoring is an effective way to accelerate learning, and we therefore believe a targeted tutoring offer is the best way to narrow the gaps that risk opening up due to attendance at school being restricted.

Pupil wellbeing and support

Pupils may be experiencing a variety of emotions in response to the coronavirus (COVID-19) outbreak, such as anxiety, stress or low mood. This may particularly be the case for vulnerable children, including those with a social worker and young carers. It is important to contextualise these feelings as normal responses to an abnormal situation. Some may need support to re-adjust to school; others may have enjoyed being at home and be reluctant to return; a few may be showing signs of more severe anxiety or depression. Others will not be experiencing any challenges and will be keen and ready to return to school.

The whole school SEND consortium will be delivering some training and 'how-to' guidance for mainstream school teachers (including free insets and webinars) on supporting pupils with SEND to return to their mainstream school after the long absence, and on transition to other settings. Details of future training sessions are held on the events page (<https://www.sendgateway.org.uk/trainingevents.html>) of the SEND Gateway. You can opt to join Whole School SEND's community of practice (<https://www.sendgateway.org.uk/whole-school-send/join-our-community-of-practice.html>) when you sign up for an event to receive notifications about future training and resources as they are published.

The DfE has also published the first of the relationship, sex and health education training modules for teachers to support them in preparation to deliver content on mental health and wellbeing. The training module on teaching about mental wellbeing (<https://www.gov.uk/guidance/teaching-about-metalwellbeing>), which has been developed with clinical experts and schools, will improve teacher confidence in talking and teaching about mental health and wellbeing in the classroom. It was published early given the importance of supporting pupils' mental health and wellbeing at this time.

Schools should consider the provision of pastoral and extra-curriculum activities to all pupils designed to

- Support the rebuilding of friendships and social engagement
- Address and equip pupils to respond to issues linked to coronavirus (COVID-19)
- Support pupils with approaches to improving their physical and mental wellbeing

Schools should also provide more focused pastoral support where issues are identified that individual pupils may need help with, drawing on external support where necessary and possible. Schools should also consider support needs of particular groups they are already aware need additional help (for example, children in need), and any groups they identify as newly vulnerable on their return to school. To support this, teachers may wish to access the free MindEdlearning platform for professionals, which



includes a coronavirus (COVID-19) staff resilience hub (<https://covid.minded.org.uk/>) with materials on peer support, stress, fear and trauma and bereavement.

Schools should consider how they are working with school nursing services to support the health and wellbeing of their pupils; school nursing services have continued to offer support as pupils return to school – school nurses as leaders of the healthy child programme (<https://www.gov.uk/government/publications/healthy-child-programme-0-to-19-health-visitor-and-schoolnurse-commissioning>) can offer a range of support including: -

- Support for resilience, mental health and wellbeing including anxiety, bereavement and sleep issues
- Support for pupils with additional and complex health needs
- Supporting vulnerable children and keeping children safe

Schools and school nurses need to work together to ensure delivery of the healthy child programme (which includes immunisation), identifying health and wellbeing needs which will underpin priorities for service delivery.

Behaviour expectations

Schools should consider updating their behaviour policies with any new rules/policies and consider how to communicate rules/policies clearly and consistently to staff, pupils and parents, setting clear, reasonable and proportionate expectations of pupil behaviour. Further details are available at Behaviour and discipline in schools (<https://www.gov.uk/government/publications/behaviour-and-discipline-inschools>). Schools should set out clearly at the earliest opportunity the consequences for poor behaviour and deliberately breaking the rules and how they will enforce those rules, including any sanctions. This is particularly the case when considering restrictions on movement within school and new hygiene rules. Schools will need to work with staff, pupils and parents to ensure that behaviour expectations are clearly understood, and consistently supported, taking account of individual needs and should also consider how to build new expectations into their rewards system.

It is likely that adverse experiences and/or lack of routines of regular attendance and classroom discipline may contribute to disengagement with education upon return to school, resulting in increased incidence of poor behaviour. Schools should work with pupils who may struggle to re-engage in school and are at risk of being absent and/or persistently disruptive, including providing support for overcoming barriers to attendance and behaviour and to help them reintegrate back into school life.

We acknowledge that some pupils will return to school having been exposed to a range of adversity and trauma including bereavement, anxiety and in some cases increased welfare and safeguarding risks. This may lead to an increase in social, emotional and mental health concerns and some children, particularly vulnerable groups such as children with a social worker and young carers, will need additional support and access to services such as educational psychologists, social workers and counsellors. Additionally, provision for children who have SEND may have been disrupted during partial school closure and there may be an impact on their behaviour. Schools will need to work with local



service (such as health and local authority) to ensure the services and support are in place for a smooth return to schools for pupils.

The disciplinary powers that schools currently have including exclusions remain in place. Permanent exclusion should only be used as a last resort. Where a child with a social worker is at the risk of exclusion, their social worker should be informed and involved in relevant conversations.

Any disciplinary exclusion of a pupil, even for short periods of time, must be consistent with the relevant legislation. Ofsted will continue to consider exclusions, including the rates, patterns and reasons for exclusion and to look for any evidence of off-rolling. Off-rolling is never acceptable. Ofsted is clear that pressuring a parent to remove their child from the school (including to home educate their children) is a form of off-rolling. Elective home education should always be a positive choice taken by parents with no pressure from their schools.

Section 4: Assessment and accountability Inspection

For state-funded schools, routine Ofsted inspection will remain suspended for the autumn term. However, during the autumn term, inspectors will visit a sample of schools to discuss how they are managing the return to education of all their pupils. These will be collaborative discussions, taking into account the curriculum and remote education expectations set out in this document, and will not result in judgement. A brief letter will be published following the visit. The insights that inspectors gather will also be aggregated nationally to share learning with the sector, the government and the wider public. In addition, Ofsted has the power to inspect a school in response to any significant concerns, such as safeguarding.

It is intended that routine Ofsted and ISI inspections will restart from January 2021, with the exact timing being kept under review.



Primary Assessment

We recognise that pupils will have missed a critical period of their education due to lockdown in the 2019 to 2020 academic year. It is vital that we know the impact of coronavirus (COVID-19) on this cohort of pupils nationally, and can give support to schools that need it the most.

We are therefore planning on the basis that statutory primary assessments will take place in summer 2021. The early year's foundation stage profile and all existing statutory key stage 1 and 2 assessments should return in 2020-2021, in accordance with their usual timetables. This includes: -

- The phonics screening check
- Key stage 1 tests and teacher assessments
- The year 4 multiplication tables check
- Key stage 2 tests and teacher assessments
- Statutory trialling

The statutory rollout of the reception baseline assessment has been postponed until September 2021, giving schools flexibility to sign up to our early adopter year in 2020-2021.

The Standards and Testing Agency (STA) are reviewing requirements for phonics screening check in year 2 (following the cancellation of 2020 assessment) and also the arrangements for the implementation of the engagement model, for the assessment of pupils working below the national curriculum and not engaged in subject specific study. An update will be provided to schools before the end of the summer term.

Accountability expectations

Performance tables are suspended for the 2019-2020 academic year, and no school or college will be judged on data based on exams and assessments from 2020. Until the new data release is available, all those working with schools, including Ofsted and DfE regional teams, should refer to the 2019 data. The Department for Education will continue to use 2019 data as a starting point for any conversation about support for schools with Ofsted judgements below good. More information is set out at coronavirus (COVID-19): school and college accountability

<https://www.gov.uk/government/publications/coronavirus-covid-19-school-and-college-performancemeasures/coronavirus-covid-19-school-and-college-accountability>).

Section 5: Contingency planning for outbreaks Process in the event of local outbreaks

If a local area sees a spike in infection rates that is resulting in localized community spread, appropriate authorities will decide which measures to implement to help contain the spread. The Department for Education will be involved in decisions at a local and national level, affecting a geographical area, and will support appropriate authorities and individual settings to follow the health advice. We will provide more information on this process in due course.

Contingency plans for outbreaks

For individuals or groups of self-isolating pupils, remote education plans should be in place. These should meet the same expectations as those for any pupils who cannot yet attend school at all due to coronavirus (COVID-19).

In the event of a local outbreak, the PHE health protection team or local authority may advise a school or number of schools to close temporarily to help control transmission. Schools will also need a contingency plan for this eventuality. This may involve a return to remaining open for only vulnerable children and children of critical workers, and providing remote education for all other pupils.

Remote education support

Where a class, group or small number of pupils needs to self-isolate, or there is a local lockdown requiring pupils to remain at home, we expect schools to have the capacity to offer immediate remote education. Schools are expected to consider how to continue to improve the quality of their existing offer and have a strong contingency plan in place for remote education provision by the end of September. This planning will be particularly important to support a scenario in which the logistical challenges of remote provision are greatest, for example where large numbers of pupils are required to remain at home.

In developing these contingency plans, we expect schools to: -

- Use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos, and that it is linked to the school's curriculum expectations
- Give access to high quality remote education resources
- Select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback, and make sure staff are trained in their use
- Provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access
- Recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support, and so schools should work with families to deliver a broad and ambitious curriculum

When teaching pupils remotely, we expect schools to: -

- Set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects
- Teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practiced in each subject
- Provide frequent, clear explanations of new content, delivered by a teacher in the school or through high quality curriculum resources and/or videos
- Gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work
- Enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding
- Plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers.

We expect schools to consider these expectations in relation to the pupil's stage of development and/or special educational needs, for example where this would place significant demands on parents' help or support. We expect schools to avoid an over reliance on long term projects or internet research activities.

The government will also explore making a temporary continuity direction in the autumn term, to give additional clarity to schools, pupils and parents as to what remote education should be provided. The DfE will engage with the sector before a final decision is made on this.

A range of resources to support schools in delivering remote education is available: -

- Curriculum maps for key subjects for year groups from Reception to year 9 will be published in July. They aim to provide support to schools in developing the ability to switch from classroom to remote provision immediately in case of local lockdowns or self-isolation. A number of education resource providers intend to align their resources to these maps, to further support schools. These maps are designed as a support for schools and are entirely non-mandatory, for use at the discretion of the school.
- The DfE has produced a quality assured list of remote education resources (<https://gov.uk/government/publications/coronavirus-covid-19-online-education-resources>) which are available to schools and parents for free over the summer term. Where pricing models have changed, schools may consider using some of their catch up funding on remote resources in line with the access to technology section of the EEF's COVID-19 support guide for schools (<https://educationendowmentfoundation.org.uk/covid-19-resources/covid-19-support-guide-for-schools/>)
- From the start of the autumn term, Oak National Academy will make available video lessons covering the national curriculum, available to any school for free.
- Oak National Academy: specialist content for pupils with SEND
- Government funded access to one of two free-to-use digital education platforms. Schools can apply through The Key for School Leaders (<https://covid.19.thekeysupport.com/remote-learning/>)
- A network of schools and colleges for help and support on effective use of tech for remote education that can be accessed through the EdTech Demonstrator Programme (<https://edtechdemonstrator.lgfl.net/>)
- Laptops, tablets and 4G wireless routers have been made available to local authorities and academy trusts to support vulnerable and disadvantaged children (specifically, care leavers, children and young people with a social worker and disadvantaged year 10 pupils)
- In addition to 4G routers provided to local authorities and academy trusts, more information on increasing internet access for vulnerable and disadvantaged children (<https://get-help-withtech.education.gov.uk/about-bt-wifi>) is available

Further support is available from: -

- The National Cyber Security Centre, on which video conference service is right for you (<https://www.ncsc.gov.uk/guidance/video-conferencing-services-security-guidance-organisations>)
- Annex C of the guidance on Safeguarding and remote education during coronavirus (COVID-19), (<https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19>) as well as statutory guidance on online safety in Annex C keeping children safe in education (<https://www.gov.uk/government/publications/keeping-children-safe-on-education--2>)

APPENDIX A

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Introduction

The government plan is for the full return of all pupils from March 2021 (updated in line with government guidance from February 2021): <https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>

This document has been refreshed from its previous iterations. Any hyperlinks will be identified by underlining.

Much of the content in this guidance will be familiar to you, as it replicates what was in place for the autumn term. Specific changes include:

- use of face coverings in classrooms for secondary age pupils and staff
- mandatory attendance expectations in different school phases
- arrangements for testing of pupils and staff
- current expectations for clinically extremely vulnerable pupils and staff
- curriculum expectations
- elective home education
- exams

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 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](#).

We recommend all school leaders and staff members to regularly review the latest information produced by Public Health: https://www.birmingham.gov.uk/COVID-19_schools_faqs.

The latest checklist and flowchart can be found here for guidance on dealing with suspected or confirmed cases within staff or pupil cohorts, and their contacts: https://www.birmingham.gov.uk/downloads/download/3527/public_health_flowchart_for_schools

This risk assessment checklist/tool is based on Government guidelines on COVID-19. It 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. Additional guidance for [Special Schools](#) (and specialist provision) should also be considered as appropriate.

Any updates to the previous Risk Assessment template going forward will be identified in the version control table from p7 onwards.

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). A risk assessment should be updated and revisited regularly.

Risk assessment is about identifying reasonably practicable 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
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

Links to related published guidance notes to be referred to alongside the Model Risk Assessment

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:

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
<p>Example: Slips, trips and falls <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></p>	<ul style="list-style-type: none"> • <i>Cleaning regime in place.</i> • <i>Correct safe substance used for surfaces.</i> • <i>Signage available.</i> • <i>Cleaners have received training.</i> • <i>Introduce hazard reporting system and ensure that staff are aware of school H&S Policy.</i> • <i>Undertake specific risk assessment on snow and ice.</i> • <i>Remove all trailing cables in admin office.</i> 	<p>Y</p>	<p>Review arrangements for new staff i.e. ensure the H&S policy to shared /communicated</p>	<p>3x1=3 Low</p>

<ul style="list-style-type: none"> • Links to DfE Guidance • <p>As new guidance is produced weekly, please refer to www.gov.uk for updates</p> <p>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</p>	<ul style="list-style-type: none"> • Full opening March 2021: https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools • • Early Years and Childcare: https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures/coronavirus-covid-19-early-years-and-childcare-closures • • Special Schools: https://www.gov.uk/government/publications/guidance-for-full-opening-special-schools-and-other-specialist-settings • • Out of School settings: https://www.gov.uk/government/publications/protective-measures-for-holiday-or-after-school-clubs-and-other-out-of-school-settings-for-children-during-the-coronavirus-covid-19-outbreak/protective-measures-for-out-of-school-settings-during-the-coronavirus-covid-19-outbreak • • Testing in primary and nursery schools: https://www.gov.uk/government/publications/coronavirus-covid-19-asymptomatic-testing-for-staff-in-primary-schools-and-nurseries/rapid-asymptomatic-coronavirus-covid-19-testing-for-staff-in-primary-schools-school-based-nurseries-and-maintained-nursery-schools • • Safe working in education and childcare: https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care • • Compilation of all guidance notes for schools: https://www.gov.uk/government/collections/coronavirus-covid-19-guidance-for-schools-and-other-educational-settings • • Advice for parents: 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 • • Advice for parents attending Out of School settings: https://www.gov.uk/government/publications/guidance-for-parents-and-carers-of-children-attending-out-of-school-settings-during-the-coronavirus-covid-19-outbreak • • Ofsted guidance and update: https://www.gov.uk/guidance/ofsted-coronavirus-covid-19-rolling-update <p>Providing meals to pupils: https://www.gov.uk/government/publications/covid-19-free-school-meals-guidance/covid-19-free-school-meals-guidance-for-schools</p> <p>School reports: https://www.gov.uk/guidance/school-reports-on-pupil-performance-guide-for-headteachers</p> <p>Safeguarding and remote learning: https://www.gov.uk/guidance/safeguarding-and-remote-education-during-</p>
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[coronavirus-covid-19](#)

EYFS disapplication: <https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2/early-years-foundation-stage-coronavirus-disapplications>

Keeping children safe in education for schools and staff: <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Shielding and guidance for CEV: <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>

Curriculum and teaching guidance: <https://www.gov.uk/guidance/remote-education-practice-for-schools-during-coronavirus-covid-19>

Remote learning support for schools and staff: <https://www.gov.uk/guidance/remote-education-during-coronavirus-covid-19>

Remote learning support for parents: <https://www.gov.uk/guidance/supporting-your-childrens-education-during-coronavirus-covid-19>

Transport to schools: <https://www.gov.uk/government/publications/transport-to-school-and-other-places-of-education-autumn-term-2020/transport-to-school-and-other-places-of-education-autumn-term-2020>

General travel guidance: <https://www.gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-for-passengers>

Recording attendance: <https://www.gov.uk/government/publications/school-attendance/addendum-recording-attendance-in-relation-to-coronavirus-covid-19-during-the-2020-to-2021-academic-year>

<p>Governance and other resources</p>	<p>Link to Public Health flowchart in case of coronavirus symptoms within pupils or staff: https://www.birmingham.gov.uk/downloads/download/3527/public_health_flowchart_for_schools</p> <p>Safeguarding policy addendum: https://www.birmingham.gov.uk/downloads/file/16735/covid-19_safeguarding_policy_addendum</p> <p>Useful contacts in BCC:</p> <ul style="list-style-type: none"> • If subscribing schools have questions / queries about governance, contact School and Governor Support (S&GS) at governors@birmingham.gov.uk • Nursery Schools and Nursery Classes should contact the Early Years' Service for EYFS queries via email: EYDuty@birmingham.gov.uk • Education Safeguarding questions please contact the Education Safeguarding Team via email: EducationSafeguarding@birmingham.gov.uk <p>Other resources:</p> <p>ACAS guidance on mental health: https://www.acas.org.uk/acas-launches-new-guidance-on-mental-health-during-coronavirus</p> <p>HSE guidance on working during coronavirus and related links: https://www.hse.gov.uk/coronavirus/working-safely/index.htm</p> <p>NAHT guidance on health and safety duties and schools: https://www.naht.org.uk/advice-and-support/management/health-and-safety-duties-and-schools/</p> <p>RCPH COVID-19 - 'shielding' guidance for children and young people: https://www.rcpch.ac.uk/resources/covid-19-guidance-clinically-extremely-vulnerable-children-young-people#children-who-should-be-advised-to-shield</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
1. Identify numbers of pupils returning and staffing resource					
Lack of certainty over returning numbers	3x1 = 3 Low	<ul style="list-style-type: none"> • Planning for full attendance of all year groups and complete the daily DfE attendance return. • Good record keeping for attendance. Collaboration between schools where a child routinely attends more than one site or setting. • Support for pupil/parent anxiety about return to school whilst enforcing mandatory attendance • Children whose doctors have confirmed they are still clinically extremely vulnerable are advised not to attend school and arrangements should be made to continue education at home. <u>A copy of letter has been issued and can be requested from parents.</u> • Children who live with someone who is clinically extremely vulnerable, but who are not clinically extremely vulnerable themselves, should still attend school. • Requests for support for vulnerable families sent through Early Help Hubs and individual pupil risk assessments carried out. Efforts continue to improve the attendance of vulnerable pupils and those from disadvantaged backgrounds. • Parents who have opted to home educate their child should be encouraged to send their children to school, particularly those who are vulnerable. • Any specialist equipment required is returned to school site. Additional equipment is made available to support return if required. • Some pupils with SEND will need specific help and preparation for the changes to routine that this will involve, so teachers and special educational needs coordinators should plan to meet these needs, for example using social stories. More information on pupils with education, health and care plans can be found in Section 8 of the <u>guidance for special schools.</u> • Preparedness to implement Test and Trace as set out the latest guidance. 	Y	<ul style="list-style-type: none"> • All pupils are expected to return as attendance is mandatory. • Daily registers are taken, highlighting children that do not attend. • Pastoral team ready to support pupil/parent anxieties – parents will need to make an appointment if they wish to have a face-to-face meeting • Pastoral team to liaise with parents in the event of non-attendance • Requests made for all equipment to be returned • Good relationship in place with Public Health England 	2x1 = 2 Low

<p>Number of staff available is lower than that required to teach classes in school (<i>cross reference with risk assessment on staff health and wellbeing</i>)</p>	<p>3x3 =9 High</p>	<ul style="list-style-type: none"> • 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 1st Aid (for under 2-year olds)/ 1st Aider or emergency 1st aid for children 3-5 years, domestic/kitchen staff etc. • CEV staff are advised not to attend the workplace and should continue to shield after vaccination (until guidance is changed). • Those living with someone who is CEV can still attend work where home working is not possible. • Full use is made of those staff who are isolating but who are well enough to teach lessons remotely. • Consideration of staffing changes to cover absence. • You may need to alter the way in which you deploy your staff and use existing teaching and support staff more flexibly. Use of teaching assistants and pastoral staff to supervise classes. • A blended model of home learning and attendance at school is utilised until staffing levels improve. • If your school is struggling with a shortfall in staffing and this may be more likely for infant schools, you will need to consider possible solutions with your local authority and/or trust. • Contingency planning with LA is in place and additional resource identified, for example bringing additional teachers in to help, for example supply teachers, teachers on temporary agreed loan from other schools, or teachers provided by your trust or local authority (considering the guidance about consistent staffing across the week). Using some senior leadership time to cover groups if this is manageable. • Maintain distinct groups or 'bubbles' that do not mix to identify 	Y	<ul style="list-style-type: none"> • Shielding initially ended 1st August 2020 and is now in place for CEV until 31st March 2021. • Support in place to discuss staff anxieties. • Flexible approach to use staff where needed • Bubbles are kept consistent across the day as much as can be and do not mix. • Peripatetic staff will resume music lessons during the school day, wearing a face covering when in communal areas. Children will be sent to the music teacher rather than the teacher collecting the children to minimise contact, maintain distance and limit movement around school. • Staffing arrangements are in place for the return of all children. 	<p>1x3 =3 Low</p>

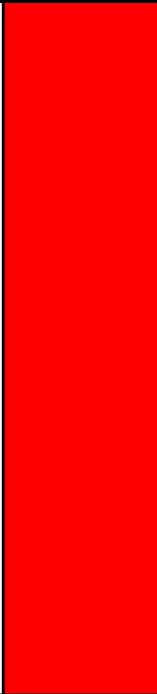
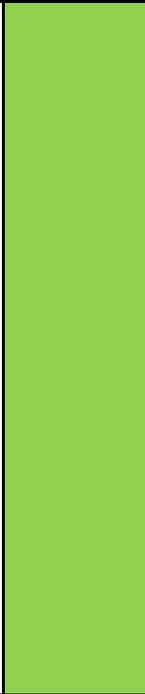
		<p>those who may need to self-isolate quicker and to keep that number as small as possible.</p> <ul style="list-style-type: none"> • ‘Bubbles’ of an appropriate size are implemented (and under review) to achieve the greatest reduction in contact and mixing. Make sure this will not affect the quality and breadth of teaching or access for support and specialist staff and therapists. Staff including temporary/supply/peripatetic personnel can move across different classes and other year groups minimising contact and maintaining as much distance from other staff as possible. • To minimise the numbers of temporary staff entering the school premises, schools may wish to use longer assignments with supply teachers and agree a minimum number of hours across the academic year. • Schools should ensure that appropriate support is made available for pupils with SEND as well as pupils isolating at home or considered to be clinically extremely vulnerable. Consider deploying teaching assistants and enabling specialist staff from both within and outside the school to work with pupils in different classes or year groups. • Home testing for school staff is communicated in line with the latest guidance. 		<ul style="list-style-type: none"> • Staff are fully aware of the testing available. 	
Schools lose focus on continuing to apply in-year admissions process including admitting ‘new’ pupils	2x1 =2 Low	<ul style="list-style-type: none"> • Review in-year school admissions expectation with key admission staff. • Ensure key school contact and related resources in place. • Ensure timely returns of individual pupil (applications and outcomes through a Pupil Movement Form) and wider cohort data returns. • Ensure speedy admission of children in the relevant year groups particularly those more vulnerable children. • 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. 	Y	<ul style="list-style-type: none"> • Office staff are in school full time with normal roles and duties resumed. Staff are aware of in-year admissions process, admitting ‘new’ pupils where necessary. • SENCo fully aware of pupils who are SEND. 	1x1 =1 Low
Nursery School (NS) and Nursery	2x1 =2 Low	<ul style="list-style-type: none"> • Review EEE termly admissions process. • Funding questions are emailed to NEF@Birmingham.gov.uk 	Y	<ul style="list-style-type: none"> • Foundation phase leader and office staff 	1x1 =1 Low

Classes (NC) lose focus on continuing to apply termly admissions process including admitting 'new' pupils		<ul style="list-style-type: none"> • Ensure key school contact and related resources in place. • Ensure parental declarations are completed and signed each term. 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. 		managing EYFS admissions. <ul style="list-style-type: none"> • Pupil discussions held regularly to discuss any SEND needs. 	
2. Plan how the whole school will be accommodated and encourage attendance					
Measures are not in place to accommodate mandatory attendance	1x2 = Low	<ul style="list-style-type: none"> • Reduced contact between bubbles/groups continues to be reinforced • Adaptations to the classroom are made to support distancing where possible. That could include seating pupils' side by side and facing forwards, rather than face-to-face or side on. • Removing unnecessary furniture out of the classroom to make more space. • Use of unused classrooms. • In NS/NC where additional space is identified for accommodating 2-year olds and under 2s, then the school will need to register the space for use with Ofsted using the current interim process. • Engagement of appropriate services for families not engaging • Curriculum leads in school meet regularly to review impact of plan. • NS engage with NS Trust and Teaching Schools Alliance or the Early Years team EYDuty@birmingham.gov.uk 	Y	<ul style="list-style-type: none"> • Bubbles will remain constant with minimal mixing. • Entry and exist points have been identified. • Times have been addressed. • Year group bubbles have been identified. • Classrooms have been organised. • Review of site will be conducted after week one. • Half termly reviews will take place. 	1x1 =1 Low
Classroom and timetable arrangements do not allow for all pupils to attend in line with guidance	2x1 =2 Low	<ul style="list-style-type: none"> • Agreed new timetables and confirm arrangements for each year group to allow for reduced interaction between year groups. In primary schools, classes stay together with their teacher and do not mix with other pupils. • Classrooms re-modelled and space maximised. Spare furniture that will not be used is removed. • Clear signage displayed in classrooms promoting social distancing. • Hand washing facilities identified for each learning zone 	Y	<ul style="list-style-type: none"> • Bubbles identified. • Staggered timetables for start and end of day, play times, lunch time etc. • Year group toilets identified. • Windows to be opened fully during break and 	1x1 =1 Low

		<ul style="list-style-type: none"> • Ventilation is increased while spaces are unoccupied e.g. breaktimes. • Arrangements in place to support pupils when not at school (e.g. complying with clinical or public health advice) with immediate access to remote learning at home. • Consider staggered break times and lunch times to align with staggered start and finish times. Make sure you allow time for cleaning surfaces in the dining hall between groups. • Consider lunchtimes in the classroom for younger year groups. • In EYFS handwashing supervision is in place. • Staffing arrangements for lunchtime also need to be considered to ensure colleagues have a reasonable break. • Schools should engage with their local immunisation providers to provide the usual immunisation programmes on site, ensuring these will be delivered in keeping with the school's control measures. • Participation in the Testing Programme for staff. 		<p>lunch times.</p> <ul style="list-style-type: none"> • Remote learning in place in case of local lockdown or pupil isolation. • Dedicated team of lunchtime supervisors will, where possible, remain in their own bubble, cleaning their area before leaving, ready for the next class. • Staff are aware of the testing programme that is available. 	
<p>There is a need to review group participation and use of large spaces to allow for the school to be fully operational</p>	<p>3x1= 3 Low</p>	<ul style="list-style-type: none"> • Encourage use of outdoor space, weather dependent. • Identify available large spaces and appropriate timetabling e.g. dining areas, halls, studios, particularly in outdoor areas. • Large gatherings, assemblies or collective worship to be avoided with more than one group. Consideration over use of prayer rooms and alternative arrangements if the space is not deemed covid-safe. • Design layout and arrangements in place to enable social distancing • The EYFS environment is re-organised to meet requirements of social distancing • Careful consideration of how to minimise risk from music classes e.g. singing outside, chanting, playing wind or brass instruments or shouting. • Outdoor sports should be prioritised where possible, and large indoor spaces used where it is not, maximising distancing between pupils and paying scrupulous attention to cleaning and hygiene contact sports avoided. A separate Risk Assessment from any external provider operating on site is required and reviewed. 	Y	<ul style="list-style-type: none"> • Site large enough to accommodate additional teaching space both indoors and out – unused classroom and two halls • Outdoor spaces will be used where appropriate. • Large spaces are utilised to separate bubbles during lunchtime. • Large gatherings will be avoided – Assemblies will continue to be recorded and played in the classroom. • Music lessons will only go ahead in bubbles. Bubbles will not mix. 	<p>2x1 =2 Low</p>

		<ul style="list-style-type: none"> Performances with an audience should not be hosted. Consider alternatives such as live streaming and recording performances, subject to the usual safeguarding considerations and parental permission. 			
3. Communications to parents and pupils including discussing attendance expectations and preparing returning pupils					
Parents and carers are not fully informed of the health and safety requirements for the wider opening of the school	2x3 =6 Medium	<ul style="list-style-type: none"> As part of the overall communications strategy, parents are kept up to date with information, guidance and the school's expectations using a range of communication tools. COVID-19 section on the school website is updated clearly showing arrangements for arriving/collecting pupils, as well as the remote learning offer available. Parent and pupil handbooks reflect changes to usual school policy and expected behaviours. Advice is made available to parents on arrangements for testing for COVID-19 in line with the latest guidance. Clarify arrangements for pick-up/drop-off, breaktimes. NS/NC include arrangements for personal care e.g. nappy changing/feeding/sleep arrangements etc. For pupils with EHCP, discuss RA with parents, and where appropriate, with pupils. Support for individual pupils is planned through risk assessment and any issues addressed through SLT discussion Support for pupil/parent anxiety about return to school and vulnerability to COVID-19 Bring any support requests to weekly LA SEND Panel Requests for support for vulnerable families sent through Early Help Hubs LA support for individual or complex cases NS/NC bring any support requests to weekly LA ISEY Panel 	Y	<ul style="list-style-type: none"> Parents communicated with regularly regarding updates. Website is kept up-to-date regarding COVID-19 arrangements including drop-off and pick up times PPE in place for intimate care. All children welcomed back. 	1x2 =2 Low
Parents and carers may not fully understand their responsibilities should a child show symptoms of	3x2 =6 Medium	<ul style="list-style-type: none"> Key messages in line with government guidance are reinforced regularly via various communication methods (e.g. email, text, website, verbal). Community languages are considered. Clear procedures and record keeping are in place where a child falls ill whilst at school, with reference to the school's infectious diseases policy 	Y	<ul style="list-style-type: none"> Our policy for a child becoming unwell with COVID-19 symptoms at school has been clearly communicated to parents. 	2x1 =2 Low

COVID-19		<ul style="list-style-type: none"> Ensure contact details of families are up to date. 		<ul style="list-style-type: none"> Parents have been informed of national guidelines regarding isolating/testing when COVID-19 symptoms are present. 	
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	3x2 =6 Medium	<ul style="list-style-type: none"> LFD testing arrangements onsite and home, are communicated clearly to parents and carers. Where home testing is not possible, arrangements are in place for the testing to be carried out at school. Refer to school's hygiene policies. Uniforms do not need to be cleaned any more often than or differently to usual. Clarity around attendance expectations and remote learning offer; when COVID-19 is a risk factor within the family Brokerage of access to <u>Forward Thinking Birmingham</u> resources to support mental health and wellbeing, including anxiety of returning to school for pupils and parents. <u>Family Connect</u> support explored if required. NS/NC arrangements in place for single child use to change bedding regularly to reduce the risk of infection. Consideration given to personal items of children and hygienic storage of items – Soothers, comforters, nappies, personal toys. 	Y	<ul style="list-style-type: none"> Voluntary staff LFD testing is available to all staff at the school PPE in place for intimate care It has been communicated to parents that uniform does not need to be treated differently Relevant staff are aware of services that parents/pupils can be signposted to and are available of offer help and support. Processes in place to reduce transmission. 	2x1 =2 Low
4. The School day					
The start and end of the school day create risks of breaching social	3x3 =9 High	<ul style="list-style-type: none"> Consider stagger to start and end of day. Break and lunchtimes are also considered to maximise teaching time. 	Y	<ul style="list-style-type: none"> Start and end of day times will be staggered Staggered times, along 	2x2 =4 Low

distancing guidelines		<ul style="list-style-type: none"> • The number of entrances and exits to be used is maximised; where possible each year group to enter through its own access point. • Different entrances/exits are identified and used for different groups. • Staff and pupils are briefed, and signage provided to identify which entrances, exits and circulation routes to use. • A plan is in place for managing the movement of people on arrival to avoid groups of people congregating and parents are informed that gathering at school gates needs to be minimised and entry onto the school site/buildings for visitors or parents is via appointment only • Floor markings are visible where it is necessary to manage any queuing. • A plan is in place for the effective and safe handover 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. • DSLs should maintain a focus on vulnerable children, particularly if preparing for bubble isolation and should notify key workers (social workers, family support). 		<p>with maximised use of entrances and exits ensure only one bubble passes through at a time</p> <ul style="list-style-type: none"> • Signage is clearly visible throughout the school grounds and has been communicated to parents/carers. • Parents are urged and reminded to use the large grounds to social distance/not gather in groups • Parents advised they may feel more comfortable on the school grounds wearing a face covering. • Processes in place in the event of bubble isolation 	
Daily attendance registers for new cohorts are not in place	2x1 =2 Low	<ul style="list-style-type: none"> • Designate staff responsibility for completion of school daily attendance registers (for onsite and any remote learners). • Designate staff responsibility for completion of DfE daily submission. • Regular reporting to responsible body and monitoring of attendance and follow-up with families factored into workload. • Review <u>separate guidance</u> on recording attendance. • <u>Addendum: recording attendance in relation to coronavirus (COVID-19) during the 2020 to 2021 academic year.</u> 	Y	<ul style="list-style-type: none"> • Normal class registers will be taken by the class teacher and managed by the office • The headteacher will ensure completion of the daily DfE submission forms, supported by the deputy headteacher 	1x1 =1 Low
Staff may not fully understand their responsibilities if they or a child show symptoms of COVID-19	3x2 =6 Medium	<ul style="list-style-type: none"> • Key messages are regularly reinforced in line with government guidance. Community languages are considered. • Clear procedures in place where a child or staff member falls ill whilst at school with reference to the school's infectious diseases policy and <u>flowchart from Public Health</u> • Ensure contact details of families are up to date. 	Y	<ul style="list-style-type: none"> • Staff are briefed regarding policy for children or staff becoming unwell at school. 	2x1 =2 Low

Resumption of day visits	2x2 =4 Low	<ul style="list-style-type: none"> DfE advise against all educational visits currently. This advice will be kept under review. Continue to work with the Educational Visits Advisory Service. 	Y	<ul style="list-style-type: none"> Day visits will resume once advice states it is safe to do so. Some community walks may take place where an extensive risk assessment has been undertaken. 	1x1 =1 Low
5. Provision for meals and FSM					
Pupils eligible for free school meals do not continue to receive vouchers	1x1 =1 Low	<ul style="list-style-type: none"> Issues with food poverty to be addressed through application to <u>Early Help Hubs</u>. A member of the school's administrative team is tasked with ensuring that pupils eligible receive free meals when in school and continue to receive vouchers/school meals when not in school. FSM Voucher scheme is continued. FSM vouchers are given to families who are not in attendance and are eligible. 	Y	<ul style="list-style-type: none"> Kitchen is open as normal and all eligible children will receive their free school meal as required. Pastoral manager aware of services that families can be signposted to and monitors food bank vouchers. Food parcels provided by school will be available for any eligible child that requires one, in the event of a bubble closure/isolation 	1x1 =1 Low
The school is unable to provide breakfast clubs, lunch clubs and after-school clubs	2x4 =8 High	<ul style="list-style-type: none"> Feasibility to continue or reimplement wrap-around provision e.g. PVIs and Childminders. Where it is not possible to group children in the same bubble as they are in during the school day, you should try to keep them in small groups of no more than 15 children and at least one staff member, with the same children each time they attend, as far as possible. You should also ensure any children from the same school are kept together. You should only group children from different schools together where it is absolutely 	Y	<ul style="list-style-type: none"> Breakfast club open on a limited basis to working families. Children will be kept in their year bubbles as much as possible Updated 29th March- moved from year bubbles to class bubbles 	1x3 =3 Low

		<p>necessary.</p> <ul style="list-style-type: none"> • Maintain up-to-date records of the children attending for at least 21 days, including the schools or early years setting that they attend and the specific groups and members of staff they have been assigned to in your setting in order to review groups. • Offer services on rotational basis. • Consideration of use of space for food preparation and consumption. • Advise parents and carers that they should be limiting their use of multiple out-of-school settings, and should as far as possible only be sending their children to one out-of-school setting, in addition to school, in order to minimise mixing. • Collaborate with other schools where there are arrangements in place. • Seek support from LA and other voluntary agencies. 		<ul style="list-style-type: none"> • After-school club open on a limited basis. • Children will be kept in their year bubbles as much as possible. • Updated 29th March-moved from year bubbles to class bubbles • Additional hand sanitizing will be undertaken • Additional cleaning of rooms used will be undertaken. 	
Meals are not available for all children in school	2x4 =8 High	<ul style="list-style-type: none"> • Kitchens are expected to be fully opened and normal legal requirements apply to the provision and standards of food. • Communication with catering provider to consider options. • Procurement plan in place which confirms that suppliers are following social distancing and hygiene measures. • Safe food preparation space, taking account of social distancing. • Consider lunchtimes in the classroom for younger year groups. • Usual considerations in place for dietary requirements. 	Y	<ul style="list-style-type: none"> • Kitchen is fully open to ensure meals are prepared and available. • Staggered lunchtimes and use of hall to accommodate all classes • All dietary requirements adhered to. 	1x3 =3 Low
6. Safeguarding provision to support returning children and increased referrals					
Consider alongside online offer guidance: https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19					
School safeguarding policy and procedures are not in place, including updated appendix to include arrangements for COVID-19	3x3 =9 High	<ul style="list-style-type: none"> • Safeguarding remains highest priority and policy is updated to reflect changes • All staff are briefed on updated safeguarding arrangements, including those contacting families of pupils that are not attending school or considered clinically extremely vulnerable. • All DSLs have swift access to advice from LA, CSC, school / health visitors and police (LA has provided contact details) • School to consider any changes to day to day health and safety policies including changes to evacuation arrangements 	Y	<ul style="list-style-type: none"> • Pastoral manager is working from home with additional support in school. • Safeguarding policy in place. • Pastoral manager and in school support working closely with teachers 	1x3 =3 Low

		<p>depending on the use of classrooms, entry and exit points and Critical Incident and Lockdown procedures, factoring in social distancing requirements</p> <ul style="list-style-type: none"> • Expectations to be shared with pupils in the event of the need to evacuate the building in an emergency <p>Reference to <u>an addendum for the BCC Model Safeguarding Policy</u> to be used.</p>		<p>and support staff to highlight areas of concern.</p> <ul style="list-style-type: none"> • Safeguarding updates sent to all staff. • Fire drill practices carried out with children each term. 	
High risk of increased disclosures from returning pupils	3x3 =9 High	<ul style="list-style-type: none"> • DSL capacity is factored into staffing arrangements to ensure enough staff are available to deal with the potential increase in disclosures from pupils. • Contact is maintained with families where there are vulnerable pupils that are not attending school due to isolation or following GP advice. • Multi-agency arrangements in place to support early help. • School is aware of support through Early Help Hubs. • Advice is available through CASS, BCC Safeguarding and BCC Prevent Team. 	Y	<ul style="list-style-type: none"> • Thorough safeguarding procedures in place to highlight and address current and new cases. • Pastoral manager to maintain contact with vulnerable families. • School aware of resources available. • CPOMS used by all members of staff to record and track information/concern. • Pastoral manager to liaise with staff regarding concerns. 	1x3 =3 Low
Insufficient staff confidence or awareness of mental health, pastoral support, wider wellbeing support for pupils returning to school	2x3 =6 Medium	<ul style="list-style-type: none"> • Staff are aware of the offer from the LA and partners to support pupil wellbeing, including initiatives such as '<u>You've Been Missed</u>' bereavement support and any changes that have occurred in children's lives since they have been away from school. • 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. • 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. 	Y	<ul style="list-style-type: none"> • Staff are aware of support packages available and services that can be used. 	1x2 =2 Low

7. Behaviour policies reflect the new rules and routines necessary to reduce risk in your setting					
<p>Pupils' behaviour on return to school does not comply with social distancing guidance</p>	<p>3x3 =9 High</p>	<ul style="list-style-type: none"> • 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. • Arrangements for social distancing of younger school children have been agreed and staff are clear on expectations in line with DfE advice. • Staff model social distancing consistently. • The movement of pupils around the school is minimised. • Break times and lunch times are structured and closely supervised. Large gatherings are avoided. • The school's behaviour policy has been revised to include compliance with social distancing and this has been communicated to staff, pupils and parents, and a focus on reintegration and re-engagement with support for pupils to do so. • Senior leaders monitor areas where there are breaches of social distancing measures and arrangements are reviewed. • Messages to parents to reinforce the importance of and exhibit social distancing. 	<p>Y</p>	<ul style="list-style-type: none"> • Social distancing will be encouraged throughout the day. • Children will remain in their bubbles and not mix with other bubbles. • Understanding that younger children may struggle to adhere to social distancing. • Movement around school will be kept to a minimum. • Reminders sent to parents to social distance to model this behaviour. • Review of structure to be undertaken frequently. 	<p>2x3 =6 Medium</p>
8. Curriculum priorities including any approaches to 'catch up' support					
<p>Pupils may have fallen behind in their learning during school closures and achievement gaps will have widened</p>	<p>3x3 =9 High</p>	<ul style="list-style-type: none"> • Gaps in learning and starting points are addressed in teachers' planning and assessed through regular learning e.g. quizzes. Focus on communication and language, personal, social and emotional development (PSED) and physical development for nursery pupils and language, reading and mathematics for primary pupils and sciences, languages, humanities, the arts, physical education/sport, religious education and relationships, sex and health education for secondary aged. • Home (and remote learning) is calibrated to complement in-school learning and day to day delivery. Consider digital poverty. See BEP website for more info on offer. 	<p>Y</p>	<ul style="list-style-type: none"> • Catch up funding will be used to provide additional tutoring support 	<p>3x2 =6 Medium</p>

		<ul style="list-style-type: none"> • Schools may consider it appropriate to suspend some subjects for some pupils in exceptional circumstances through discussion with parents. • For pupils in Reception, disapplication of specific EYFS requirements can be used where coronavirus (COVID-19) restrictions prevent settings delivering the EYFS in full. Consider the response to young children who have fallen behind in their self-care skills. • For pupils in Key Stages 1 and 2, you are expected to prioritise identifying gaps and re-establishing good progress in the essentials • Up to and including Key Stage 3, prioritisation within subjects of the most important components above removing subjects e.g. consider how all subjects can contribute to the filling of gaps in core knowledge, for example through an emphasis on reading. • Relationships and health education (RHE) for primary aged pupils and relationships, sex and health education (RSHE) for secondary aged pupils is now compulsory, with teaching expected to start by the start of the summer term 2021. • Additional financial support has been made available to schools through the catch-up premium to address gaps in learning. Consider additional support and advice from the Education Endowment Foundation. • Exam syllabi are covered and revised where appropriate. • Plans for intervention are in place for those pupils who have fallen behind in their learning, shielding or isolating and are supported through home learning. • School is aware of pupils who are young carers and have targeted support for online learning where they are unable to return to school. 			
School unable to meet full provision required in line with EHCP	3x2= 6 Medium	<ul style="list-style-type: none"> • Supporting the delivery of each EHC plan. • Work with families to co-produce alternative arrangements for delivering provision. These decisions should be considered on a case-by-case basis. • Where EHCPs have been adapted to make any allowances for the restrictions of COVID-19, these plans are reviewed with parents and, where appropriate, pupils to include the interim arrangements under the recovery plan. Note the duty to secure 	Y	<ul style="list-style-type: none"> • SENCo teacher works closely with parents and children with EHCP's. 	2x1=2 Low

		<p>and deliver the provision in the EHCP remains and will only be modified, potentially, where a local outbreak occurs.</p> <ul style="list-style-type: none"> • Access support through health and social care offer. • Support offered through regular meetings with LA SEND Links and Early Years Inclusion Support Service. 			
<p>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</p>	<p>3x3 =9 High</p>	<ul style="list-style-type: none"> • Access <u>BEP</u> offer for online resources. • NS engage with NS Trust and Teaching Schools Alliance to discuss arrangements to support ongoing learning offer for pupils who can't attend school. • Review online offer for pupils that are unable to attend school. • Learning offer for pupils unable to access online resources. • Access Early Help Hub support for those pupils affected by ICT poverty. • Differentiate offer for eligible children that can't attend school to support future transition. • Staff deployment including support workers, trainees and volunteers. • Collaborate with local schools or schools within MAT to deliver remote learning to more pupils. This could include using shared resources/videos. Publish your remote learning offer. 	Y	<ul style="list-style-type: none"> • Remote learning is in place and will be available to children that can't attend school due to bubble closure. • Limited remote learning will be available for individuals having to self-isolate. • Loan devices and dongles available when needed. 	<p>2x2 =4 Low</p>
<p>Pupils moving on to the next phase in their education are ill-prepared for transition</p>	<p>3x3 =9 High</p>	<ul style="list-style-type: none"> • 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. • 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. • Regular communications with the parents of incoming pupils are in place, including letters, newsletters and online broadcasts. • Virtual tours of the school are available for parents and pupils. • Online induction days for pupils and parents are planned. 	Y	<ul style="list-style-type: none"> • Class teachers/SENCo will have conversations with children and parents regarding the next phase of education. • Pastoral staff and office team available to discuss queries from incoming pupils. • Virtual tours and online open days are ready when required for incoming pupils. 	<p>2x2 =4 Low</p>
<p>9. Content and timing of staff communications</p>					

Staffing levels can't be maintained	2x2 =4 Low	<ul style="list-style-type: none"> Contingency planning in place at appropriate levels, e.g. SLT, DSLs, first aid qualified staff. Advice sought from LA to support staffing levels or support eligible children to access provision through another school. Chair of responsible body kept informed throughout. 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. Information about the <u>extra mental health support for pupils and teachers</u> from DfE is also accessed. Staff deployment including support workers, trainees and volunteers. Setting up arrangements with local schools or schools within MAT. Collaborate with schools/year groups to deliver remote learning to more pupils. This could include using shared resources/videos. 	Y	<ul style="list-style-type: none"> Normal staffing levels to resume. Use of staff flexibly. 	2x1 =2 Low
Identify staff unable to return to school	2x3 = 6 Medium	<ul style="list-style-type: none"> Staff clinically extremely vulnerable are unable to attend school but can work effectively from home, for example supporting remote education, or safeguarding calls. Provide ongoing support for staff including <u>wellbeing and mental health support</u> for maintained schools. 	Y	<ul style="list-style-type: none"> Staff identified as CEV have been advised to shield until 31st March 2021. 	2x2 =4 Low
Staff are insufficiently briefed on expectations	2x1 =2 Low	<ul style="list-style-type: none"> Staff receive daily/weekly briefings on day to day school matters. Ensure health & wellbeing policy is in place and available to all staff. Encourage access to support and mental health first aiders. Flexible working patterns and arrangements if appropriate Staff workload expectations are clearly communicated. Schedule what staff training is needed to implement any changes that the school plans to make, either delivered remotely or in school. Staff have been fully briefed on the action planning for local/bubble lockdown. 	Y	<ul style="list-style-type: none"> Staff communicated to regularly regarding updates and expectations. 	1x1 =1 Low
10. Protective measures and hygiene					

<p>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</p>	<p>3x3 =9 High</p>	<ul style="list-style-type: none"> • Consider classroom layouts, entry and exit points, staggered starts at break times, class sizes, lunch queues • Circulation plans have been reviewed and amended. • One-way systems are in operation where feasible. • Corridors are divided where feasible. • Circulation routes are clearly marked with appropriate signage. • Any pinch points/bottle necks are identified and managed accordingly, with more intensive and regular cleaning of regular touch points • The movement of pupils around school is minimised as much as possible. • Where possible, pupils stay in classrooms and staff move around. • NS/NC children are organised in small groups with a key worker and move around with them. • Lesson change overs are staggered to avoid overcrowding. • Pupils are briefed regularly regarding observing social distancing guidance whilst circulating. • Appropriate supervision levels are in place. • Agree how safety measures and messages will be implemented and displayed around school. • Alternative spaces for prayer to be considered if prayer rooms are not deemed to be covid-safe. • It is very unlikely that COVID-19 is transmitted through food. However, as a matter of <u>good hygiene practice</u>, anyone handling food should wash their hands often with soap and water for at least 20 seconds before doing so. Crockery and eating utensils should not be shared. Clean frequently touched surfaces regularly. 	<p>Y</p>	<ul style="list-style-type: none"> • Classroom layouts, entry and exit points, staggered times etc taken into account. • Markings around school to help control movement and aid social distancing. • Movement of pupils around school kept to a minimum. • Pupils reminded to socially distance. • Younger children have own outdoor space • Staff may feel more comfortable wearing a face covering/mask when moving around the building • Updated 29th March-masks should be worn by staff and visitors in communal areas and when walking around school. 	<p>2x3 =6 Medium</p>
<p>The size and configuration of classrooms and teaching spaces does not support compliance with social distancing measures</p>	<p>2x3 =6 Medium</p>	<ul style="list-style-type: none"> • Classroom base arrangements in place. • Net capacity assessment/asset plans reviewed, with each classroom and teaching space compliant with social distancing measures and in line with government guidance • All furniture not in use has been removed from classrooms and teaching spaces. Safe storage arranged for unused furniture. • Resources are arranged to be used within bubbles to limit the 	<p>Y</p>	<ul style="list-style-type: none"> • Classroom arrangements, such as capacity assessment and unused furniture in place and reviewed regularly. • Teachers aware of the 	<p>2x2 =4 Low</p>

		<p>risk of cross contamination.</p> <ul style="list-style-type: none"> • Arrangements are reviewed regularly. • Reducing clutter and removing difficult to clean items can make cleaning easier. 		<p>need to reduce clutter to allow for thorough cleaning</p>	
<p>Staff rooms, offices and Medical Rooms do not allow for observation of social distancing guidelines</p>	<p>2x3 =6 Medium</p>	<ul style="list-style-type: none"> • Staff rooms and offices have been reviewed and appropriate configurations of furniture and workstations have been put in place to allow for social distancing. • Staff have been briefed on the use of these rooms. • Other spaces within school have been identified and adapted to accommodate nursing, medical and other essential therapeutic services. 	<p>Y</p>	<ul style="list-style-type: none"> • Furniture moved. • Staggered breaks. • Staff are aware of the need to socially distance. 	<p>2x2 =4 Low</p>
<p>Queues for toilets and handwashing risk non-compliance with social distancing measures</p>	<p>2x3 =6 Medium</p>	<ul style="list-style-type: none"> • Queuing zones for toilets and hand washing have been established and are monitored. • NS/NC have arrangements in place to meet the staffing requirements when changing nappies and responding to children changing requirements. • Floor markings are in place to promote social distancing. • Pupils are encouraged to access the toilet during class/throughout the day to help avoid queues. • The toilets are cleaned frequently to take account for the number of pupils accessing the facilities, for example after every morning break, lunchtime and at the end of the school day. • Monitoring ensures a constant supply of soap and paper towels. • Bins are emptied regularly for example morning break, lunchtime and the end of the school day, or other transition periods. • Pupils are reminded regularly on how to wash hands and young children are supervised in doing so. Handwashing is incorporated into the daily timetable. • Children are encouraged not to touch peers. • 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. • Promote 'catch it, bin it, Kill it'. Use of <u>e-bug</u> learning from Public Health England. 	<p>Y</p>	<ul style="list-style-type: none"> • Toilets allocated to year group bubbles. • Cleaning programme increased. • Regular hand washing and sanitizing undertaken. • Tissues on each desk and around school to promote 'catch it, bin it, kill it'. • 	<p>2x2 =4 Low</p>

Impact of any new variants of the virus on the day to day running of the school	2x2 =4 Low	<ul style="list-style-type: none"> The new variants of the virus do not require any additional control measure and the current guidance remains unchanged. Any local outbreaks of any new variant(s) will be managed by Public Health in partnership with schools, staff and families impacted. BCC's Local Outbreak plan can be found here: https://www.birmingham.gov.uk/info/50231/coronavirus_covid-19/2204/local_outbreak_plan_-_covid-19 	Y	<ul style="list-style-type: none"> Control measures in place and guidance adhered to. Good relationship with Public Health 	1x1 =2 Low
11. Enhanced cleaning and how it will be implemented in your school and how you will ensure sufficiency of supplies					
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	3x2 =6 Medium	<ul style="list-style-type: none"> A return-to-work plan for cleaning staff (including any deep cleans) is agreed. Enhanced 'deep clean' prior to the wider opening of the school. 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. Introduce enhanced daily (or more often if possible) cleaning of doorways, handles and corridor walls and other frequently touched surfaces. More frequent cleaning of rooms / shared areas that are used by different groups. Working hours or additional capacity for cleaning is planned and in agreement with cleaning staff. Toilets to be cleaned more regularly e.g. every morning break, lunchtime and at the end of the school day. Outdoor playground equipment should be more frequently cleaned. Seek LA support to manage insufficient cleaning capacity. 	Y	<ul style="list-style-type: none"> Additional cleaning of 'touch points', handles, toilets etc. Cleaning of shared spaces in between use. Regular cleaning and inspection of toilets, soap and hand towels. 	2x2 =4 Low
Procedures are not in place for Covid-19 clean following a	3x2 =6 Medium	<ul style="list-style-type: none"> Cleaning staff are aware of the guidance for cleaning of non-healthcare settings COVID-19: cleaning of non-healthcare settings guidance 	Y	<ul style="list-style-type: none"> Cleaning surfaces with DioCleanse BS EN 1040 disinfectant that is 	2x2 =4 Low

suspected or confirmed case at school		<ul style="list-style-type: none"> Plans are in place to identify and clean all areas with which the symptomatic person has been in contact. Sufficient and suitable equipment is available for the required clean. Adequate waste disposal arrangements are in place to dispose of contaminated equipment Seek support from Public Health Birmingham. Use the flowchart if a staff member or pupil displays symptoms. Suitable PPE equipment is available if 2m from the child cannot be maintained. 		<p>proven to be effective against viral strains such as HIV, MRSA and Hepatitis B & C</p> <ul style="list-style-type: none"> Flowchart and Public Health guidance readily available. PPE available when needed. 	
12. Enhanced hygiene practices and arrangements for shared items					
Inadequate supplies of soap and hand sanitiser mean that regular hand washing routines cannot be established	2x2 =4 Low	<ul style="list-style-type: none"> An audit of handwashing facilities and sanitiser dispensers is undertaken before the school reopens and additional supplies are purchased if necessary. Appropriate measures to supervise effective hand washing of young children are in place. Monitoring arrangements are in place to ensure that supplies of soap, hand towels and sanitiser are maintained throughout the day. Large volumes of flammable liquids should be referenced in your Fire Risk Assessment. Posters and electronic messaging boards reinforce the need to wash hands regularly and frequently, including on arrival at school. Handwashing for 20 seconds minimum encouraged. Reinforce 'catch it, kill it, bin it' message. Use of e-bug learning from Public Health England. Process is in place for removing and disposing/storing of face coverings when pupils and staff who use them arrive at school. 	Y	<ul style="list-style-type: none"> Stocks monitored and replenished as needed. Key messages around hand cleaning are reinforced-sanitiser in every classroom and around school. Bubble group toilets. Tissues on all tables. Lidded bin that is double bagged and emptied regularly. 	2x2 =4 Low
Inadequate supplies and resources mean that shared items are not cleaned after each use	2x2 =4 Low	<ul style="list-style-type: none"> Limit the amount of shared resources that are taken home and limit exchange of take-home resources between children, young people and staff A plan is in place to clean resources which have been taken home. Cater for equipment and resources per child and prevent the sharing of stationery and other equipment where possible. Resources that are shared between classes or bubbles, such as 	Y	<ul style="list-style-type: none"> Shared resources and 'take home' resources limited. Extra cleaning of sports equipment on a rotation basis. Additional cleaning of touch surfaces. 	2x2 =4 Low

		<p>sports, outdoor playground equipment, art and science equipment should be cleaned frequently and meticulously and always between bubbles, or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles or wraparound care.</p> <ul style="list-style-type: none"> • 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. • Roles and responsibilities identified for each area with cleaning resources, e.g. each class is allocated their own cleaning products. • The governing board finance committee is aware of any additional financial commitments. 		<ul style="list-style-type: none"> • Cleaning products allocated to each class. 	
13. School level response for symptomatic or ill pupils or staff members					
<p>Staff, pupils and parents are not aware of the school's procedures (including on self-isolation and testing) should anyone display symptoms of COVID-19 or should there be a confirmed case of COVID-19 in the school</p>	<p>2x2 =4 Low</p>	<ul style="list-style-type: none"> • Staff, pupils and parents have received clear communications informing them of current government guidance on the actions to take should anyone display symptoms of COVID-19 and how this will be implemented in the school. • Staff caring for young children are vigilant for symptoms of COVID-19 and signs of illness that may be associated to it as per government advice. • This guidance has been explained to staff and pupils as part of the induction process. • Regular review of the latest information across senior leadership and staff members: https://www.birmingham.gov.uk/COVID-19_schools_faqs • Use the <u>flowchart</u> from Public Health Birmingham about how to deal with a suspected or confirmed case within the pupil or staffing cohort. • Staff are aware of the location of the emergency PPE pack. • Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders. • Health and safety governors are satisfied that arrangements are in place and in line with DfE guidelines 	Y	<ul style="list-style-type: none"> • Staff aware of procedures to follow should a child become unwell with COVID-19 symptoms. • Parents have been sent national guidance regarding symptoms, testing and isolating. • Dedicated medical room. • PPE available. • Good relationship with Public Health in the event of reporting a case. • LFD testing programme in place with good uptake from staff. • Staff are aware of 	<p>2x2 =4 Low</p>

		<ul style="list-style-type: none"> • Report cases of to the Health Protection Team in Public Health England using the online guidance and <u>checklist</u>. • Keep up to date with PH updates on responding to cases in schools during the contact tracing phase of the response. • Staff in primary schools will be supplied with LFD test kits to self-swab and test themselves twice a week at home as per <u>guidance</u>. • Staff in primary schools will be supplied with LFD test kits to self-swab and test themselves twice a week at home. Staff must report their result to NHS Test and Trace as soon as the test is completed either online or by telephone as per the instructions in the home test kit. Staff should also share their result, whether void, positive or negative, with their school to help with contact tracing. • Further information on Government's vaccination plan can be found here: https://www.nhs.uk/conditions/coronavirus-covid-19/coronavirus-vaccination/coronavirus-vaccine/ 		reporting requirements for LFD contact tracing.	
Arrangements to isolate individuals displaying symptoms of COVID-19 are not in place	3x2 =6 Medium	<ul style="list-style-type: none"> • School's medical room/space has been assessed to ensure social distancing and isolation measures are not compromised. • For very young children there is a designated area available where a key person can continue to support the child away from the rest of the group until collection by parent/carer. • Additional rooms are designated for pupils with suspected COVID-19 whilst collection is arranged. • 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. • Isolated individuals should be in rooms where door can be closed (age permitting of child) and with windows open for ventilation. • Additional PPE to be used for accompanying staff where pupil symptomatic and 2m distance cannot be sustained. 	Y	<ul style="list-style-type: none"> • Full procedures in place. • Designated medical room for isolation while waiting to be collected. • Cleaning programme in place. • PPE readily available. • Good relationship with PHE. 	2x2 =4 Low

14. Plan for personal protective equipment for staff					
Provision of PPE for staff where required is not in line with government guidelines	3x2 =6 Medium	<ul style="list-style-type: none"> • Changes to government guidance on wearing PPE is understood and communicated. Read the guidance on <u>safe working in education, childcare and children's social care</u> for more information about preventing and controlling infection and use of PPE if an individual child, young person or student becomes ill with coronavirus (COVID-19) symptoms when a distance of 2 metres cannot be maintained or when performing <u>aerosol generating procedures (AGPs)</u>. • Sufficient PPE has been procured through normal stockist. • PPE requirements for individual pupils and staff have been risk assessed and sourced through normal stockist. • Those staff required to wear PPE have been instructed on how to put on and how to remove PPE carefully to reduce contamination and how to dispose of them safely. • Staff are reminded that wearing of gloves is not a substitute for good handwashing. • Adults should maintain a 2-metre distance from others. Where this is not possible avoid close face-to-face contact and minimise time spent within 1 metre of others. • Seek LA support for emergency PPE stock. • Appropriate measures are taken on the cleaning of reusable PPE items in line with guidance. 	Y	<ul style="list-style-type: none"> • PPE readily available when needed. • 2x thermal thermometers on site. • All classes have first aid boxes. • The importance of socially distancing is reiterated. 	2x2 =4 Low

<p>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</p>	<p>3x2 =6 Medium</p>	<ul style="list-style-type: none"> • Requirements for PPE have been assessed in line with DfE guidelines and Public Health Birmingham scenarios. • Sufficient stock has been ordered using school's usual suppliers • Arrangements to seek LA support to obtain PPE in case of an emergency are known and in place. • Health and safety governors are satisfied that arrangements are in place and in line with DfE guidelines. • Additional PPE for coronavirus (COVID-19) is only required in a very limited number of scenarios, for example, when: <ul style="list-style-type: none"> • a pupil becomes ill with coronavirus (COVID-19) symptoms, and only then if a 2 metre distance cannot be maintained • performing aerosol generating procedures (AGPs). 	<p>Y</p>	<ul style="list-style-type: none"> • PPE is available when needed, in line with DfE requirements. • Normal PPE required and available for intimate care. 	<p>2x2 =4 Low</p>
<p>15. Managing premises related issues</p>					
<p>There is no agreed approach to any scheduled or ongoing building works therefore contractors on-site whilst school is in operation may pose a risk to social distancing and infection control</p>	<p>2x2 =4 Low</p>	<ul style="list-style-type: none"> • 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. • An assessment has been carried out to see if any additional control measures are required to keep staff, pupils and contractors safe including distancing and hygiene procedures. • 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. • 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. • Social distancing is being maintained throughout any such works and where this is not possible arrangements are reviewed. • In addition to arrangements for COVID-19, normal contractor procedures are being applied and have been updated considering COVID-19 (including contractor risk assessments and method statements, and contractor induction), including contractors who works across sites or schools. • Premises governing board committee is aware of planned 	<p>Y</p>	<ul style="list-style-type: none"> • Statutory and emergency works may be undertaken in line with social distancing policy. • Current roofing project is ongoing and due to complete at the end of March – contractors arrive and leave the school site when it is clear of parents. • Updated 19th April – Roofing works have now finished and contractors no longer on site. 	<p>2x1 =2 Low</p>

		<ul style="list-style-type: none"> works and associated risk assessments. Where 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. 			
Fire procedures are not appropriate to cover new arrangements	2x3 =6 Medium	<ul style="list-style-type: none"> Fire procedures have been reviewed and revised where required, due to: <ul style="list-style-type: none"> Changes to numbers of pupils/staff Possible absence of fire marshals - absent fire marshals to be replaced with trained substitutes Social distancing rules during evacuation and at muster points Possible need for additional muster point(s) to enable social distancing where possible Staff, pupils and governors have been briefed on any new evacuation procedures. Incident controller and fire marshals have been trained and briefed appropriately. Fire drill arranged in line with Covid plan. 	Y	<ul style="list-style-type: none"> Fire procedures reviewed and in place to account for possible changes. Fire drills carried out termly with an additional planned for the whole school return. 	2x2 =4 Low
Fire evacuation drills - unable to apply social distancing effectively	3x2 = Medium	<ul style="list-style-type: none"> Plans for fire evacuation drills are in place and are in line with social distancing measures, with marked areas if required. 	Y	<ul style="list-style-type: none"> Outdoor space large enough to accommodate all staff and pupils to ensure social distancing. Pupils to remain in bubbles. 	2x2 =4 Low
Fire marshals absent due to self-isolation	3x2 =6 Medium	<ul style="list-style-type: none"> An additional staff rota is in place for fire marshals to cover any absences and staff have been briefed accordingly. Staff appropriately trained in fire marshal duties as required. 	Y	Additional staff briefed accordingly to provide cover in the event of a fire alarm.	2x1 =2 Low
Statutory compliance has not been completed due to the availability of contractors during lockdown	2x1 =2 Low	<ul style="list-style-type: none"> All statutory compliance is up to date. Where water systems have not been maintained throughout lockdown, chlorination, flushing and certification by a specialist contractor has been arranged. Water system checks and actions to be undertaken prior to wider opening. Legionella Risk Assessment up to date. Fire drills continue to be undertaken and Fire Risk Assessment 	Y	<ul style="list-style-type: none"> Building has been open throughout lockdown. All statutory compliance requirements have been undertaken. 	2x1 =2 Low

		<p>up to date including management of doors opened for ventilation purposes.</p> <ul style="list-style-type: none"> • Ensure staffing cover should key staff (site manager/caretaker) involved in statutory testing & site safety be off or away • LA support is in place. 			
<p>The costs of additional measures and enhanced services to address COVID-19 when reopening puts the school in financial difficulty</p>	<p>2x3 =6 Medium</p>	<ul style="list-style-type: none"> • Additional cost pressures due to COVID-19 identified and an end-of-year forecast which factors them in has been produced. • LA or Trust finance team has been consulted to identify potential savings in order to work towards a balanced budget. • Additional COVID-19 related costs are under monitoring and options for reducing costs over time and as guidance changes are under review. • Additional sources of income are under exploration. • The school's projected financial position has been shared with governors and LA or trust. • NS/NC are aware of financial support available to support sustainability 	Y	<ul style="list-style-type: none"> • Increased financial pressures due to additional lockdown. • Additional staffing requirements factored into budget. 	<p>2x3 =6 Medium</p>

16. Impact on staff and pupils with protected characteristics and adapting your approach

Considerations

- Nationally the [ONS analysis](#) has identified an increased risk of death among some ethnic groups, although this increased risk is also impacted by age, as well as gender and long term conditions like type 2 diabetes, high blood pressure and kidney disease.
- There doesn't appear to be any difference between in ethnic groups in terms of infection rates, i.e. who catches it, the difference is in the proportion who die.
- 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 diabetes, kidney disease and high blood pressure, 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
- The [NHS risk assessment](#) 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.
- 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.
- It is less clear cut for children who are living in households with other vulnerable adults or siblings, 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.

Further information on Government's vaccination plan can be found here: <https://www.nhs.uk/conditions/coronavirus-covid-19/coronavirus-vaccination/coronavirus-vaccine/>

<p>Measures have not been put in place to protect staff and pupils with underlying health issues, BAME staff</p>	<p>3x3 =9 High</p>	<ul style="list-style-type: none"> • An equality impact assessment is undertaken for the school's staff and pupils. • All members of staff and parents of pupils with underlying health issues, those within vulnerable groups have been instructed to make their condition or circumstances known to the school, and members of staff with children who cannot attend school/nursery/childminder etc are supported. • Records are kept and regularly updated e.g. check children and staff who have identified as having asthma have up to date care plans. • 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. • 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. • All staff who were clinically extremely vulnerable and received a letter should not attend work but can work from home if possible. Advice for those who are clinically extremely vulnerable can be found in the following guidance. • Seek advice from Occupational Health Service if required. 	<p>Y</p>	<ul style="list-style-type: none"> • Assessments carried out to identify staff and pupils that fall into this category. • Government guidance will be followed. • Social distancing will be reiterated. • Remote education provided if needed. 	<p>3x2 =6 Medium</p>
<p>Staff, particularly those from BAME heritage, are reluctant to attend school due to the</p>	<p>3x3 =9 High</p>	<ul style="list-style-type: none"> • No. of BAME staff • No. of BAME staff assessed as clinically extremely vulnerable and required to remain at home • No. of BAME staff able to return but requiring additional support • Staff are encouraged to focus on their wellbeing. 	<p>Y</p>	<ul style="list-style-type: none"> • Social distancing guidance in place • No crossing of groups/bubbles recommended 	<p>3x2 =6 Medium</p>

<p>media coverage on deaths related to coronavirus and the new variants</p>		<ul style="list-style-type: none"> • Line managers are proactive in discussing wellbeing with the staff that they manage, including their workload • Staff briefings and training have included content on wellbeing. • Staff briefings/training on wellbeing are provided with opportunity to discuss any concerns and anxieties about attending school. • Staff have been signposted to useful websites and resources. Discuss published risk assessments with staff. 		<ul style="list-style-type: none"> • No face-to-face meetings unless in a ventilated area - maintain a 2-metre distance • Advised to avoid other staff as much as possible 	
<p>Parents, particularly those from BAME heritage, are reluctant to send their children to school due to the media coverage on deaths linked to coronavirus and the new variants</p>	<p>3x2 =6 Medium</p>	<ul style="list-style-type: none"> • No of BAME pupils • No of BAME pupils risk assessed as clinically extremely vulnerable and required to remain at home • No of BAME pupils able to return but requiring additional support • There are enough numbers of trained staff available to support pupils and parents with these anxieties. • 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. Discuss any concerns with parents and provide reassurance on the measures you are putting in place to reduce any risks. • Remind parents that pupils of compulsory school age must be in school unless a statutory reason applies. • School arrangements demonstrating social distancing measures and behaviours are shared with parents and pupils. • Resources/websites to support parent and pupil anxiety are provided. • Signpost parent/carers to published risk assessment. 	Y	<ul style="list-style-type: none"> • Identification of BAME families • Pastoral Manager to support with concerns • Bubbles identified • Parents informed of measures in place to promote social distancing. • Up to date risk assessment published 	<p>2x2 =4 Low</p>
<p>Parents do not follow advice on social distancing when visiting the school</p>	<p>3x2 =6 Medium</p>	<ul style="list-style-type: none"> • Visitors (including parents/carers) to the school may be restricted to one area, and if possible, requested to not attend site unless for an allocated appointment. • Arrangements for visiting the school are communicated to parents/carers. Expectations around hygiene and social 	Y	<ul style="list-style-type: none"> • Notice in reception. • Door control access to monitor entrance. • Meetings to be pre- 	<p>2x2 =4 Low</p>

		<p>distancing are communicated and reinforced with parents/carers including drop-off/pick-up time to reduce gatherings.</p> <ul style="list-style-type: none"> • Raise persistent non-conformity with Local Authority. Additional guidance on enforcement is available. 		<p>booked.</p> <ul style="list-style-type: none"> • Social distancing expectations are communicated to parents. • Parents may wish to wear a face covering whilst on the school grounds. • Updated 18th March- where possible, all adults asked to wear a mask on school grounds. 	
17. Working with other school-based provision					
Existing policies on safeguarding, health and safety, fire evacuation, medical, behaviour, attendance and other policies are no longer fit for purpose in the current circumstances	2x2 =4 Low	<ul style="list-style-type: none"> • 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. • Reference to an addendum for the BCC Model Safeguarding Policy. 	Y	<ul style="list-style-type: none"> • Policies and procedures produced to take into account EYFS. • All policies are available on the school website. 	2x2 =4 Low
Risks are not comprehensively assessed in every area of the school	2x2 =4 Low	<ul style="list-style-type: none"> • 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"> ○ Different areas of the school including any Early Years and Resource Base provision ○ When pupils enter and leave school ○ During movement around school ○ During break and lunch times ○ Delivering aspects of the curriculum, especially for practical subjects and where shared equipment is used 	Y	<ul style="list-style-type: none"> • Risk assessments produced to take EYFS into account. • Staggered times to start and end of day. • Staggered break and lunch times. • Year group bubbles. • 29th March updated- moved to class bubbles 	2x2 =4 Low

18. Home to School Transport

Urban Transport Group released a [briefing in May 2020](#) 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.

Keys points include:

- Promote the use of sustainable travel and transport (i.e. modes that improve physical wellbeing for users and/or environmental quality) for journeys to and from education and training establishments for children and young people or compulsory school age in the local authority area.
- As part of their overarching role to keep cities regions moving in a manner that protects health, the environment and quality of life, transport authorities also have an interest in ensuring that the return to school and college does not create congestion, contribute to air pollution or pose a risk in terms of the health and safety of children and their parents or of transport staff and the wider public, including passengers travelling on mainstream routes that serve schools.
- In line with this, transport authorities will be looking to ensure that children are able to safely walk, cycle or scoot to school where possible. Indeed, in normal times, transport authorities invest considerable resources in promoting mode shift for school transport and in supporting and training children to travel safely and sustainably. The need to encourage children to walk, cycle or scoot to school sitting alongside the risks posed by a rise in speeding and other dangerous driving on empty roads.

For further information and guidance regarding any of the above points visit www.birmingham.gov.uk/modeshiftstars or contact: connected@birmingham.gov.uk.

Consideration whilst using public transport	2x2 =4 Low	<ul style="list-style-type: none"> • School should adopt measures to address the risks in a way that works in the local circumstances. Distancing should be maximised and mixing of groups should be minimised where possible and practical. • People aged 11 and over must wear a face covering when travelling on public transport. In accordance with advice from PHE, they must also wear a face covering when travelling on dedicated transport to secondary school. People who are exempt do not need to wear a face covering. • Pupils should not board home to school transport if they, or a member of their household, has had a positive test result or has symptoms of coronavirus (COVID-19). 	Y	<ul style="list-style-type: none"> • Year group bubbles in school to minimise mixing. • Updated 29th March-moved to class bubbles • Parents have been provided with national guidance regarding isolation in the event of displaying symptoms. 	2x1 =2 Low
Pick up and drop off times	3x3 =9 High	<ul style="list-style-type: none"> • Consider opening school gates earlier or designated entrances so parents can socially distance. Encourage parents not to gather at entrance gates or doors or enter the site unless they have a pre-arranged appointment. • Encourage only one parent/carer/childminder to drop or 	Y	<ul style="list-style-type: none"> • Staggered times to start and end of day to reduce gatherings on site. • Colour coded site 	3x2 =6 Medium

		<p>collect and timetable allocated drop off and collection times.</p> <ul style="list-style-type: none"> • Talk to staff about the plans (for example, safety measures, timetable changes and staggered arrival and departure times), including discussing whether training would be helpful. • Stagger start and finish times to ease pavement congestion and reduce journeys on public transport during peak hours. • Consider the use of simple signage to highlight the need for social distancing: stickers (could be customised versions e.g. using pupils' designs) or simple spray, tape or chalk markings. • Organised queuing and boarding of vehicles and distancing within vehicles wherever possible. • Consideration of emergency school streets measures as identified in the <u>Emergency Birmingham Transport Plan</u> including Car Free School Streets, parking restrictions and reducing speed limits. • If appropriate, consider putting into a place one-way pedestrian system on the street surrounding the school with determined entrance and exits for classrooms and areas of the school. 		<p>entrances and doors.</p> <ul style="list-style-type: none"> • Leadership to monitor playgrounds to help move parents along • Car free streets programme in place. 	
Children arriving late as a result of journey to school	2x2 =4 Low	<ul style="list-style-type: none"> • Advise parents/carers to use various modes of transport including driving to school being mindful of the need to socially distance around the school safely. Encourage walking, cycling or scooting to their education setting where possible. • Ensure parents and young people are aware of recommendations on transport to and from education or childcare setting (including avoiding peak times). Read the <u>Coronavirus (COVID-19): safer travel guidance for passengers</u> • Ensure that transport arrangements cater for any changes to start and finish times. • Identify possible park and stride sites - parents and others who do have to drive can then park (legally) nearby and walk the last part of their journey. 	Y	<ul style="list-style-type: none"> • Parents advised to walk to school where possible. • Parents that drive reminded about 'Car Free Streets' programme that is running. 	2x1 =2 Low

		<ul style="list-style-type: none"> • Drivers should be advised to anticipate more pedestrians and cyclists than usual, restrict speeds and avoid parking on (or partially on) pavements. • If travelling by public transport: check website or live bus app for revised timetables before travel; try to keep 2 metres away from people not in their household while waiting in the queue; carry and use hand sanitiser; wear a face covering if they can; sit in the window seat, leaving the seats in front and behind empty. For further information and guidance visit: https://nxbus.co.uk/west-midlands/news/stay-safe-when-travelling-with-us • Consider using social media messaging to inform the local community that parents/pupils may be travelling at specific times in order to avoid pavement congestion. 				
19. Contingency planning for local or national lockdown						
No plan in place if an outbreak or lockdown should occur	2x4 =8 High	<ul style="list-style-type: none"> • School Business Continuity Plan has been updated. • Proposed resourcing model is in place should local or national lockdown be required (including partial or full closure). • Arrange for communications to be available in readiness for release to staff and families to incorporate any advice from Public Health Birmingham. • Staff have been fully briefed on action planning for local/bubble lockdown or outbreak. • Parents are informed of the school's procedures for local/bubble lockdown. Early years settings and childminders remain open (including wraparound care). • Preparation for learning continuity in the event of local or bubble lockdown <ul style="list-style-type: none"> ○ Blended learning offer to support continued delivery including support for pupils isolating or required to remain at home due to being diagnosed clinically extremely vulnerable. ○ Remote learning packages ready to offer where there is an outbreak as part of business continuity. <u>Consideration of remote learning for young pupils or those with SEND.</u> 	Y	<ul style="list-style-type: none"> • Senior Leadership prepared for the eventuality of additional lockdown. • Communication to keep staff and parents up-to-date continues. • Remote learning in place, should it be needed. 	2x3 =6 Medium	

		<ul style="list-style-type: none">• Information and <u>guidance</u> have been shared to support parents and carers of children who are learning at home• Resumption of former Risk Assessments to consider lockdown or partial opening as appropriate.• Consider impact of isolation for vulnerable children and ensure that key workers are notified of isolation and expected date of return. Implement an individual risk assessment if appropriate.			
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