

THE VAYNOR FIRST SCHOOL

Worcestershire Recovery Planning: SEPTEMBER 2020

Risk Assessment tool

Please be aware that this document has been designed to support assessment and decision making for schools when considering their plans for the different phases of recovery. Reference to the latest DfE government guidance should be made when considering the prompts.

Background

This document has been developed for education settings in Worcestershire and has drawn upon a range of examples from other local areas in the West Midlands and further afield along with including Worcestershire context and design.

Principles

This document is based upon the principles of:

- Any phased recovery plan nationally will be determined by the governmental five tests which need to be met and sustained;
 - Making sure the NHS can cope
 - A 'sustained and consistent' fall in the daily death rate
 - Rate of infection decreasing to 'manageable levels'
 - Ensuring supply of tests and PPE can meet future demand
 - Being confident any adjustments would not risk a second peak
- The prompts in this document aim to provide consistency by principle, rather than consistency by provision as actions will need to be assessed and implemented contextually at a school level.
- 1st June should be seen as a starting point for expansion. We acknowledge and appreciate the phasing of a gradual and phased recovery.

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

- The highest priority and consideration is the safety and wellbeing of Worcestershire children, young people, families and staff
- Reducing the risk of infection and following PHE/DFE guidance is key to any risk assessment and related actions
- We want to support a collaborative approach across Worcestershire schools and settings, governors and trust boards, Worcestershire County Council, Worcestershire Children First, DfE, Trade Unions and other key stakeholders
- We want to support a sustainable and progressive approach to wider reopening
- Increasing the attendance for vulnerable children along with children of critical workers will continue to be a priority
- The re-opening and inclusion for all children in Reception, year 1 and year 6 will be risk assessed and decisions about phasing, timing and management made, based on the outcomes of risk assessments
- An inclusive and therapeutic approach to reintegration will be taken, and particularly for those children and young people who may find a return to school or setting challenging
- Schools and settings will assess building capacity and spaces and utilising protective measures decide on group sizes up to 15 pupils in the first instance
- Schools and settings will work with partners to support children and their families, for example health services, Here2Help and social care
- We will continue to reflect, assess, learn and share with our schools, settings and from other examples

Risk Assessment

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

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

Where you identify key issues or risks that you feel need support in addressing please contact us at support@worcschildrenfirst.org.uk with your request and we will be in touch with you. If you are an academy school please contact your DfE link also.

THEME		RAG RATING	PERSON LEADING
THEME 1:	Protective measures and hygiene	LOW	Head supported on site by Deputy & Caretaker
THEME 2:	Accommodation / site usage	LOW	Headteacher
THEME 3:	Safeguarding	LOW	Headteacher
THEME 4:	Staffing	LOW	Headteacher
THEME 5:	Communication	LOW	Headteacher
THEME 6:	Pupil and staff well-being	LOW	Headteacher for Staff & Deputy & Assistant Head for Pupils
THEME 7:	Vulnerable learners	LOW	Inclusion Manager

The following guidance is a series of checklists with a range of questions leaders may want to consider when thinking about the process of re-opening their school. Leaders can use this as a basis for their thinking, planning and their discussions with senior leaders, staff, pupils, families and governors, adding/deleting as appropriate for their own school.

If a maintained school, we would strongly advise that you utilise your School Improvement Advisor to support you in the planning process.

The following considerations can be applied and adapted to primary (including nursery where applicable), secondary, all-through and special schools.

Recovery planning: Guidance for re-opening your school
Phase I/II/III

Phase I
Current

Phase II
Gradual managed expansion

Phase III
Sustained provision

Theme 1: Protective measures and hygiene

Theme 5: Pupil & staff wellbeing

Theme 2: Accommodation / site usage

Theme 6: Vulnerable learners

Theme 3: Safeguarding

Theme 7: Visitors & suppliers

Theme 4: Communication

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Amendment History

Version Number	Date	Reason for Amendment
V14.0	22.05.2020	Additional links to Worcestershire guidance – Published on webpage
V13.0	21.05.2020	Additional links to Worcestershire guidance – Published on webpage
V11.0	18.05.2020	Published on webpage

VAYNOR SEPTEMBER REOPENING AMENDMENT HISTORY

Version Number	Date	Reason for Amendment
1	24.07.2020	Updated in line with full reopening guidance for schools



General guidance and links for reference:

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

Theme 3: Safeguarding

Key Issues	Actions Taken to Mitigate Risk	Resources, To Do List & Relevant Links
<p>What additional risk assessments/amendments need to be in place for safeguarding of pupils – what these will look like for setting/schools and pupils (individually identified vulnerability)</p>	<p>Staff who need to know are aware of which children have social workers and DSL's know how to contact them.</p> <p>Any children deemed vulnerable or at risk to remain in CW provision if in a lockdown situation and this is re-established. Keeping in touch arrangements are put in place for these families.</p> <p>As school opens fully all systems for the monitoring of non-attendance will be established and CME procedures adhered to.</p> <p>The SENCo has ensured that all LAC children and children with EHCP's have had individual risk assessments in place, which have been submitted to WCF.</p> <p>Inclusion manager to review individual pupils' handling plans, including the use of PPE and additional advice sought from external agencies in relation to moving and handling (physio and occupational therapy where required).</p> <p>Risk reduction plans will be put in place where required and reviewed regularly to reflect any changes due to reopening arrangements.</p> <p>Social stories used to support pupils with autism and learning difficulties to prepare for the changes of the new routines in school.</p> <p>There are currently no children on a behaviour plan.</p>	<p>Attendance policy addendum to be established in line with DFE guidance.</p> <p>Plans shared and followed consistently by staff supporting those pupils.</p>
<p>How has the safeguarding policy been reviewed and amended considering the current situation?</p>	<p>An appendix to the school's safeguarding policy was put into place during lockdown to cover Covid -19 safeguarding requirements. This contains guidance on remote working for staff and follows the model policy from WCF.</p>	<p>Upload revised child protection policy to the website once passed through governors on 7.10.2020</p>
<p>Have you adopted a 'COVID-19 outbreak' addendum to your child protection policy to include the specific issues for these circumstances?</p>	<p>The child protection policy has been updated in line with KCSIE 2020 and in line with the model policy for WCF. All staff to be fully trained on these revisions as part of the staff full reopening & induction training for new staff.</p>	<p>Whole school refresher safeguarding training on Tuesday 2nd & Wednesday 3rd September.</p>
<p>What could the specific issues be for your school?</p>	<p>Emotional health & wellbeing of children, parents and staff alike.</p> <p>Reticence from the parental community to come forward and ask for support. Here2Help support has been circulated to all families and all links to wellbeing support sites for children and parents can be located under the coronavirus support tab of our school website.</p> <p>Wellbeing team established in school to offer and signpost parents to support.</p>	<p>Reissue all support links and advice as a wellbeing newsletter on a ½ termly basis with fortnightly updates on the school newsletter.</p> <p>Release time for the wellbeing team to discuss the needs and support for families.</p>
<p>How are you ensuring that someone is responsible for ensuring the policy actions are completed?</p>	<p>The DSL monitors actions and advice from WCF on a regular basis. The safeguarding team meet on a weekly basis to review policy, cases and actions.</p> <p>Individual safeguarding meetings held with class teachers to share information on a 'need to now' basis.</p>	

	<p>Safeguarding board in staffroom to reflect all key contact information, welfare concern forms, body maps etc.</p> <p>Always a DSL present on the site when it is open.</p>	
Are governors aware of the Government's interim safeguarding guidance and how this has been included in their school policy?	The Covid -19 Safeguarding addendum was shared with the Trust board and sent to link safeguarding gov. The WCF documentation for update to policies has been agreed with link governor prior to closing but was not ratified at LGB level as meeting was cancelled due to Covid. This can be circulated for full governor approval.	<p>Circulate policy to safeguarding link governor.</p> <p>Authorisation from LGB to for link governor to ratify further changes at meeting 7.10.2020</p>
How are you making sure that someone is responsible for continuity in safeguarding leadership?	The DSL is available remotely via telephone, MyEd app at parental request. Parents have been advised of how they can contact the DSL or a member of the wellbeing team.	
How might you ensure a trained DSL is available, in-person, by phone or video link when required?	As school reopens fully there will be 3 DSL's on site and a mental health first aider. In a further lockdown the headteacher and lead DSL will retain the full oversight and be working remotely on a daily basis.	
Is there a nominated senior leader to be the onsite safeguarding lead?	In the case of another lockdown or shielding being reimposed, the lead DSL will work remotely and the deputy head will be designated as the first port of call for staff onsite. At this point staff will be notified of the change of arrangements and reporting of concerns.	
Are the leaders aware of any LA/Trust changes there may be for contacting the LADO?	LADO guidance has changed and the DSL's are aware of how these can be contacted. http://www.worcestershire.gov.uk/downloads/file/12402/education_and_early_help_bull_etin_covid-19_update_18_-_8_april_2020	This has been issued to all DSL's and added to their DSL reference handbook
Are leaders aware of WCF social care and safeguarding delivery protocol COVID 19?	https://www.safeguardingworcestershireschools.org.uk/wp-content/uploads/2020/05/2020-05-07-Covid-19-Service-Delivery-for-Social-Care-Safeguarding-Services-Executive-Summary-V.07JK.pdf	
Do all who need to, know which children are CLA/PCLA, who their Virtual School Head is and how to contact them?	<p>DSL's and class teachers are aware of CLA and PCLA and our virtual school head is: Collette Maynard.</p> <p>http://www.worcestershire.gov.uk/virtualschool</p> <p>The office team are also aware of which children should be in school and will follow up on any non-attendance with families and where relevant external agencies.</p>	
Are leaders able to evaluate the risks and include this information in their rationale for assessing which pupils come into school first and when?	<p>All vulnerable children are contacted by DSL or SENCo on a regular basis. Any concerns are shared with appropriate staff and safeguarding concerns reported to the onsite DSL.</p> <p>All of the children deemed vulnerable have been offered critical worker provision unless this would be a direct risk to the health of the child or the family. There is a list of these children/families in place.</p>	

<p>Who is ensuring emergency numbers and alternatives are kept up to date?</p>	<p>In September, parent data collection sheets will be reissued to families to ensure that their emergency contact details are up to date and office team to update these on SIMs.</p> <p>The CSP securely holds a list of contact details for school key holders and staff who should be contacted in emergency situations. This was updated for our school at the beginning of this lockdown period.</p>	<p>Keeping emergency contact details up to date to be included as part of the Covid family agreement.</p>
<p>Are there new staff deployed to the school/volunteers? How are they made aware of the safeguarding processes they should adhere to?</p>	<p>We will not be accepting volunteers on site during this period.</p> <p>Full safeguarding training would be undertaken with any new member of staff joining our site during this period as in any other.</p>	
<p>How might you make sure new staff, staff relocated to the school, and volunteers understand the staff code of conduct?</p>	<p>The code of conduct is issued to staff as part of our induction process. It forms part of our recruitment checklist and is actively referred to in our safeguarding training. Staff are required to say that they have read and understood this document.</p>	
<p>How have you ensured that any volunteers have been individually risk-assessed?</p>	<p>Not applicable, we are not accepting any volunteers into school during this period.</p>	
<p>How are you making sure that each vulnerable child/pupil has an easily transferable record of why they are vulnerable, a copy of the EHCP and/or CIN or CP Plan, the name of their social worker and contact details, for LAC children the name of the relevant Virtual School Head?</p>	<p>There is an individual profile and file established for each child. The SENCo oversees the transfer and sharing of EHC plans with the relevant setting and is also the designated person for LAC</p> <p>The DSL oversees the transfer of any records for vulnerable children CIN & CP.</p>	
<p>How are you keeping track and recording which staff are onsite daily?</p>	<p>There is a clear timetable in place for designated days on site and an electronic logging in and out system which maintains a clear record. Including times.</p> <p>Only essential visitors are allowed on site and a minimum data record is kept alongside a Covid screening check and visitor protocol.</p>	<p>Covid-19 visitor protocol issued to all visitors prior to coming in site. Office script established for Covid screening process.</p>
<p>Have you checked that the SCR is up to date with any relocated staff or volunteers and made sure that the appropriate checks have been made?</p>	<p>The SCR was upto date and checked by the DSL & link governor at her last link visit prior to closure alongside the office manager.</p>	<p>DSL to check SCR in September.</p>
<p>Have leaders ensured that the safer recruitment processes are clear and adhered to, E.g., being aware of anyone unknown to the school offering themselves as a volunteer?</p>	<p>Yes, all interviews are conducted with a senior leader who is safer recruitment trained and in accordance with our Scheme of Delegation. The headteacher and deputy are both DSL's and safer recruitment trained. Interview questions have a minimum of 2 safeguarding scenarios within them.</p>	<p>There has been 1 teacher appointment during the lockdown period and all safer recruitment checks were undertaken as part of this process. This person already worked within our Trust.</p>

<p>How are you ensuring staff are aware and understand that there may be an impact on the mental health of pupils, parents and staff or volunteers; and therefore, have access to whatever support may be available?</p>	<p>The Trust is in the process of developing a bereavement policy & wellbeing policy. However all staff have been referred to the education support service as well as NHS resources, Here 2 help and MindEd.</p> <p>Relevant information contained in all of the links below to put into the staff Covid handbook:</p> <p>Coronavirus COVID-19 frequently asked questions for schools - Health services http://www.worcestershire.gov.uk/info/20775/coronavirus_covid-19_frequently_asked_questions_for_schools/2196/coronavirus_covid-19_frequently_asked_questions_for_schools/5</p> <p>https://www.babcockprime.co.uk/coronavirus-support-for-schools-settings-parents-and-pupils</p> <p>Emotional Health and Wellbeing Services - Bulletin CV31 http://www.worcestershire.gov.uk/downloads/file/12512/education_and_early_help_bulletin_covid-19_update_31_-_6_may_2020</p> <p>Wellbeing Support Guide with information to help direct families, children and young people to services available to support them during this time: http://www.worcestershire.gov.uk/info/20773/coronavirus_covid-19_advice_for_parents_and_carers</p>	
<p>Have you checked that the school has an online teaching and learning/curriculum policy which considers safeguarding risks for those pupils accessing home learning?</p>	<p>The school is compliant with the revised addendum to our safeguarding policy.</p> <p>There are links to online safety for parents to support their children at home during this period on our home learning website.</p>	<p>Parent support sheets to be put into place to support parents with keeping their children safe online as part of our blended learning offer from September</p>
<p>Worcestershire supporting tools and resources:</p> <ul style="list-style-type: none"> • Update: DSL Newsletters and E-Library https://worcestershirecc.sharepoint.com/sites/external/chsiag/Pages/Safeguarding.aspx • https://www.safeguardingworcestershire.org.uk/learning-development/training-c/training-resources-documents/ • http://www.worcestershire.gov.uk/info/20775/coronavirus_covid-19_frequently_asked_questions_for_schools/2196/coronavirus_covid-19_frequently_asked_questions_for_schools • CLIMB – The diversionary service for 10-17yr olds – Bulletin CV35 http://www.worcestershire.gov.uk/downloads/file/12524/education_and_early_help_bulletin_covid-19_update_35_-_15_may_2020 		
<p>DfE guidance:</p> <ul style="list-style-type: none"> • Safeguarding: https://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers/coronavirus-covid-19-safeguarding-in-schools-colleges-and-other-providers • Remote learning: https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19 • Attendance: https://www.gov.uk/government/publications/coronavirus-covid-19-attendance-recording-for-educational-settings • School attendance: guidance for schools: https://www.gov.uk/government/publications/school-attendance 		

Theme 4: Staffing

Key Issues	Actions Taken to Mitigate Risk	Resources, To Do List & Relevant Links
<p>What is the capacity of staff:</p> <ul style="list-style-type: none"> To be in school? If not able to be in school, capacity to work from home? 	<p>Staff survey, taken prior to school closing and further surveys undertaken as part of our reopening process to elicit staff feeling and support wellbeing.</p> <p>All staff within the clinically extremely vulnerable, clinically vulnerable and those identifying as BAME have risk assessments in place.</p> <p>Where appropriate staff will be advised to seek advice from their specialist and where necessary further assessment and advice will be sought from occupational health.</p> <p>Government guidance will continue to be followed for these staff to ensure roles to be taken involve an acceptable level of risk. All staff who had been redeployed into roles where they are not working directly with children, during the phased reopening period have chosen to return to their role working alongside children.</p> <p>This will be reviewed should the Covid risk within school change.</p> <p>As and when staff are well and need to isolate or work from home as advised by NHS Test & Trace specific tasks will be assigned for them to undertake.</p>	<p>See Risk assessment addendum.</p>
<p>Are all staff clear on the absence reporting system linked to COVID-19? How do leaders know?</p>	<p>Protocol for staff absence reporting linked to Covid – 19 in place.</p> <p>If anyone becomes unwell with Covid Symptoms:</p> <ul style="list-style-type: none"> a new continuous cough, meaning coughing a lot for more than an hour or experiencing 3 or more episodes of coughing in a day a high temperature a loss of, or change in, your normal sense of taste or smell (anosmia) <p>They will need to follow the stay at home guidance and self-isolate for 10 days or until a negative test result is received.</p> <p>If a member of their household has symptoms, they should self-isolate for 14 days.</p> <p>SLT will remain in regular contact with these staff members on a daily basis during this time</p>	<p>Issue protocol with links to self-referral testing advice (staff handbook pages 5-7)</p>
<p>How will leaders evaluate the well-being and personal and emotional needs of staff</p>	<p>Ensure staff are aware of resources the school already links to. Signpost staff to Education Support (free, 24hr service for education workers)</p>	<p>This is also in the Staff wellbeing and resilience section of the Covid Handbook (page12)</p>

<p>who are dealing with anxiety, loss, fear and upset?</p>	<p>Write and issue staff with guidance on protecting and maintaining good mental health. Ensure that staff have a clear forum in school for raising practical or emotional concerns that they may have about returning or any other issues as they arise. Lauren Sparkes is our 'mental health' first aider for staff and works as part of our wellbeing team.</p>	<p>Staff encouraged to share concerns as they arise to leaders on site or to call SD directly.</p>
<p>Additional considerations:</p>		
<p>First Aid</p>	<p>An adequate number of first Aiders and paediatric first aiders will be on site at all times.</p>	<p>A minimum of 4 1st Aiders & 2 paediatric 1st Aiders each day</p>
<p>Medication</p>	<p>Parents reminded to return all necessary pupil medication to school and this will be chased up on September 3rd when children return.</p>	
<p>Worcestershire supporting tools and resources:</p> <ul style="list-style-type: none"> CV28 HR guidance for maintained schools on staff who have a vulnerable health condition http://www.worcestershire.gov.uk/downloads/file/12499/education_and_early_help_bulletin_covid-19_update_28 - 1 may 2020 CV27 HR guidance on working from home http://www.worcestershire.gov.uk/downloads/file/12498/education_and_early_help_bulletin_covid-19_update_27 - 30 april 2020 Coronavirus COVID-19 frequently asked questions for schools - HR guidance for schools on Coronavirus (COVID-19) issues http://www.worcestershire.gov.uk/info/20775/coronavirus_covid-19_frequently_asked_questions_for_schools/2196/coronavirus_covid-19_frequently_asked_questions_for_schools/7 <ul style="list-style-type: none"> Update: CV36 HR Updated guidance for school leaders: http://www.worcestershire.gov.uk/downloads/file/12539/education_and_early_help_bulletin_covid-19_update_36 - 18 may 2020 		
<p>DfE guidance:</p> <ul style="list-style-type: none"> Advice: https://www.gov.uk/government/collections/coronavirus-covid-19-list-of-guidance Data protection: https://www.gov.uk/government/publications/data-protection-toolkit-for-schools NQT advice: https://www.gov.uk/government/publications/coronavirus-covid-19-induction-for-newly-qualified-teachers <p>Critical workers who can access schools or educational settings: https://www.gov.uk/government/publications/coronavirus-covid-19-maintaining-educational-provision</p>		

Theme 5: Communication

Key Issues	Actions Taken to Mitigate Risk	Resources, To Do List & Relevant Links
PARENTS:		
<p>How will leaders communicate with parents?</p> <p>What on-going weekly/regular communication could be used to ensure parents are kept well-informed?</p>	<p>Utilise technology to keep lines of communication open with time efficient responses to enquires with a maximum of a 24 hour turn around.</p> <p>Covid tab on the school website to be regularly updated.</p> <p>Parents are aware of the procedures for contacting the school. This reiterates that contact will, unless in emergencies be over the phone, via our MyEd app or email. Parents are not permitted to access the school building. When handing something in at the school office, this where possible will be via a window. If entering reception for a pre-booked appointment, a face mask must be worn and social distancing enforced.</p> <p>Parental expectations to be managed so that they do not expect a response to messages and emails over weekends, holidays or when the school office is closed.</p> <p>Covid family agreement revised in line with new reopening guidance and shared with parents to ensure full compliance from parental community.</p> <p>Fortnightly newsletter each Friday with additional information shared as and when required regarding wellbeing, online safety and changes in government guidance.</p> <p>Risk assessments available to parents via school website.</p>	
<p>How will leaders manage the different perspectives of parents feeling fearful of sending their child to school and those who are worried about their child falling behind?</p>	<p>Reassuring parents through telephone calls, effective communication of the risk assessment and procedures in place to keep the children safe. Reiterate the social, emotional and academic benefits associated with returning to school.</p> <p>Sharing whole school attendance figures so that they can see the high levels of attendance and parental confidence in the systems and processes that the school has put into place.</p> <p>Share the school's recovery plan with parents so they can understand how their children's wellbeing and academic needs are being catered for.</p> <p>Polite reminder of government expectation for all children not required to shield, to now return to school and the consequences of not adhering to this.</p>	<p>Addendum to attendance policy to reflect changes in DfE guidance</p>
<p>How will leaders share expectations of home learning which will not pressurise parents but equally reiterate set expectations that are realistic, doable and can be transferred?</p>	<p>The home learning expectations have remained consistent throughout the closure period. Our remote /blended learning policy and offer forms part of our Vaynor Recovery Plan.</p> <p>A parental questionnaire to elicit preferences for home learning has been issued to provide a clear picture of the needs of our community should there be a bubble closure or local lockdown.</p>	<p>Share remote & blended learning policy with parents.</p>

Worcestershire supporting tools and resources:

- Coronavirus COVID-19 frequently asked questions for schools - Health services: http://www.worcestershire.gov.uk/info/20775/coronavirus_covid-19_frequently_asked_questions_for_schools/2196/coronavirus_covid-19_frequently_asked_questions_for_schools/5
- Covid19 (coronavirus) Worcestershire Health and Care Trust Service updates: <https://www.hacw.nhs.uk/covid19/>

DfE guidance:

- Pupils' mental health support/pastoral care at home: <https://www.gov.uk/government/publications/covid-19-guidance-on-supporting-children-and-young-peoples-mental-health-and-wellbeing/guidance-for-parents-and-carers-on-supporting-children-and-young-peoples-mental-health-and-wellbeing-during-the-coronavirus-covid-19-outbreak#helping-children-and-young-people-cope-with-stress>
- Parents: <https://www.gov.uk/guidance/supporting-your-childrens-education-during-coronavirus-covid-19>
- Parents with pupils with SEND: <https://www.gov.uk/guidance/help-children-with-send-continue-their-education-during-coronavirus-covid-19>
- Supporting parents: <https://www.gov.uk/government/publications/covid-19-school-closures/guidance-for-schools-about-temporarily-closing#working-with-parents>

Theme 6: Pupil and staff well-being

Key Issues	Actions Taken to Mitigate Risk	Resources, To Do List & Relevant Links
<i>How will leaders evaluate the well-being and personal and emotional needs of staff, especially those who are dealing with anxiety, loss, fear and upset?</i>	<p>Staff will be aware that people have gone through traumatic events such as serious illness or death of a close relative or friend, or may be experiencing financial difficulties as a family. Guidance will be given and staff supported as such circumstances come to light.</p> <p>Signpost staff to <u>Education Support</u> (free, 24hr service for education workers). This has been referenced on weekly communication from CEO to all staff within the Trust.</p> <p>Staff will be issued with guidance on protecting and maintaining good mental health and appropriate planning is in place to support the mental health of pupils.</p> <p>Ensure that staff have a clear forum in school for raising practical or emotional concerns that they may have.</p>	<p>Wellbeing team established: SD,HC, JW, LS</p> <p>Links to this website and others are in the Covid Handbook (page 12)</p> <p>Staff are encouraged to raise any concerns with onsite leaders</p>
Is there a clear system of support through the bereavement policy that ensures staff know about the support and systems in place?	<p>The Trust is currently working on a bereavement policy, to formalise the systems, support and processes in place. This will then be issued to all staff.</p> <p>Bereavement training to be undertaken by key staff. Some has been taken online, we have also booked some training with Sue Stokes and are awaiting confirmation of dates.</p> <p>Key staff to access St Richard's hospice training.</p>	

Worcestershire supporting tools and resources:

- Babcock support for schools, settings, parents and pupils: <https://www.babcockprime.co.uk/coronavirus-support-for-schools-settings-parents-and-pupils>
- HR Guidance - Staff well-being and resilience - Bulletin CV23 http://www.worcestershire.gov.uk/downloads/file/12452/education_and_early_help_bulletin_covid-19_update_23_-_21_april_2020

DFE guidance:

- NQT advice: <https://www.gov.uk/government/publications/coronavirus-covid-19-induction-for-newly-qualified-teachers>

Theme 7: Vulnerable learners

Key Issues	Actions Taken to Mitigate Risk	Resources, To Do List & Relevant Links
Has the school ensured its identification of vulnerable pupils is up to date? How will this inform future planning for their provision?	There is an up to date register of vulnerable children held. Staff are updated on a 'need to know basis' in order to support the wellbeing of the children in their care. Planning for their transition back into school is in place.	All vulnerable children have been identified. Staff an accurate view of the pupils in their class who are vulnerable and why.
While pupils have been home how has the school ensured vulnerable pupils are safe and accessing learning? Is this effective for all? Where it is, how can this be continued while re-opening? If it is not, what can be done to improve this aspect?	Inclusion manager has contacted families on a regular basis throughout the closure and in preparation for their return to school in September. This has ensured children are able to access learning and provided support for parents. Individualised work/tasks have been provided for some. Private tuition has been arranged for some during the closure.	
Are families accessing support for pupils – free meals; food banks; support from social workers etc? How will these services be continued and maintained?	Those requiring additional support are accessing. Continue to signpost and offer appropriate support to parents e.g. Here2Help and to other agencies such as the Family Fund.	Inclusion manager to communicate with families and social workers regularly.
What support will families require as the school re-opens? Can this be from within, or do external agencies need to be involved and planned into the different phases of re-opening?	Some may require support with children's mental health and well-being during the return.	The school's pastoral team and leaders will provide support to parents and pupils. Advice will be sought from external agencies e.g. EP, CCDT as necessary.
What additional support measures will require consideration for pupils with SEND to understand social distancing? (thinking about the younger pupils/varying independence levels)	Younger, vulnerable pupils may not understand social distancing. Child friendly icons used to support children's understanding	Classrooms and school environment to follow recommended guidelines for social distancing. Staff to follow procedures. Pupils taught new rules and safe practices. Social stories for social distancing may be needed for a few children.
<p>Worcestershire supporting tools and resources:</p> <ul style="list-style-type: none"> • Risk Assessment Guidance http://www.worcestershire.gov.uk/phasedschoolsreopening <ul style="list-style-type: none"> ○ Covid 19 Risk Assessment Guidance for EHCP ○ Covid 19 Risk Assessment Form for EHCP ○ Covid 19 Risk Assessment summary table • Covid 19 Transition planning during Covid19 http://www.worcestershire.gov.uk/phasedschoolsreopening • Covid 19 Sharing of Assessment transition data http://www.worcestershire.gov.uk/phasedschoolsreopening 		

- SEND Service Update Changes in SEND Legislation - Bulletin CV31 http://www.worcestershire.gov.uk/downloads/file/12512/education_and_early_help_bulletin_covid-19_update_31_-_6_may_2020
- EHCP Annual Reviews - Bulletin CV28 http://www.worcestershire.gov.uk/downloads/file/12499/education_and_early_help_bulletin_covid-19_update_28_-_1_may_2020
- Coronavirus COVID-19 frequently asked questions for schools - Special Educational Needs and Vulnerable Learners http://www.worcestershire.gov.uk/info/20775/coronavirus_covid-19_frequently_asked_questions_for_schools/2196/coronavirus_covid-19_frequently_asked_questions_for_schools/9

Babcock support for schools, settings, parents and pupils: <https://www.babcockprime.co.uk/coronavirus-support-for-schools-settings-parents-and-pupils>

DfE guidance:

- Vulnerable: <https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people>
- Extremely vulnerable: <https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19>
- SEND - <https://www.gov.uk/government/publications/coronavirus-covid-19-send-risk-assessment-guidance/coronavirus-covid-19-send-risk-assessment-guidance>
- Guidance on temporary changes to education, health and care legislation during the coronavirus (COVID-19) outbreak <https://www.gov.uk/government/publications/changes-to-the-law-on-education-health-and-care-needs-assessments-and-plans-due-to-coronavirus>
- Guidance for schools and colleges to support them keeping children safe, including online, during the coronavirus (COVID-19) pandemic <https://www.gov.uk/government/collections/coronavirus-covid-19-guidance-for-schools-and-other-educational-settings>

Conducting a SEND risk assessment during the coronavirus outbreak <https://www.gov.uk/government/publications/coronavirus-covid-19-send-risk-assessment-guidance>

Theme 8: VISITORS & SUPPLIERS

Key Issues	Actions Taken to Mitigate Risk	Resources, To Do List & Relevant Links
<p>How will leaders ensure that visitors to the school do not increase the levels of risk of spreading COVID-19? E.g., food suppliers, grounds maintenance, transport providers</p>	<p>Contractors will only be allowed on the school site by agreement with the HT and caretaker. If contractors turn up unexpected, they will be turned away unless it is essential work that can be carried out safely, observing social distancing.</p> <p>Visitors & contractors to school will be limited to essential visitors only and will be advised to arrive and leave site avoiding pupil drop off & pick up times. Contractors are not allowed in pupil 'bubble' designated areas.</p> <p>The main entrance of the school will not be open to visitors, unless it is a pre-agreed visit and social distancing can be adhered to.</p> <p>Visitor protocol in place and issued to visitors and contractors prior to coming to the site.</p> <p>Arrival & departure times are agreed to ensure that there is no contact with pupils and contact with staff is kept to a minimum.</p> <p>Visitors & contractors are to wear masks on site and sanitise hands upon arrival.</p> <p>Minimum data set of information kept for NHS test and trace purposes. Communication with parents is by telephone, e-mail or school app. Parents will not be able to visit the school office/main entrance unless it has been pre-arranged with the office and a face mask must be worn.</p> <p>Where face to face meetings are exceeded to the 2m social distancing protocols will need to be followed and then limited to a maximum of 15 minutes and again a face mask must be worn.</p> <p>There is a hand sanitiser station in the main entrance to the school for visitor use. Signing in procedures will be amended to comply with guidance.</p> <p>The signing in screen/area will be done from the office computers rather than the screen.</p> <p>Food deliveries are taken directly to the kitchen and other deliveries are unloaded at a designated time and location in agreement with the caretaker. For all deliveries, where possible outer packaging will be removed and disposed of before deliveries are brought into the buildings. Where this is not possible, packaging will be wiped down or left securely outside the main building for a period of 72 hours, or at the back of the main school hall.</p> <p>Any contractor onsite must adhere to the school's risk assessment for Covid-19.</p> <p>Staff who receive deliveries are to wash their hands after handling and surfaces are to be cleaned after any deliveries have been made.</p>	<p>Signage on office doors to state no entry, visitors by prior arrangement only.</p> <p>'Covid script' for office staff to ask all visitors to the premises.</p> <p>Caretaker to oversee protocol for deliveries.</p> <p>Office team to ensure protocols for visitors and contractors on site is adhered to.</p> <p>Contractors version of RA in place.</p>
<p>Has the site team/assigned person increased stock levels</p>	<p>Additional stock has been ordered of cleaning products in line with additional hand washing and premises cleaning taking place. Stock held will be reviewed</p>	

for cleaning, toilet and hygiene products, first aid, soap and hand sanitiser? This will take time to order and be delivered.

weekly and additional supplies ordered as required so stock levels are maintained, taking into account delivery estimates.

Worcestershire supporting tools and resources:

- Coronavirus COVID-19 frequently asked questions for schools - Free school meals: http://www.worcestershire.gov.uk/info/20775/coronavirus_covid-19_frequently_asked_questions_for_schools/2196/coronavirus_covid-19_frequently_asked_questions_for_schools/3
- Coronavirus COVID-19 frequently asked questions for schools - Funding and payments: http://www.worcestershire.gov.uk/info/20775/coronavirus_covid-19_frequently_asked_questions_for_schools/2196/coronavirus_covid-19_frequently_asked_questions_for_schools/4


DfE guidance:

- <https://www.gov.uk/government/collections/coronavirus-covid-19-guidance-for-schools-and-other-educational-settings>
- Providing free school meals during the coronavirus outbreak <https://www.gov.uk/government/publications/covid-19-free-school-meals-guidance>

THE VAYNOR FIRST SCHOOL

COVID-19 Full Reopening September 2020 – version 1

ASSESSMENT DETAILS

Risk assessment undertaken by:	Sallyanne Dunstan Headteacher	
School Name and address:	The Vaynor First School Tennyson Road Headless Cross Redditch B97 5BL	
Date of assessment:	24 th July 2020	
Method communicated to staff:	Email	
Date communicated with staff:	2 nd & 3 rd September 2020	
Review Date:	This document will be reviewed weekly. See record of review section on next page.	
Signatures:	Signature 1 and designation: Headteacher	
	Signature 2 and designation: CEO / Exec Head	

OVERVIEW OF VAYNOR WEEKLY RISK ASSESSMENT PROCESS

WEEK	DATE OF REVIEW	REVIEW UNDERTAKEN BY	RA THEME	CHANGES MADE	CEO SIGNATURE
1	8.9.2020	Sallyanne Dunstan	Theme 1.2a	Visitor protocol in place and shared prior to visitors coming onto the premises. Minimum data record kept and record of children worked with kept.	
2	15.9.2020	Sallyanne Dunstan		None	
3	22.9.2020	Sallyanne Dunstan	Theme 5	Addendum to attendance policy in place ready for governor agreement.	
4	29.9.2020	Sallyanne Dunstan	Theme 1.2a	Essential worker testing information emailed to all staff for themselves and their households. All meetings involving more than 2 members of SLT to take place in music room to ensure	
5	6.10.2020	Sallyanne Dunstan	Theme 2	Balancing ventilation with room temperature. Each classroom has a digital clock which also displays the room temperature. Positioning of these has been revised to ensure accuracy of readings. We are balancing having more windows open partially at the different levels, with the increased heating as the weather gets colder & to ensure that rooms are maintained at an optimum temperature between 18 to 19 degrees. Guidance states that classrooms should not fall below 16 degrees. Weekly checks are made by caretaker across each classroom and staff ensure that they are operating within this guidance.	
6	13.10.2020	Sallyanne Dunstan	Theme 2	Entry to main school office restricted to office staff only and a maximum of 2 at any one time. Guidance on the Standard Operating procedure for the Management of cases in education setting has been updated again v 9 and leaders and office team have this link saved to their browsers. 1 copy is printed off for the covid record file housed in the office for quick reference.	
7					
8	3.11.2020	Sallyanne Dunstan	Theme 1.2e	Covid -19 Visitor protocol updated to incorporating the wearing of facemasks upon entry through the school gates.	

				<p>All parents and carers to wear face coverings outside school when dropping off and collecting children.</p> <p>Staff to wear a face covering on receiving and dismissing children at the beginning and end of the school day.</p> <p>Personal risk assessments amended around clinically extremely vulnerable staff.</p>	
9	10.11.2020	Sallyanne Dunstan	Theme 1.2c	Additional touchpoint in the hall identified where hot dinners are served to children. The drop down counters are clearly signed not to touch but are now having a clean down between each individual sitting.	
10					
11					
12					
13					
14					