Phase Five
School Opening Assessment
Reviewed March 2021

Core Rationale:

- The safety and welfare of pupils and staff remains the Trust's paramount principle for all planning.
- Schools will organise themselves in ways that are fully compliant with the strengthened System of Controls which recognises the current new variants.
- Schools will have robust monitoring systems in place to ensure controls are effective.
- The Trust and its schools will make decisions that best protect local communities, in line with advice from local public health teams and will act at pace as and when required.

Introduction from the Trust CEO

The Trust and its schools have undergone major changes as a result of the Covid-19 pandemic. All aspects of the Trust's operations and provision for children's safety, wellbeing and learning alongside the safety, health and wellbeing of the adults who look after them are being consistently monitored and reviewed in order to provide the safest learning environment possible for children and staff. Following the announcement of the Prime Minister on 22 February 2021 that all schools would open fully to all pupils on 8 March 2021, we have conducted a thorough review of all risks and mitigation measures. Our **Phase 5 SCHOOL OPENING** planning is in line with *Schools coronavirus (COVID-19) operational guidance*:
https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools

We will continue to work collaboratively with Trustees and Senior Leaders to respond to the key operational priorities that need to be monitored to ensure our schools open with safety and confidence to all pupils.

As a start, we have reviewed the core rationale used in previous Phases of planning and have made additions. All future decision making will be tested against this revised rationale using the following questions:

- How does this decision impact on the safety and welfare of pupils and staff in school? This will always be the Trust's paramount consideration.

- How does this decision help to ensure we are fully compliant with the new strengthened System of Controls?

- Are we confident we have robust monitoring systems in place to ensure all controls are effective?

- How are we monitoring the effectiveness of our implementation of the System of Controls?

- Do our processes ensure the Trust, and its schools are able to make decisions that best protect their local communities and able to act at pace as and when required?

- Are we working effectively with parents, families, local communities, unions, and other external partners?

This **Phase 5 SCHOOL OPENING** Strategy is intended to support individual school risk assessment and planning over the coming weeks to successfully implement the operational goals required to keep schools open for all pupils. The Trust sees itself as an important and integrated part of both national and local systems for controlling the virus.

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In support of this, as part of our Phase 5 SCHOOL OPENING, we will continue to adhere to the Department for Health and Social Care six 'contain' principles:

- The primary responsibility is to keep the public safe.
- Building public health expertise and using a systems approach.
- Being open with data and insight so that everyone can protect themselves and others.
- Building consensus between decision makers to secure trust, confidence, and consent.
- Following well established emergency management principles.
- Considering the equality, economic, social and health related impact of decisions.

Our Phase 5 SCHOOL OPENING Strategy will also continue to provide the Trust Board and workforce with confidence that the measures set out in this risk assessment provide a clear framework to put in place proportionate protective measures for all children and staff, which also ensure that all pupils receive as high quality education as possible in the current circumstances. In following the measures carefully, we can all be confident we are managing risk effectively.

Going forwards into the next few months the Strategy will continue to be a central management tool for monitoring and evaluating our success and making rapid changes if the evolving situation requires us to make further adjustments.

I know Trustees and school leaders feel a sense of shared ownership for implementation of the Strategy in the spirit of collaborative effort and risk management that is the way of our Trust.

By working together, we will be successful in ensuring our children are able to continue with their learning in difficult circumstances and their parents can feel confident that the Trust has shown exemplary effort in ensuring school environments are as Covid-19 secure as possible.

Rob Bowater
Trust CEO

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School Opening Strategy and Risk Assessment

Phase 5 Planning

The Trust and its schools have undergone major changes as a result of the Covid-19 pandemic. All aspects of the Trust's operations and provision for children's safety, wellbeing and learning alongside the safety, health and wellbeing of the adults who look after them are being consistently monitored and reviewed in order to provide the safest learning environment possible for children and staff.

The National Lockdown will end on the 8 March when all children are required to return to school and attendance becomes mandatory. The Trust has undertaken a review of previous risk assessments and the new February 2021 government guidance to implement further changes to protect staff and children and ensure safety measures suppress the spread of any new variants.

This updated risk assessment represents **PHASE FIVE SCHOOL OPENING** planning and should be read in conjunction with current government guidance.

From 8 March 2021, all children will return to school. Everyone in the Trust needs to remain highly vigilant and continue to assess and manage the risks from coronavirus and any covid-19 variant strains. This means school staff and leaders are required by law to think about the risks the staff and pupils face and do everything reasonably practicable to minimise them, recognising they cannot completely eliminate the risk of coronavirus (COVID-19). Trust and school leaders will therefore make sure that this Phase 5 School Opening Risk Assessment and associated risk register are updated by all schools to identify the measures and actions needed to further reduce the risks from coronavirus (COVID-19) so far as is reasonably practicable and make schools COVID-secure.

The Trust has a legal duty to consult staff on health and safety in good time. It also makes good sense to continue to involve pupils and parents in discussions around health and safety decisions to help them understand the reasons for the measures that are in place. The Trust will do this by listening and talking to them about how Trust schools will manage risks from coronavirus (COVID-19) and make schools COVID-secure for the full opening. We believe that our staff, who do the work, are often the best people to understand the risks in their workplace and will have a view on how to continue to work safely. Involving them in making decisions shows that the Trust takes their health and safety seriously.

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Sharing our strategy and risk assessment

Schools should share the results of this revised risk assessment with their workforce. A briefing will be given to all staff on Friday, 5 March 2021 by the Trust CEO. The Trust and schools will publish the Phase 5 Risk Assessment on their websites to provide transparency of approach to parents, carers, and pupils (HSE expect all employers with over 50 staff to do so).

Monitoring and review of risk controls

It is important that the Trust knows how effective its risk controls are. We will continue to monitor and review the preventive and protective measures fortnightly through each school's Risk Register, to ensure the measures are working, and take immediate action to address any shortfalls.

Roles and responsibilities

All employers are required by law to protect their employees, and others, from harm. Under the Management of Health and Safety at Work Regulations 1999, the minimum the Trust must do is:

- identify what could cause injury or illness in the organisation (hazards).
- decide how likely it is that someone could be harmed and how seriously (the risk).
- take action to eliminate the hazard, or if this isn't possible, control the risk.

We have included here what the existing DfE **Health and safety: responsibilities and duties for schools** guidance states about the roles and responsibilities for health and safety in schools. As part of this Risk Assessment, the day-to-day running of Trust schools is delegated to the headteacher and the school senior leadership team. In most cases, they are responsible for ensuring that risks are managed effectively. This includes health and safety matters.

The Trust must appoint a competent person to ensure it meets its health and safety duties. The Health and Safety Executive (HSE) provides more information on the role of headteachers and employers in the guidance **The role of school leaders - who does what** and a simple guide to who the employer is in each type of school setting in its **FAQs section**, under 'Who is accountable for health and safety within a school?'.

The Trust has appointed Mr G Bagley (Director of Estates) as competent person.
The School has appointed Sophie Blick as a competent person.

Wider guidance on the risk assessment process

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Health and safety risk assessments identify measures to control risks during education activities. Health and safety law requires the Trust and its schools to assess risks and put in place measures to reduce the risks so far as is reasonably practicable. The law also requires the Trust and its schools to record details of risk assessments, the measures taken to reduce these risks and expected outcomes. Schools need to record significant findings of the assessment by identifying:

- the hazards.
- how people might be harmed by them.
- what they have in place to control risk.

Records of the assessment should be simple and focused on controls. Outcomes should explain to others what they are required to do and help staff with planning and monitoring. Risk assessments consider what measures are needed to protect and safeguard the health and safety of all:

- Staff.
- Pupils.
- Visitors.
- Contractors.

The Trust and its schools will use this Risk Assessment to think about the risks that may arise in the course of the school day. This could include anything related to the premises or delivery of its curriculum as covered by the Risk Assessment's individual work-strands.

Consulting our staff and working together with teacher professional associations and staff unions

It is a legal requirement that employers must consult with the health and safety representative selected by recognised staff trade unions or, if there isn't one, a representative chosen by staff. The Trust will send a **Briefing Paper for its Phase 5 School Opening** and associated risk assessments to all teacher professional associations and local trade unions as requested.

We believe the full involvement of staff creates a culture where relationships between employers and staff are based on collaboration, trust and joint problem solving. As is normal practice, staff should continue to be involved in assessing workplace risks and the development and review of workplace health and safety policies in partnership with the employer.
Consultation does not remove the employer's right to manage. The Trust will still make the final decision but talking to employees is an important part of our approach to successfully managing health and safety.

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Leaders are encouraged to ensure that consultation on the changes made through this review are communicated to all staff.

How to resolve issues and raise concerns

Our Trust works collaboratively ensuring Trust leaders and staff come together to resolve issues. As schools open fully, any concerns in respect of the controls should be raised initially with school leaders, line management and trade union representatives. School leaders will listen to all concerns and give them proper consideration. If that does not resolve the issues, the concern should be raised with the Director of School Improvement (James Hill) or Trust CEO (Robert Bowater). If resolution is still not secured the Chair of the Trust Board (David Sheldon) should be contacted.

After following this process, if satisfaction is not achieved the issue can be raised directly with the **HSE**. Where the HSE identify an employer, who is not taking action to comply with the relevant public health legislation and guidance to control public health risks, they will consider taking a range of actions to improve control of workplace risks. The actions the HSE can take include the provision of specific advice to the employer through to issuing enforcement notices to help secure improvements.

Following Government Guidance

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In producing this **Phase 5 School Opening Strategy**, the following Government guidance has been followed. Any updates to information will be immediately noted and responded to at pace.

Document	From	Last Update	Strategy Work-strand Links
1. **Guidance for Full Opening – Schools** https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools	DfE	Feb 21	All
2. Guidance on Face Coverings https://www.gov.uk/government/publications/face-coverings-in-education/face-coverings-in-education	DfE	Mar 21	
3. PPE Use can be found in the safe working in education, childcare and children's social care settings, including the use of personal protective equipment (PPE) guidance.	DfE	Dec 20	All
4. coronavirus (COVID-19) symptoms	DfE	Jan 21	All
5. Stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection.	PHE	Feb 21	All
6. Return to Recreational Team Sport: https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-phased-return-of-sport-and-recreation/return-to-recreational-team-sport-framework	DCMS	Feb 21	All
7.https://www.gov.uk/government/publications/covid-19-guidance-on-supporting-children-and-young-peoples-mental-health-and-wellbeing.	PHE	Feb 21	All
8. COVID-19: cleaning of non-healthcare settings guidance	PHE	Oct 20	All
9. safe working in education, childcare and children's social care	DfE	Dec 20	All
10. Test and Trace: Public Health England health protection team	PHE	Dec 20	All
11. The NHS testing and tracing for coronavirus website	NHS		All
12. Making your workplace secure during the pandemic	HSE	Dec 20	All

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Phase 5 School Opening Strategy Plan

The Phase 5 School Opening Strategy represents a thorough review and update previous strategies in line with new government guidance. It continues to have **9 work-strands** to cover all aspects of the required planning. The work-strands are inter-related and, when brought together, demonstrate a comprehensive response to health, safety, risk management and service provision. This will allow for the safe opening of school to all pupils in line with the government system of controls.

Work-strand One:	**Strengthening Oversight – PHE System of Controls (THE MUSTS)**	
Work-strand Two:	**School Operations, Infection Control and Management**	
Work-strand Three:	**Curriculum, Behaviour and Pastoral Support**	**Curriculum**
Work-strand Four:	**Assessment and Accountability**	
Work-strand Five:	**Staff Safety, Wellbeing and Training**	
Work-strand Six:	**Communication and Information Sharing**	
Work-strand Seven:	**Finance and Resourcing**	
Work-strand Eight:	**Leadership, Safeguarding Contingency and Local Outbreak Planning**	
Work-strand Nine:	**COVID-19 ONGOING RISK REGISTER AND ASSESSMENT CHECKLIST**	

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Work-strand One: Strengthening Oversight, PHE System of Control (THE MUSTS)
Work-strand Owner: Trust Board, Executive Leaders and Headteachers

Action	Measures (please RAG rate each measure)
PREVENTION **1.Minimise contact with individuals who are required to self- isolate by ensuring they do not attend school.**	• Ensuring that pupils, staff, and other adults do not come into Trust schools if they have coronavirus (COVID-19) symptoms, or have tested positive in the last 10 days, and ensuring anyone developing those symptoms during the school day is sent home, are essential actions to reduce the risk in schools and further drive down transmission of coronavirus (COVID-19). All Trust schools must follow this process and ensure all staff are aware of it. • If anyone in school becomes unwell with a new, continuous cough or a high temperature, or has a loss of, or change in, their normal sense of taste or smell (anosmia), they must be sent home and advised to follow 'stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection', which sets out that they must self-isolate for at least 10 days and should arrange to have a test to see if they have coronavirus (COVID-19). Other members of their household (including any siblings) should self-isolate for 10 days from when the symptomatic person first had symptoms. • If a child is awaiting collection, they should be moved, if possible, to the school's isolation room where they can be isolated behind a closed door, depending on the age and needs of the child, with appropriate adult supervision. Ideally, a window should be opened for ventilation. If, for any reason, it is not possible to isolate them, the child should be moved to an area which is at least 2 metres away from other people.

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	• If the child needs to go to the bathroom while waiting to be collected, they should use a separate bathroom if possible. The bathroom must be cleaned and disinfected using standard cleaning products before being used by anyone else. • PPE must be worn by staff caring for the child while they await collection if a distance of 2 metres cannot be maintained (such as for a very young child or a child with complex needs). **For schools to note:** More information on PPE use can be found in the <u>safe working in education, childcare and children's social care settings, including the use of personal protective equipment (PPE)</u> guidance: • As is usual practice, in an emergency, call 999 if someone is seriously ill or injured or their life is at risk. Anyone with coronavirus (COVID-19) symptoms should not visit the GP, pharmacy, urgent care centre or a hospital. • Any members of staff who have 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 (in which case, they should arrange a test) or if the symptomatic person subsequently tests positive (see below) or they have been requested to do so by NHS Test and Trace. • Everyone must wash their hands 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 with symptoms must be cleaned with normal household bleach after they have left to reduce the risk of passing the infection on to other people. **For schools to note**: See the <u>COVID-19: cleaning of non-healthcare settings guidance</u>

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	For schools to note: 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) so will not be used universally by the Trust although thermometers will continue to be available in isolation rooms and for individual staff to choose to use if they wish to check their own temperature.
2.Ensure face coverings are used in recommended circumstances.	• Face coverings to be worn by staff and visitors where social distancing between adults is not possible e.g. corridors and communal areas. • Transparent face visors can also be worn but not as alternative to a face covering • Face coverings to be worn at school gates by staff when parents and children are arriving and leaving school • Parents to be encouraged to wear face coverings when dropping off and picking up children
3.Ensure everyone is advised to clean their hands thoroughly and more often than usual.	Coronavirus (COVID-19) is an easy virus to kill when it is on skin. This can be done with soap and running water or hand sanitiser. Schools must ensure that pupils clean their hands regularly, including when they arrive at school, when they return from breaks, when they change rooms and before and after eating. Regular and thorough hand cleaning is going to be needed for the foreseeable future. Points Trust schools will consider and implement: • each school will have enough hand washing or hand sanitiser 'stations' available so that all pupils and staff can clean their hands regularly. • there will be supervision of hand sanitiser use given risks around ingestion. Small children and pupils with complex needs will continue to be helped to clean their hands properly. Skin friendly skin cleaning wipes can be used as an alternative. • all schools will build these routines into school culture, supported by behaviour expectations and helping ensure younger children and those with complex needs understand the need to follow them.

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4.Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach.	• The 'catch it, bin it, kill it' approach will continue to be very important in all Trust schools. Schools will ensure that they have enough tissues and bins available in the school to support pupils and staff to follow this routine. • As with hand cleaning, schools will ensure younger children and those with complex needs are helped to get this right, and all pupils understand that this is now part of how school operates. • Some pupils with complex needs may struggle to maintain as good respiratory hygiene as their peers, for example those who spit uncontrollably or use saliva as a sensory stimulant. This is not considered to be reason to deny face to face education. It will continue to be considered in risk assessments in order to support these pupils. The pupil's individual risk assessment will be discussed with the pupil's parent/guardian or carer.
5.Maintain enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents.	**Points for review by the Trust and the school's senior leadership team:** Whether all pupils are in attendance or lockdown arrangements are in place, the Trust and its schools will continue to implement a robust cleaning schedule that ensures cleaning is thorough and includes: • More frequent cleaning of rooms / shared areas that are used by different groups. • Frequently touched surfaces being cleaned more often than normal. • Different groups may be allocated their own toilet facilities. All toilets will be cleaned regularly, and pupils will be encouraged to wash their hands thoroughly after using the toilet. **For schools to note:** the Trust will consider the Public Health England updated guidance for cleaning non-healthcare settings updated in October 2020 to advise on general cleaning required in addition to the current advice on COVID-19: cleaning of non-healthcare settings guidance.

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6.Consider how to minimise contact across the site and maintain social distancing wherever possible.	Minimising contacts and mixing between people reduces transmission of coronavirus (COVID-19). This will remain critically important in all contexts, and the Trust will continue to implement this when all pupils are in attendance through class or year group bubbles. Trust schools will do everything possible to minimise contacts and mixing while still delivering a broad and balanced curriculum.
	The overarching principle the Trust will apply is reducing the number of contacts between children and staff. This will be achieved through keeping groups separate (in 'bubbles') and through maintaining 2m distance between adults and children as far as possible These are not alternative options and both measures will be used. However, the balance between them will change depending on:
	- children's age and consequent ability to distance
	- the layout of individual Trust schools
	- the feasibility of keeping distinct groups separate while offering a broad curriculum
	It is likely that for our primary aged children the emphasis will be on separating groups. For children old enough, they will also be supported to maintain distance and not touch staff where possible.
	Points the Trust and its schools will continue to implement:
	The grouping of children
	- Consistent groups reduce the risk of transmission by limiting the number of pupils and staff in contact with each other to only those within the group. They have been used in Trust schools before in recognition that children, and especially the youngest children, cannot socially distance from staff or from each other and this provides an additional protective measure. Going forwards, maintaining distinct groups or 'bubbles' that do not mix will make it quicker and easier in the event of a positive case to identify those who may need to self-isolate.

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	- However, the Trust is aware that the use of discrete groups is restrictive may present both educational and logistical challenges, including the cleaning and use of shared spaces, such as playgrounds, dining halls, and toilets, and the provision of specialist teaching. We will work together with our schools to overcome these challenges as far as is reasonably possible. - Maintaining consistent groups will remain important but given the decrease in the prevalence of coronavirus (COVID-19) and the resumption of the full range of curriculum subjects, we will keep this under constant review. - Schools may be able to implement smaller groups rather than the size of a full class. If this can be achieved, it is recommended, as it will help to reduce the number of people who could be asked to isolate should someone in a group become ill with coronavirus (COVID-19). - Schools should assess their circumstances and if class-sized groups are not compatible with managing the practical logistics within and around school, they can look to implement year group sized 'bubbles'. This is likely to be in the case in our larger schools. Whatever the size of the group, they should be kept apart from other groups where possible and older children should be encouraged to keep their distance within groups. Schools with the capability to do it should take steps to limit interaction, sharing of rooms and social spaces between groups as much as possible. When using larger groups, the other measures from the system of controls become even more important, to minimise transmission risks and to minimise the numbers of pupils and staff who may need to self-isolate. - The Trust recognises that younger children will not be able to maintain social distancing, and it is acceptable for them not to distance within their group. **For schools to note:** All teachers and other **staff can operate** across different classes and year groups. Mixing in wider groups is permitted for such things specialist teaching and wraparound care.

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Measures within the classroom

- Maintaining a distance between people whilst inside and reducing the amount of time they are in face to face to contact lowers the risk of transmission. The Trust will follow the strong public health advice that staff try to maintain distance from their pupils, staying at the front of the class, and away from their colleagues where possible.

- Ideally, adults should maintain 2 metre distance from each other and from children. We know that this is not always possible, particularly when working with younger children, but if adults can do this when circumstances allow that will help.

- Adults should avoid close face to face contact and minimise time spent within 1 metre of anyone. Similarly, it may not always be possible when working with younger pupils or those who have complex needs. These pupils' educational and care support should be provided as normal.

- For children old enough, they should also be supported to maintain distance and not touch staff and their peers where possible. This will not be possible for the youngest children and some children with complex needs and it is not feasible in some schools where space does not allow. Trust schools doing this where they can, and even doing this some of the time, will help.

- When staff or children cannot maintain distancing, particularly with younger children, the risk will also be reduced by trying to keep pupils in the smaller, class-sized groups described above.

- Schools will make adaptations to the classroom to support distancing where possible. This may include seating children side by side and facing forwards, rather than face to face or side on, and will include moving unnecessary furniture out of classrooms to make more space.

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Measures elsewhere

- Designated groups will be kept apart. No large gatherings such as assemblies or collective worship are permitted within school.

- When timetabling, groups will be kept apart and movement around school sites kept to a minimum. While passing briefly in the corridor or playground is low risk, schools will avoid creating busy corridors, entrances and exits. Schools will also stagger break times and lunch times and give time for cleaning surfaces in between sessions and groups as appropriate.

- Schools will also plan how shared staff spaces are set up and used to help staff to distance from each other. Use of staff rooms will be minimised and arrangements will be made for staff to have a break of a reasonable length during the day.

Measures for arriving at and leaving school

- Schools will continue to review start times or adjust start and finish times to maintain physical distancing as children/parents arrive and leave school. Schools will work to try to ensure any staggered start and finish times do not reduce the amount of overall teaching time. A staggered start may, for example, include condensing break time to retain the same amount of teaching time, or keeping the length of the day the same but finishing later to avoid rush hours.

- Schools will consider how to communicate this to parents and remind them about the process that has been agreed for drop off and collection, including that gathering at the school gates and otherwise coming onto the site without an appointment will continue not to be allowed.

For schools to note: Guidance on Face Coverings:
https://www.gov.uk/government/publications/face-coverings-in-education/face-coverings-in-education

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- Schools will also have a process for removing face coverings when pupils and staff who use them arrive at school and communicate it clearly to them. Pupils will be instructed not to touch the front of their face covering during use or when removing them. They will sanitise/ wash their hands immediately on arrival (as is the case for all pupils), dispose of temporary face coverings in a covered bin or place reusable face coverings in a plastic bag they can take home with them, and then wash their hands again before going to their classroom. Guidance on safe working in education, childcare and children's social care provides more advice.

- Parents will be encouraged to wear face coverings when they bring children to school and collect them at the end of the school day.

Other considerations

- The Trust notes that some pupils with SEND (whether with education, health, and care plans or on SEN support) will need specific help and preparation for the changes to routine this will involve, so teachers and special educational needs coordinators should plan to meet these needs, for example using social stories.

For schools to note: Supply teachers, peripatetic teachers and/or other temporary staff can be used but should still be kept to a minimum. When they are required, they should be made aware and follow the DfE System of Controls set out in this plan. They should also be expected to have a LFD Test at school prior to beginning work. Specialists, therapists, clinicians and other support staff for pupils with SEND are allowed in school. Schools will consider how to keep, to an absolute minimum, other visitors to the site, such as contractors, and ensure site guidance on physical distancing and hygiene is explained to any visitor on or before arrival. Agreement of the headteacher/senior appointed leader should be obtained before a visitor is admitted to school. Where visits can happen outside of school hours, they should. A record should be kept of all visitors with contact details.

- Where a child routinely attends more than one setting on a part time basis, for example because they are dual registered at a mainstream school and an alternative provision setting or special school, schools will work through the system of controls collaboratively, enabling them to address any risks identified and allowing them to jointly deliver a broad and balanced curriculum for the child.

- Equipment and resources are integral to education in schools. For individual and very frequently used equipment, such as pencils and pens, staff and pupils will continue to have their own items that are not shared.

- Classroom based resources, such as books and games, will be used and shared within the bubble, these will be cleaned regularly, along with all frequently touched surfaces.

- Resources must not be shared between classes or bubbles, such as sports, art, and science equipment.

- Outdoor playground equipment will be more frequently cleaned. This will also apply to resources used inside and outside by wraparound care providers.

- The Trust will continue to limit the amount of equipment pupils bring into school each day, to essentials such as lunch boxes, hats, and coats. Bags continue to be not allowed in school. Pupils and teachers can take books and other shared resources home, although unnecessary sharing should be avoided, especially where this does not contribute to pupil education and development. Similar rules on hand cleaning, cleaning of the resources and rotation should apply to these resources.

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7. Keep occupied spaces well ventilated.	Use the following measures: • Natural ventilation – opening windows and internal doors to create a through put of air. • Natural ventilation – external opening of doors may also be used so long as they are not fire doors and it is safe to do so.
IN SPECIFIC CIRCUMSTANCES **8. Ensure individuals wear the appropriate personal protective equipment (PPE).**	The majority of staff in Trust schools 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 then if a distance of 2 metres cannot be maintained in the isolation room. • 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. **For schools to note**: The Trust will use the guidance on safe working in education, childcare and children's social care for more information about preventing and controlling infection, including when and how PPE should be used, what type of PPE to use, and how to source it.
9. Promote and engage in asymptomatic testing, where available.	Rapid testing remains a vital part of our plan to suppress the virus. Schools will follow the government guidance set out for schools. Staff will continue with LFD testing twice a week at home. Primary schools, school-based nurseries and maintained nursery schools.

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Response to any infection	All Trust schools will ensure they understand the NHS Test and Trace process and how to contact their local Public Health England health protection team. Schools will ensure that staff members and parents/carers understand that they will need to be ready and willing to:
10. Promote and engage with the NHS Test and Trace process.	- Book a test if they or their child are displaying symptoms. Staff and pupils must not come into school if they have symptoms and must be sent home to self-isolate if they develop them 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 NHS Test and Trace. - Self-isolate if they have been in close contact with someone who develops coronavirus (COVID-19) symptoms or someone who tests positive for coronavirus (COVID-19). Anyone who displays symptoms of coronavirus (COVID-19) can and should get a test. Tests can be booked online through the NHS testing and tracing for coronavirus website or ordered by telephone via NHS 119 for those without access to the internet. Essential workers, which includes anyone involved in education or childcare, have priority access to testing. **For schools to note:** The government will ensure that it is as easy as possible to get a test through a wide range of routes that are locally accessible, fast, and convenient. Government will release more details on new testing avenues as and when they become available and the Trust will work with schools, so they understand what the quickest and easiest way is to get a test. Essential workers have priority access to testing

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All schools will continue to 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 staff who have developed symptoms at school, where they think providing one will significantly increase the likelihood of them getting tested.

Schools will ask parents and staff to inform them immediately of the results of a test:

- If someone tests negative, if they feel well and no longer have symptoms similar to coronavirus (COVID-19), they can stop self-isolating. However, they could still 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, the Trust will advise them to follow the 'stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection' and they must continue to self-isolate for the full isolation period from the onset of their symptoms and then return to school only if they do not have symptoms other than cough or loss of sense of smell / taste.

For schools to note: This is because a cough or anosmia can last for several weeks once the infection has gone. The 10-day period starts from the day when they first became ill. If they still have a high temperature, they should keep self-isolating until their temperature returns to normal. Other members of their household should continue self-isolating for the full 10 days.

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| 11. Manage and report confirmed cases of coronavirus (COVID-19) amongst the school community. | • Trust schools will take swift action when they become aware that someone who has attended has tested positive for coronavirus (COVID-19).
• Schools will contact the Trust Central Team and the dedicated advice service introduced by PHE and delivered through the NHS Business Services Authority.
• This can be reached by calling the DfE Helpline on 0800 046 8687 and selecting option 1 for advice on the action to take in response to a positive case. You will be put through to a team of advisers who will inform you of what action is needed based on the latest public health advice.
• Schools will also be contacted directly if someone who has tested positive for coronavirus (COVID-19) attended the school – as identified by 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 the Trust and its schools in this situation to guide them through the actions they need to take.
• Based on the advice, schools must send home those people who have been in close contact with the person who has tested positive, advising them to self-isolate for 10 days since they were last in close contact with that person when they were infectious.

For schools to note: Close contact means:

• Direct close contacts - face to face contact 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 contacts - extended close contact (within 2 metres for more than 15 minutes) with an infected individual whether a face mask is worn or not. (either as a one-off contact, or added up together over one day).

• Travelling in a vehicle, like a car or plane, with an infected person. |

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	- The health protection team will provide definitive advice on who must be sent home.
	- To support them in doing so, Trust schools will keep a record of pupils and staff in each group, and any close contact that takes places between children and staff in different groups <u>section 5 of system of control</u> This will be a proportionate recording process. Schools will not ask pupils to record everyone they have spent time with each day or ask staff to keep definitive records in a way that is overly burdensome.
	- The Trust and its schools will use all template letters provided on the advice of the health protection team, to send to parents and staff if needed. Schools **MUST** not share the names or details of people with coronavirus (COVID-19) unless essential to protect others.
	For schools to note: Household members of those contacts who are sent home do not need to self-isolate themselves unless the child or staff member who is self-isolating subsequently develops symptoms.
	If someone in a class or group that has been asked to self-isolate develops symptoms themselves within their self-isolation period they should follow <u>'stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection'</u>. They should get a test, and:
	- If the test delivers a negative result, they must remain in isolation for the remainder of the 10-day isolation period. This is because they could still develop the coronavirus (COVID-19) within the remaining days.
	- If the test result is positive, they should inform their setting immediately, and must isolate for at least 7 days from the onset of their symptoms (which could mean the self-isolation ends before or after the original 10-day isolation period). Their household should self-isolate for at least 10 days from when the symptomatic person first had symptoms, following <u>'stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection'.</u>

	For schools to note: Schools should not request evidence of negative test results or other medical evidence before admitting children or welcoming them back after a period of self-isolation. **For schools to note**: Further guidance is available on testing and tracing for coronavirus (COVID-19).
12. Contain any outbreak by following local health protection team advice.	If a Trust school has two or more confirmed cases within 14 days, or an overall rise in sickness absence where coronavirus (COVID-19) is suspected, they may have an outbreak, and must work with the Trust central team and the local health protection team who will be able to advise if additional action is required. **For schools to note**: In some cases, health protection teams may recommend that a larger number of other pupil's self-isolate at home as a precautionary measure – perhaps the whole school or year group. If the Trust and its schools are implementing controls from this list, addressing the risks, they have identified and therefore reducing transmission risks, whole school closure based on cases within a school will not generally be necessary and should not be considered except on the advice of health protection teams. **For schools to note**: In consultation with the local Director of Public Health, where an outbreak in a Trust school is confirmed, a mobile testing unit may be dispatched to test others who may have been in contact with the person who has tested positive. Testing will first focus on the person's class, followed by their year group (as appropriate), then the whole school if necessary, in line with routine public health outbreak control practice.

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Work-strand Two: School Operations, Infection Control and Management
Work-strand Owner: Geoff Bagley and Julie Gouldbourn

Action	Measures (please RAG rate each measure)
Addition: **Transport to School**	**Dedicated transport (as appropriate). Schools to ensure:** • when pupils are grouped together on transport, where possible this should reflect the bubbles/groupings that are adopted within school. • use of hand sanitiser upon boarding and/or disembarking. • additional cleaning of vehicles. • organised queuing and boarding where possible. • distancing within vehicles wherever possible. The precise approach taken will reflect the range of measures that are reasonable are in different school circumstances. The Trust will follow a partnership approach with LAs that have the statutory responsibility for 'home-school transport' and any other associated partners. **Schools to note:** DfE have issued guidance to local authorities on providing dedicated transport based on the government framework outlined above. **Use of public transport** • Parents and children will continue to be encouraged to walk or cycle to school if possible and avoid use of public forms of transport. • Schools will work with parents using public transport to implement staggered start times that enable more journeys to take place outside of peak hours, recognising that this option will be more feasible in some circumstances than others. **For schools to note:** Families using public transport should refer to the safer travel guidance for passengers.

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Building Checks It is important that, prior to March opening all the usual building checks are undertaken to ensure Trust schools are safe for all pupils to return.	• Schools will review Legionella risks. As buildings will have reduced occupancy during the coronavirus (COVID-19) full lockdown period, water system stagnation can occur due to lack of use, increasing the risks of Legionnaires' disease. **Schools to note**: Guidance - Legionella risks during the coronavirus outbreak. **Schools to note**: Where staffing permits, all schools are to ensure that all statutory compliance and building checks are completed. Additional support/ advice should be sought from the Trust Director of Estates, as necessary.
Catering, food offer and lunchtime arrangements.	• School kitchen normal legal requirements will apply about provision of food to all pupils who want it, including those eligible for benefits-related free school meals or universal infant free school meals. • Schools to plan food offer that enables pupils to access hot food offer from March 2021. • All pupils to have lunch delivered to their retrospective classrooms until first review on 31.3.21. Dining rooms can be used if cleaning and spacing arrangements can be secured. • All pupils to wash hands before and after lunch. **Schools to note**: guidance for food businesses on coronavirus (COVID-19).
Review hierarchy of control measures and ensure hazard reporting mechanisms are in place and easily accessible for all staff.	• Entry and exit systems. • Parental access to school site. • Physical distancing arrangements indoors and out for each year group. • Cleaning arrangements during/between sessions. • Outdoor cleaning arrangements. • Protocols at end of school day. • Isolation room arrangements. • Staff deployment arrangements. • Staff break time arrangements.

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Arrange available indoor space to accommodate return of all pupils.	• Desks and seating arrangements. • Unnecessary items in classrooms should be removed and stored elsewhere in the school. • Toys and equipment should not be used by other groups and should be cleaned between groups. • Remove all soft furnishings, toys and soft toys that cannot easily be cleaned every day.
Implement changes highlighted within this Phase 5 (March 2021) Risk Assessment.	• Complete Phase 5 School Opening Risk Assessment against all work-strands at school level. • Consult Director of Estates as required to clarify any points. • CEO to sign off Phase 5 Risk Assessment. • Phase 5 Risk Assessments changes to be reported to Trustees to enable the ongoing review of their effectiveness.
Review arrangements for isolation room – staffing, staff training, PPE resource, disposal of waste, availability of separate toilet facility.	• Medical grade face masks should continue to be used by staff that are supervising children that are ill/showing symptoms in school while they wait for parents to collect. • PPE should be worn by staff working with children displaying symptoms. • Review training of staff re: isolation provision and protocols. • Review arrangements for disposal of waste. • Review arrangements for child waiting to be collected i.e. they should be kept in isolation room on their own (or supervised depending on their age) with the door closed and a window open. If this child/adult needs to go to the toilet before being collected, they should use a separate toilet and it must be thoroughly cleaned/disinfected afterwards before anyone else can use it. • Establish protocols for parents to collect child safely.

Risk-Spread/contraction of virus due to lack of adequate cleaning measures Review all schedules for cleaning.	• Additional cleaning regimes for return of all children to include:
	  o frequent cleaning of group areas, toilets, corridors, and dining areas.
	  o frequent cleaning of all touched surfaces i.e., door handles, handrails, switches, tabletops, play equipment, toys.
	• Unnecessary furniture and soft furnishings removed to improve the ability to clean effectively.

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	• Group areas cleaned at lunchtime. • Common areas cleaned well once a day and sealed until next day. • No sharing of stationary or resources. If an area is suspected to have been contaminated by coronavirus (a positive case is detected for an occupant of a group) the space will be closed for 72 hours and then deep cleaned as per the guidance COVID-19: cleaning of non-healthcare settings guidance.
Review procurement of cleaning resources and capacity for return of all children.	• Discuss additional cleaning requirements through Trust and cleaning contractors and agree additional time/money for this. • Report to Trust Director of Estates, any additional requirements or gaps in provision.
Review school ventilation protocols.	• Review capacity for good ventilation in all areas. • Review security and safety of doors propped-open and windows open. • Check increased ventilation is not making school too cold. If school cooler, consider allowing additional suitable indoor clothing to be worn when necessary. **Schools to note:** Health and Safety Executive guidance on air conditioning and ventilation during the coronavirus outbreak.
Review planning for physical distancing in corridor areas or where children may pass each other indoors + outdoors.	• Consider arrangements for minimising contact between groups. • Establish outdoor routes from one place to another to avoid use of indoor corridors. • Consider arrangements for maintaining physical distancing protocols where possible and especially between children and adults.
Review personal hygiene planning – availability of hand washing, sanitizer, tissues and impact of return of all children.	• Hand sanitiser in all classrooms and key areas. • Hand sanitiser available in staff areas and staff toilets. • Bins emptied throughout the day. Only bins with lid to be used. • Handwashing signage. • Support provision for youngest children.
Arrangements made for the recruitment of additional cleaners to meet needs of full return.	• Trust to be advised immediately if concerns about cleaner availability / capacity.

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Review cleaning of outdoor areas.	• Outdoor equipment/apparatus/play equipment/climbing frames to be cleaned between each group and each evening too.
Review first aid arrangements for full return: • **PPE available for staff providing intimate care e.g. nursery toileting** • **Dealing with general first aid**	• Specific first aid needs assessment has to be reviewed. • Take into account the additional numbers and ages of pupils and training of staff. • Qualified first aiders are in place at an appropriate ratio and provision of paediatric first aiders has been considered. • Separate arrangements have been made for the isolation room and for pupils / staff who may display symptoms.
Inappropriate handling / removal of clinical waste. **Dealing with suspected cases of virus.**	• First aiders have completed appropriate training for 'donning and doffing' – NHS video/advice: • www.hse.gov.uk/news/face-mask-ppe-rpe-coronavirus.htm • PPE is disposed of in accordance with NHS COVID-19 waste management guidance. • www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/
Pupils with medical conditions requiring medication in school e.g., inhalers, epi-pens.	• Review arrangements for accessibility and storage of medicines in ringfenced groups.
Waste disposal measures are effective.	All waste control measures have been identified and reviewed: • Put in a plastic rubbish bag and tied when full. • The plastic bag is placed in a second bag and tied. • Waste is stored safely and kept away from children.

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Avoid spread/contraction of virus due to lack of physical distancing measures for any necessary external visitors to school including: • **Parents collecting poorly pupils** • **Urgent maintenance contractors** • **Delivery personnel** • **Emergency services**	• Parents are not permitted to enter the school unless with a prior appointment. • Parents to wear face covering or mask on school premises. • Parents informed to continue call the school office or email if they have any questions or concern. • SLT are able to meet parents virtually through Microsoft Teams if face to face meetings are required. • For those who have to enter school reception screens or perspex shields have been installed to reduce the risk to school staff. • Markings remain on the floor asking visitors to stay back at least 2m from the reception desk. • Arrangement protocols for visitors have been reviewed and adapted for Phase 5. • Required meetings with external personnel will continue to be via phone of video conference where this is possible. • Face to face meetings in a small room or within 2m are not permitted. • Deliveries will be accepted at designated quiet times only and not when pupils are arriving or departing from school. • Delivered items will continue to be left outside of the school for staff to collect where possible.
Effective hazardous substance management.	• Storage and management of flammable hand sanitizer has been reviewed and is in place. • All additional chemicals used for the cleaning of school buildings and equipment is COSHH assessed and managed appropriately. • All cleaning chemicals are stored safely and securely in accordance with requirements. • COSHH safety training has been completed by all those using chemicals for cleaning. • Appropriate PPE is available for all cleaning staff including suitable PPE for cleaning of potential coronavirus contaminated rooms or equipment.

Review of fire and evacuation procedures has been undertaken for full return of all children **Any revised procedures have been disseminated to all staff with trained fire wardens in place.**	Evacuation plans including the following have been reviewed for Phase 5 School Opening: • Safe fire assembly points following social distancing Requirements (fire marshall provision). • Safe exit plans established for all groups. • Training provided for staff. • Ensuring there are enough trained fire marshalls on site with the knowledge to sweep all the new areas in use. • All other fire system testing and maintenance to continue as usual. • School Emergency Lockdown arrangements to be reviewed in light of full return and additional use of external doors and open windows. • Trust Critical Incidents Policy and Procedures to be implemented and SEMT to attend Trust training programme. • Fire drills to take place as soon as practically possible ensuring social distancing is followed.
Uniform arrangements.	• Schools to review uniform policy to ensure consistency of communications to parents about the wearing of school uniform. • Additional warm clothes are encouraged to allow for improved ventilation and more time spent outdoors. **Schools to note:** Clothes do not need to be cleaned using methods which are different from normal.
Return to extra-curricular provision and wrap around childcare provision	• Schools to review risk management arrangements at breakfast and after-school provision and extra-curricular provision. • Schools should carefully consider how they can make such provision work safely alongside their wider protective measures, including keeping children within their year groups or bubbles where possible. • Schools to consider which extra-curricular provision to re-instate. **Schools to note**: **Guidance** Protective measures for out-of-school settings during the coronavirus (COVID-19) outbreak.

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Checking the basics for full return.	• Parents not permitted to enter school site/building unless by appt with HT. • Entrance doors are open to reduce number of pupils touching the door. • Location of hand wash stations and sanitiser facilities. • Good hand washing signage effectively displayed near all hand wash stations. • Help is available for the younger children who may not be able to clean their hands independently. • Hand washing demonstrations are provided to all pupils, with music and songs associated for the younger children.
Review arrangements for school entry and exit.	• Review entry screening arrangements. • Review staggering of entry and exit times to avoid crowding and contact. • Collection points and timings for each group have been identified and cascaded to parents. • Waiting areas demarcated to enable parents to remain physically distanced. • Parents asked not to congregate in the playground for longer than 5 minutes before designated school entry/collection time for their child. • Parents encouraged to wear face coverings. • Collection times designed to enable one group of parents to leave the site before the next group arrive as far as is reasonably possible. • Parents are reminded to leave once their children have entered the site. • Parents are not permitted to enter the school building • Entry/Exit doors held open, reducing the numbers touching the doors. • Pupils wash their hands before leaving school. • Hand washing stations are available before leaving school.
Revise protocols for moving around school.	• Movement to different areas within school continue to be reduced as much as possible. • Suitable external doors are used to move groups from one area to another – effectively creating external corridors in the open air. • Where possible all areas are well ventilated using natural ventilation (opening windows) or ventilation units. • Additional furniture, coats, bags are not permitted in school corridors.

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	• Corridors continue to be considered as sterile environments and kept as clear as possible. • Cloakrooms are not used, and pupils are asked not to bring bags to school. • Corridor floors are demarcated to show direction and safe distance signage. • The need for groups to pass one another in open spaces within school is reduced as much as possible.
Review toileting arrangements for full return.	• Toilet arrangements planned to avoid gathering at or around the toilets. • Toilet in use signs are in use. • Toilet cleaning rotas throughout day are reviewed. • Pupil protocols for toilet use are established for older pupils. • Early years pupils are supported to use toilet safely and wash hands afterwards.
Review break times/playground use.	• Separate times/areas are used for each group. • Playground activities are reviewed - contact play is reduced as far as reasonably possible. • Daily inspection and enhanced cleaning programmes for external areas and equipment. • Outdoor play equipment and toys will be used in rotation – equipment is cleaned before use by each designated group. • Outside play equipment and toys are reduced to avoid cross-contamination. • Break times are suitable staffed to ensure safety protocols and behaviours are secure for larger groups of children.
Review agreed daily closure time of school to staff to allow effective cleaning at end of day i.e. all staff off site except cleaning staff.	• Effective school cleaning at the end of school day. • Rooms are sealed until following day. • Agreed time for all staff to leave premises to maximise time for cleaning.

Review arrangements and risk assessments for pupils with SEND/behavioural concerns.	• Pupils identified who may find new arrangements i.e. larger groupings difficult or whose behaviours may put staff and other pupils at additional risk. • Schools to conduct individual risk assessments for those pupils who may pose a risk. Where it is deemed that the pupil's behaviour would pose an unacceptable health and safety risk to other pupils and staff, consideration should be given to how this is managed. Pupils should remain in school.

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Work-strand Three: Curriculum, Behaviour and Pastoral Support
Work-strand Owner: James Hill and Dominic Davis

Action	Measures (please RAG rate each measure)
	See Trust Curriculum, Catch-up Premium Strategy and Reopening RAP for full details.
Return to curriculum and continuance of remote education for those required to self-isolate **There is extensive evidence supporting the impact of high-quality remote education for those children who may still need to self-isolate** **The Trust will continue to develop a cohesive and high-quality remote education offer and associated learning platforms** **To be most effective, creating a three-way relationship between tutor, teacher and pupils is essential, ensuring that tuition is guided by the school, linked to the curriculum and focused on the areas where pupils would most**	• All pupils show progress through Summative and Formative Assessments and are working within their year groups curriculum expectations. • Summative and Formative Assessments show cohorts are on track to at least meet their end of key stage targets based on previous key stage attainment. • All assessments show progress in pupils' knowledge and skills. • Exercise books show a tailored provision that is based on assessment information. • Feedback from monitoring activities is shared rigorously with clear development points set. • Pupil progress meetings evidence progress from individual starting points. • Cohort assessment information keeps gaps in learning under review to inform next steps and ensure the gaps in learning are being adequately addressed. • End of year assessment information shows the gap in knowledge has decreased. • Pupils can talk about their learning journeys and the actions their teachers have taken to ensure they learn new content and make progress • PPG has clearly closed the potentially larger gap between disadvantaged pupils and all pupils, non-disadvantaged. Specific achievement target to be set once initial base line assessments are carried out.

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| benefit from additional practice or feedback. | Singing, wind and brass instrument playing is undertaken in line with DfE Guidance for safer singing and should NOT take place in large groups like assemblies or choirs.
Revised guidance (February 2021) for performing arts is followed by schools **https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/performing-arts**

Swimming – Schools are aware of Swim England's *Return to Pools Guidance Documents.* No swimming until trips outside school are permitted.

Schools follow revised government guidance (January 2021) for sporting activity *guidance for safe provision including team sport, contact combat sport and organised sport events.*

Other supportive guidance used by schools:

- guidance on grassroot sports for public and sport providers, safe provision and facilities, and guidance from Sport England.
- advice from organisations such as the Association for Physical Education and the Youth Sport Trust.
- guidance from Swim England on school swimming and water safety lessons available at returning to pools guidance documents.
- using changing rooms safely. |

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Intervention	
Intervention **In order to support pupils who have fallen behind furthest, structured interventions, which may also be delivered one to one or in small groups will be planned.** **A Catch-up Premium Funding Strategy and Plan has been produced and will be kept under constant review** **In line with government expectations for EYFS, KS1 and KS2 a particular focus for interventions will be on reading, writing, phonics and mathematics** **Programmes are likely to have the greatest impact where they meet a specific need, such as oral language skills or aspects of reading, include regular sessions maintained over a sustained period and are carefully time-tabled to enable consistent delivery.** **Effective intervention follows assessment, which can be used to ensure that support is well-targeted and to monitor pupil progress.**	• All pupils requiring catch up provision show clear progress through summative and formative assessments and are working within their year group curriculum expectations. • End of year data shows cohorts are on track to at least meet their end of key stage targets based on previous key stage attainment. • All assessments show progress in pupil's knowledge and skills. • Exercise books show a tailored provision that is based on assessment information. • Feedback from monitoring activities is shared rigorously with clear development points set. • Pupil progress meetings evidence progress from individual starting points. • Cohort assessment information keeps gaps in learning under review to inform next steps and ensure the gaps in learning are being adequately addressed. • End of year assessment information shows the gap in knowledge and skills has decreased. • Pupils can talk about their learning journeys and the actions their teachers have taken to ensure they learn new content and make progress. • PPG has clearly closed the potentially larger gap between disadvantaged pupils and all pupils, non-disadvantaged. Specific data target to be set once initial base line assessments are carried out. • Review use of the Standards and Testing Agency 'Engagement Model' to assess pupils who are working below the standard of the National Curriculum assessments. • Schools review interventions against Education Endowment Foundation Guidance on *Effective Interventions to Support Schools* Sept 2020. • Catch-up Premium Funding is used strategically to target need and provide appropriate structured support and resources. This is kept under constant review.

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| **Behaviour pastoral**

Interventions might focus on other aspects of learning, such as behaviour or pupils' social and emotional needs, or focus on particular groups of pupils with identified special educational needs or disabilities. | Lack of routine and learning behaviour management strategies during lockdown periods may contribute to disengagement for some pupils returning to school. Carefully plan and select the additional support to be put in place for these pupils including those who:

• may struggle to re-engage in school
• are at risk of being absent or persistently disruptive
• developing self-regulation strategies

Some pupils may return to school having suffered from:

• bereavement
• anxiety
• in some cases, increased welfare and safeguarding harms

Behaviour policies reviewed to ensure clear, reasonable, and proportionate expectations are made of pupil behaviour. Particular focus on any restrictions on movement within school and new hygiene rules and other precautionary safety measures.

Further measures:

• Behaviour records demonstrate that the frequency of poor behaviour is either in line with or better than prior to the pandemic.
• Pastoral meetings have been held where required with clear targets and next steps outlined.
• Outcomes of behaviour interventions show progress in the pupils needs (e.g. Boxall assessments).
• Staff have had appropriate CPD to ensure that they can effectively manage and support pupils e.g., bereavement.
• School behaviour protocols and procedures reflect any new rules and staff, pupils and parents are aware of any changes.
• Review procedures against 2020 DfE guidance
• **https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools**
• School leaders are aware of the DfE Checklist for school leaders on behaviour and attendance February 2021 |

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	• **https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/899384/Checklist_for_school_leaders_on_behaviour_and_attendance.pdf**
Attendance – working with parents and carers **School attendance for all pupils will be mandatory from Monday 8 March. The usual rules on school attendance apply, including:** • **parents' duty to secure their child's regular attendance at school (where the child is a registered pupil at school and they are of compulsory school age)** • **the ability to issue sanctions, including fixed penalty notices in line with local authorities' codes of conduct**	• Attendance is in line with government expectations. Where attendance is below national, there is evidence that the necessary actions are outlined to improve attendance. • Safeguarding processes continue to ensure the safety of pupils is maintained. • All pupils required to self-isolate will be followed up and have access to remote education • Parents are well informed about the changes or expectations in school. • Curriculum support resources are available through the remote education provision. • Channels of communication are clearly signposted on the website. • Parents are reminded of their statutory responsibility to send their children to school regularly • Poor attendance is followed up immediately • Schools support parents who may feel anxious about allowing their children to return to school
Access to Technology **Pupils' access to technology has been an important factor affecting the extent to which they can learn effectively at home. In particular, lack of access to technology has been a barrier for many disadvantaged children.** **Technology will continue to be available for pupils required to self-isolate.**	• Remote education offer will continue for pupils required to self-isolate. It will continue to align as closely as possible with in-school provision and is published on school website. • For individuals and groups of self-isolating pupils, remote education plans are in place and available immediately. These meet the same expectations as those for any pupils who cannot attend school at all due to the virus. • Schools review their procedures for keeping children safe online using resources highlighted in Annex C of KCSIE as well as the Trust's Child Protection and Safeguarding Procedures. • All pupils are able to access a minimum standard of technology to be able to support their learning whilst at home.

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As all pupils return to school, technology use will be reviewed and will remain valuable; for example, by facilitating access to online tuition or support. Some schools might find it helpful to invest in additional technology, either by providing pupils with devices or improving the facilities available in school. **To support learning, how technology is used matters most.** **Ensuring the elements of effective teaching are present— for example clear explanations scaffolding, practice and feedback — is more important than which form of technology is used.**	• Parents are supported in having access to technology needed to support their children. • Schools do everything possible to ensure pupils have access to devices to access the remote education offer.

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Work-strand Four: Assessment and Accountability
Work-strand Owner: James Hill and Dominic Davis

Action	Measures (please RAG rate each measure)
	See Trust Curriculum, Catch-up Premium Strategy and Reopening RAP for full details
Great Teaching **Great teaching is the most important lever schools have to improve outcomes for their pupils.** **Early career teachers, who may have had opportunities to develop their practice curtailed by school closures, are particularly likely to benefit from additional mentoring and support.**	• Staff have the knowledge and support to ensure effective delivery of all aspects of curriculum. • All outlined activities on the Monitoring and Evaluation schedule have been carried out and acted upon as far as possible. • Feedback from monitoring activities has been shared rigorously with clear targets set. • Pupil progress meetings evidence progress from individual starting points. • Cohort data continues to assess gaps in learning and whether these are being closed from March 2021 onwards. • Data by end of academic year shows that gaps in knowledge have decreased. Schools should: • give access to high quality education resources. • agree 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. • continue to provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access.

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	As all pupils return, schools should aim to: • ensure pupil's social and emotional needs are met and they are given appropriate time to reconnect with friends and establish effective school routines and good learning behaviours • 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 practised in each subject. • enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments information, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding.
Curriculum **Setting aside time to enable teachers to assess pupils' wellbeing and learning needs is likely to make it easier for teachers and other school staff to provide effective support. Subject-specific assessments might be used to identify particular areas where pupils have forgotten or misunderstood key concepts, to ensure that new material being covered builds on secure foundations. Standardised assessments in literacy or numeracy might be used to identify pupils who would benefit from additional catch-up support.**	• Key expectations for curriculum as outlined in the February DfE Guidance pages 52-56 are met and are in place for school reopening. • All outlined activities on the Monitoring and Evaluation schedule have been carried out and acted upon. • Feedback from monitoring activities has been shared rigorously with clear targets set. • Pupil progress meetings evidence progress from individual starting points. • Cohort data shows that gaps in learning have closed from May 2021. • Data shows that gaps in knowledge are decreasing in response to curriculum offer and catch-up premium strategy. • Pupils can talk about their learning journeys and the actions their teachers have taken to ensure they learn new content and make progress. • Pupils talk about feeling well supported with their transition back to school. • Vulnerable pupils' needs have been reviewed especially pupils with SEND and/or EHCP.

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Assessment **Assessment can help teachers determine how to most effectively support their pupils. Every pupil will have been affected differently by Covid-19.** **Providing pupils with high-quality feedback, building on accurate assessment, is likely to be a particularly promising approach.** **Effective intervention follows assessment, which can be used to ensure that support is well-targeted and to monitor pupil progress.**	• Data shows cohorts are on track to at least meet their end of key stage targets based on previous key stage attainment. • All assessments show progress in pupil knowledge. • Exercise books show a tailored provision that is based on assessment information. • Feedback from monitoring activities has been shared rigorously with clear targets set. • Pupil progress meetings evidence progress from individual starting points. • Cohort data shows that gaps in learning are being closed • Pupils can talk about their learning journeys and the actions their teachers have taken to ensure they learn new content and make progress. • PPG and Catch-up Premium spend has clearly closed the potentially larger gap between disadvantaged pupils and all pupils, non-disadvantaged. • Specific data target to be set once initial base line assessments are carried out. • Children can discuss how their *knowledge organiser* is helping them to retain knowledge and key learning.
Transition back to school **All pupils will need support to transition to new arrangements.** **Additional transition support might include using assessment to identify areas where pupils are likely to require additional support or creating opportunities for teachers to share information about pupils' strengths and areas for development with colleagues.**	• Pupils, when canvassed, feel safe and comfortable in their new learning environment whether at home or school.

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Leadership

School leaders will need to make difficult decisions about what to prioritise in the coming months, recognising the tremendous strain the pandemic has already placed on teachers and children.

In common with the Pupil Premium, the way Catch-up Premium funding is used will determine what difference it makes. An evidence-informed approach gives the best chance of maximising impact.
It is highly unlikely that a single approach will be enough. It is also likely to be beneficial to consider how to align chosen approaches with Pupil Premium and catch-up premium spending and broader school improvement priorities.

The right way to support pupils will differ between schools and must be informed by the professional judgement of teachers and school leaders

- Monitoring and evaluation schedule has been carried out and all feedback from monitoring is shared with staff.
- Review Pupil Premium plan and Catch-up Premium Strategy and planning in place from March 2021.
- Termly impact reviews to be scheduled (this could be through Trust Improvement Board meetings).
- Pupils are progressing through phonics programme.
- External challenge adviser arrangements reviewed in light full return to school.
- Subject leaders have clear action plans and can evidence impact.
- Schools are aware that the EYFS education and development requirements now apply (previous disapplication's have been lifted).

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Work-strand Five: Staff Safety, Wellbeing and Training
Work-strand Owner: Jo Harris and Sue Egersdorff

Action	Measures (please RAG rate each measure)
Employer health and safety legislation and equalities duties are met, and schools are fully compliant.	• The Trust will continue it be compliant with its legal obligation to protect employees, and others, from harm. Schools will continue to assess health and safety risks and consider how to meet equalities duties in line with Work-strand One. • Phase 5 School Opening Planning will be shared with all staff through in-house staff training and CEO Briefing (5 March 2021). • Staff reminded of importance of the revised System of Controls March 2021 – all staff provided with Trust Briefing Note setting out the System of Controls.
New arrangements for school opening discussed with staff and time given to prepare week beg 1.3.21.	As staff may be anxious about full return, review of support systems undertaken e.g., use of government support programmes: 1. extra mental health support for pupils and teachers. 2. Wellbeing for Education return programme. 3. Education Support Service provides a free helpline for school staff and targeted support for mental health and wellbeing. As required consider the way in which staff are deployed and use existing teaching and support staff more flexibly. Ensure appropriate support in place for pupils with SEND. Any redeployments of staff should not be made at the expense of supporting pupils with SEND. Discuss and agree any proposed changes in role or responsibility with members of staff, ensuring staff members have the appropriate skills, expertise, and experience to carry out the work, and all appropriate checks are made if they are engaging in regulated activity (see part 3 of keeping children safe in education for further information).

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	Staff who are not teachers may be deployed to lead groups or cover lessons, under the direction and supervision of a qualified, or nominated, teacher. This is covered under the: • Education (Specified Work) (England) Regulations 2012 for maintained schools and non-maintained special schools. • the freedoms provided under the funding agreement for academies. Further support on staff deployment is accessible through: • a workload reduction toolkit to help review and minimise unnecessary burdens. • the Education Endowment Foundation's (EEF) guidance on making the best use of teaching assistants.
Guidance for staff, risk assessments + arrangements for: • **Staff who have underlying medical conditions (CEV+ CV)** • **Pregnant staff** • **Staff who are subject to shielding or are in a household where someone is shielding** • **Staff who are self- isolating** • **Staff on maternity or any other form of absence**	• Most staff will be able to attend work - schools will continue to advise those in at risk categories in line with government + PHE guidance. • Those subject to a risk assessment in previous planning will have their situation reviewed by a senior leader using current government guidance e.g., CEV, CV, Pregnant. • Any further government guidance for those who are CEV or CV clinically to be implemented with immediate effect. • School leaders will be as adaptable as possible in how members of staff are deployed. • People who live with those who are clinically extremely vulnerable or clinically vulnerable will be advised that they should continue to attend work in line with government expectations. • As a general principle, pregnant women are in the 'clinically vulnerable' category and are advised to follow all relevant guidance. Individual risk assessments will be kept under constant review. • If staff with significant risk factors remain concerned, schools will discuss their concerns and explain the measures the school is putting in place to reduce risks. School leaders will try as far as practically possible to accommodate additional measures where appropriate.

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	• Schools will note guidance COVID-19: review of disparities in risks and outcomes report. • Staff who live with those who have comparatively increased risk from coronavirus (COVID-19) will be expected to come to work.
Changes to staff deployment in response to opening of schools.	• Those staff not attending school who remain able to work should do so from home. • The CEV FAQ support resource (25.2.21) from legal team Stone King should be used to clarify any staff issues. • Where schools need to alter the way in which they deploy staff, using existing staff more flexibly, headteachers will discuss and agree any changes to staff roles with individuals. • Schools will be sensitive to staff workload in relation to Phase 5 planning requirements and will continue to have regard to DfE's workload reduction toolkit (Guidance page 40) where at all possible. • Schools will collaborate and share to develop curriculum offer making use of collective expertise and DfE published resources, including case studies to support remote education and help address workload, this includes case studies on managing wellbeing.
Senior Leadership roles and responsibilities reviewed for Phase 5.	• Senior leader roles and responsibilities clear under School Opening Phase 5 requirements. • Leadership responsibilities clear to all staff especially staff new to school.
Avoid spread of COVID-19 by continuing physical distancing measures between staff.	• Staff are required to conform to physical distancing requirements at all times. • Staff room arrangements are fully reviewed in light of increased transmission rates of the Covid-19 variant. Staff room use is reviewed to ensure to staff numbers are safe and staff can retain a safe 2m distance from each other. • School offices are either reduced in occupation and desks positioned in order to provide adequate separation or staff are moved to other areas to reduce contact. • Each staff area has been assessed and a maximum number of staff per room/space has been allocated and signage displaying 'number allowed to enter' placed on the door.

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	• Staff are encouraged to bring a packed lunch and to eat in a suitable space maintaining physical distancing. • Staff should continue to avoid leaving and re-entering the school site during the day.
Supporting staff – duty of care. The Trust and School leaders will have regard to staff (including the Headteacher) work-life balance and wellbeing.	• Schools will promote the Education Support Partnership providing a free helpline for school staff and targeted support for mental health and wellbeing. • Schools will ensure they have explained to all staff the measures they are proposing putting in place for the full opening of schools and invite staff feedback and comment. • There are communication and support networks in place for staff and if there are particular concerns staff can raise them quickly and effectively • There are good communication and feedback channels for all staff particularly when working remotely.
Supply teachers and peripatetic staff.	• School leaders will consider how to minimise the number of visitors to the school where possible including supply and peripatetic staff although these can be used as required. • Supply staff and other temporary or peripatetic staff can move between schools. Such staff and visitors to be made aware of school's arrangements for managing and minimising risk based on the system of controls. They should also have access to information on the safety arrangements and be provided with this as soon as possible. LFD testing should be made available at school prior to such staff accessing class areas. **Schools to note:** This advice for supply teachers also applies to other temporary staff working in schools such as support staff working on a supply basis, peripatetic teachers, sports coaches, and those engaged to deliver breakfast and afterschool provision
Use of volunteers in school.	• Volunteers can be used in school and the guidance above should be followed re: system of controls and LFD testing.
Review PPE equipment and use in isolation room.	• See work-strand one. Plan for use and staffing of isolation room in place.

Work-strand Six: Communication and Information Sharing
Work-strand Owner: Sue Egersdorff and Alvin Walters

Action	Measures (please RAG rate each measure)
Review arrangements for regular communication with parents – shared messages across all Trust schools.	• Phase 5 Trust level communication to parents reviewed. • Parental Guidance and FAQs updated with new government parental guidance document. • Communication from schools re practical arrangements and protocols for Phase 5 to be sent by individual schools. • Revised information and risk assessment to be displayed and on all school websites week beg 8.3.21.
Staff briefings re: Phase 5 School Opening risk assessments and associated school planning.	• Staff continue to have sufficient training and briefing regarding infection control and school protocols to feel confident and safe. School leaders share Phase 5 School Opening Strategy and Risk Assessments with all staff. • Staff are able to discuss where they feel additional training would be helpful.
The Trust will continue to work in partnership with:	• Revised Union/ Teacher Professional Association Briefings to be sent as requested.
Birmingham and Dudley LA's Regional Schools Commissioner Public Health Local Teams Social care Staff Unions Trust Board	• Trust to follow all government guidance and advice issued locally through LA's or Public Health Team. • Continue to share best practice and learnings with Regional Schools Commissioners and at their request, city-wide school leaders. • Trust schools to continue to work closely with social care teams to support the Trust's most vulnerable children and families. School Risk Registers to be reported to the Trust Board at agreed intervals.
Covid-19 CPD and communications register	• Trust continues to keep a CPD and communications register detailing training provided for Trust workforce during Covid-19 pandemic. • Staff training and communications enable all staff to feel confident about their responsibilities during the pandemic.

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Work-strand Seven: Finance and Resourcing
Work-strand Owner: Chris Finnerty and Julie Gouldbourn

Action	Measures (please RAG rate each measure)	Further information	Next Review Date
Hand sanitiser Procure additional hand sanitisation wall mounted units and refill requirements re-assessed for full opening.	Wall mounted units to be checked for wear and tear. Review of positioning etc. in light of new arrangements.	Further orders to be raised with Chespack Hygiene and assessed for best value.	Refills to be reviewed by 8.3.21.
Ongoing procurement of PPE equipment – review of ongoing requirements by end of February 21.	Face masks, gloves, aprons and visors to be provided for isolation rooms and for staff to wear while changing pupils' clothes etc.	Restock to cover full opening from 8.3.21.	Additional stock to be reviewed by end of February 2021.
Cleaning materials and cleaning costs to be reviewed and monitored across individual schools as all pupils return and additional stock needed	Schools to ensure cleaning rota capacity and materials are closely monitored and reported and any issues reported to Trust immediately.		

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Work-strand Eight: Leadership, Safeguarding, Contingency, Local Outbreak Planning
Work-strand Owner: Trust Board and CEO

Action	Measures (please RAG rate each measure)
Schools to review all safeguarding arrangements to reflect the full opening of schools and in line with KCSIE 2021. Schools must have ongoing regard to the statutory safeguarding guidance: keeping children safe in education 2021 and should refer to the coronavirus (COVID-19): safeguarding in schools, colleges and other providers guidance.	• Trust safeguarding and child protection policies and procedures are updated in line with KCSIE 2021 and staff and Trustees briefed. • Designated safeguarding leads are provided with more time, to help provide support to staff and children regarding any new safeguarding and welfare concerns and the handling of referrals to children's social care and other agencies where these are appropriate. • Trust schools continue to work with external agencies and services to actively look for signs of harm. • Schools are in communication with school nurses to support children's safeguarding and wellbeing as they have continued virtual support to pupils who have not been in school. • With all pupils in school all Safeguarding procedures are reviewed and DSL arrangements are appropriate. **Safer Recruitment:** When recruiting, schools will continue to adhere to the legal requirements regarding pre-appointment checks.

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Process in the event of school virus outbreaks and contingency planning.	• Schools continue to follow System of Controls at all times. • In the event of restrictions, the government's contingency framework will be used to assist changes in planning (see page 66 of guidance). **Schools to note**: Trust to be advised of any positive tests of staff or pupils immediately through the Executive Director of School Improvement.
Governance - Trust Board meeting planned 3.1.21 to review Phase 5 School Opening strategy. **CEO to review and sign off individual school Risk Assessments by 5.3.21.** **Sign off meeting planned for 5.3.21.**	• Trustees approve Phase 5 School Opening Strategy, underpinning principles, and associated documentation 3 March 2021. • Individual school risk assessments are reviewed by CEO 5.3.21. • CEO to communicate with Trust Chair weekly re: Risk Management. • Trust Risk Register to be kept updated with any risks identified as serious and concerning.
Governance - Audit and Risk Committee to meet to review Risk Register March 2021 and PHE System of Controls Achievement, Support and Scrutiny Sub-Committee to meet to consider curriculum planning March 2021. **Full Trust Board Meeting 31.3.21.**	• Audit and Risk Committee to have delegated responsibility for reporting to the Board on implementation of Systems of Control outlined in Work-strand 1. • Achievement, Support and Scrutiny Sub Committee have delegated responsibility for reporting to the Board on implementation and impact of Trust Curriculum Arrangements and oversight of Catch-up Premium Strategy

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Trustees to keep the Strategy and Risk Assessments under review using Trust's guiding principles as set out at the beginning of this Strategy.	Ongoing Phase 5 School Opening strategy under review using additional criteria: • Updated government guidance. • Lessons learnt from Phase 3 and Phase 4 Planning. • Reviewing safeguarding arrangements. • Reviewing levels of pupil attainment and identifying critical and specific learning gaps for all cohorts. • Ensuring Remote Education arrangements meets learning needs of those required to self-isolate. • Reviewing implementation and impact of Catch-up Premium Strategy. • Keeping all children safe in school. • Keeping all staff safe in school • Monitoring health and wellbeing of all pupils and staff.

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Work-strand Nine:
COVID-19 RISK REGISTER AND ASSESSMENT CHECKLIST

Introduction

This risk register and assessment checklist is based on the February 2021 updated Government guidelines and is provided to help our leaders and staff to prepare and decide arrangements for meeting the requirements for the full return of pupils to school on 8 March 2021. It remains subject to change at a short notice as updates are received from the Department for Education (DfE), Birmingham and Dudley local authorities and local Public Health Partners.

The checklist will be used for checking progress across the above eight work-strands and as a failsafe check that all possible safety and precautionary measures have been taken. The checklist will also be used as an ongoing risk register for Trustees to monitor and challenge arrangements and will form an important part of the Trust's progress review process.

Risk assessment and mitigation is, therefore, an ongoing process and is about identifying sensible measures to control the risks in schools 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.

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Likelihood - For each issue/situation, determine the likelihood it will occur.
1 = **Improbable** = infection/scenario unlikely to occur
2 = **Possible** = infection/ scenario may occur
3 = **Probable** = Infection/scenario likely to occur
4 = **Certain** = Infection frequency rate will increase

Severity (outcome) - determine the potential of infection rates relating to the various susceptible categories. 1 = **Minimal** risk of infection
2 = **Moderate** risk of infection to children and adults
3 = **High** risk of infection to children and adults
4 = **Major** risk of infection to vulnerable children and adults

The Risk Factor is calculated by applying the formula **Likelihood x Severity**

Severity				
4	8	12	16
3	6	9	12
2	4	6	8
1	2	3	4

Likelihood

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RISK REGISTER		SCHOOL NAME Beechwood C E Primary School			Date March 2021	
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 ongoing attendance issues and promoting full attendance by all pupils **Monitoring pupil's regular attendance and access and engagement with remote learning offer for those required to isolate** **Monitoring ongoing staff availability**						
Fluctuating attendance levels and persistent absence	12	• Planning for regular attendance of all pupils. • Planning for monitoring access and engagement of pupils with Remote Learning provision when required to isolate. • Support for pupil/parent anxiety about return to school. • Identify children persistently absent from school or remote learning. • Requests for support for vulnerable families sent through Early Help Hubs. • Any specialist equipment required is made available to support return to school as far as possible. • Home to school transport in place where required. • Readiness to continue to use Test and Trace reviewed.		Yes	Attendance monitoring in place Additional welfare calls in place and support offered to families as required Engagement expectation for Remote Education explained and follow up Parent Forum conducted. Engagement and feedback call system in place for further isolation	2

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RISK REGISTER		SCHOOL NAME Beechwood C E Primary School		Date March 2021	
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
Number of staff available is lower than that required to teach numbers of pupils in school and remotely	12	• 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. • Full use is made of those staff who are self-isolating but who are able to teach lessons online.	Yes	Duty of care meetings offered to all staff to discuss concerns or change of circumstances	2

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RISK REGISTER		SCHOOL NAME		Date	
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**
		• Flexible and responsive use of teaching assistants and pastoral staff to supervise classes is in place. • Supply staff are used as required and all safety precautions are in place. • Contingency planning with Trust is in place and additional resource identified. • updated according to latest government advice: https://www.gov.uk/guidance/nhs-test-and-trace-workplace-guidance			
Schools lose focus on continuing to apply in-year admissions process including admitting 'new' pupils	3	• 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. pupils risk assessed and discussed at regular SEND/ ISEY/Fair Access panel. Any issues addressed through SLT and in discussion with families. Trust support for individual or complex cases through Inclusion Manager.	Yes	Admissions procedures in place and socially distancing takes place when paperwork is completed	1

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RISK REGISTER		SCHOOL NAME		Date	
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**
Nursery Classes (NC) lose focus on continuing to apply termly admissions process including admitting 'new' pupils		• Review EEE termly admissions process. • 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/Fair Access panel. Any issues addressed through SLT and in discussion with families. Trust support for individual or complex cases.			
	N/A		N/A	N/A	N/A

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RISK REGISTER		SCHOOL NAME		Date	
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**
2. Plan how the whole school will be used to safely allow all pupils to return to school and also encourage healthy attendance					
Plans are not in place to identify number of classrooms and furniture or physical distancing measures for each identified group	12	• Stagger lunchtimes to align with staggered start and finish times. • Limit lunch menus to offer a set nutritionally balanced menu. • Consider lunchtimes in the classroom • Identify available large spaces and appropriate timetabling e,g, dining areas, halls, studios, outdoor areas. • Large gatherings and assemblies prohibited. • SLT, site management team, Director of Estates meeting to review school site and specify entry/exit points and classroom use. • Furniture items to be arranged to be front facing as far as is possible with increased numbers (may need to acquire additional more suitable furniture e.g. replacing round tables with front facing desks). • Engagement of appropriate services for families not engaging. • Senior leaders meet regularly to review impact of planning and address issues arising.	Yes	Furniture is arranged and in place as per guidance. Site ha been reviewed and staff have been briefed about the expectation. Chdn saw their classroom environment in their live feedback sessions 3/3/2021 Additional furniture purchased for Reception Staff requested to use the virtual open door policy with Sophie Blick or Dave Pardoe to raise concerns so that issues arising can be addressed	2

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RISK REGISTER		SCHOOL NAME		Date	
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
Number of pupils do not return to school or access the remote learning offer	9	• Pastoral team work to identify and support poor attenders. • Weekly arrangements reviewed through daily interaction and planning. • Arrangements communicated well to parents in order to support pupils and families with return to school. • Ongoing assessments made of pupils' access to devices to engage with remote education when required to be at home. • Ongoing consideration of flexible staffing arrangements to cover staff absence.	Yes	Letters sent to parents with information for the return to school sent Spring 2 Week 2 Additional opportunity to discuss concerns available for every parent during Parent Consultation Evening on 1/3/2021 Pastoral staff available to work with families to address concerns	4

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RISK REGISTER		SCHOOL NAME			Date	
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
3.Content and timing of communications to parents and pupils including discussing attendance expectations and other specific things that parents should do to support successful return to schools for all pupils						
Parents and carers are fully informed of the health and safety **requirements for maintaining safe operations under the new arrangements**	8	• As part of the overall communications strategy parents are kept up to date with information, guidance and the Trust/ school's expectations on a weekly basis using a range of communication tools • The COVID-19 section on the school website is updated clearly showing arrangements for arriving/collecting pupils etc. • Parent and pupil guidance created to reflect full return to school • Advice is updated for parents on arrangements for testing for COVID-19	Yes		Letters sent to parents with information for the return to school sent Spring 2 Week 2 Additional opportunity to discuss concerns available for every parent during Parent Consultation Evening on 1/3/2021 The website contains all relevant Covid information for families including online safety and wellbeing resources. Regular links text or emailed to parents	2
Parents and carers may not fully understand their responsibilities should a child	8	• Key messages in line with current government guidance are reinforced on a weekly basis via email, text, and the school's website and verbally. Community languages are considered.	Yes		Additional posters and information leaflets in different languages are shared with parents as often as possible	2

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RISK REGISTER		SCHOOL NAME			Date	
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
Show symptoms of COVID-19		• Clear procedures in place where a child falls ill whilst at school with reference to the Trust's infectious diseases policy • Ensure contact details of families are up to date	Yes	Isolation Leads in place and training given		
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	9	• Request return to uniform with appropriate additional warm clothes worn as school to be ventilated. • Refer to school's hygiene/cleaning policies. • Clarity around attendance expectations; in particular when COVID-19 is a risk factor within the family • Brokerage of access to parental resources to support mental health and wellbeing, including anxiety of returning to school for pupils and parents including BBC Headroom Resources • Parents aware which personal items can come into school e.g. bags, drink bottles, comforters, toys	Yes	Clear expectations shared with families and children Spring 2 Week 2 and 3. Texts, resoucres and reminders sent frequently so families are useful and reliable information. Jean Adams and Sophie Blick attend Dudley Covid Community Championship meetings and share resources as suitable		4

RISK REGISTER		SCHOOL NAME			Date	
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

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RISK REGISTER		SCHOOL NAME			Date	
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**

4.The school day for vulnerable children and those of critical workers
This section should be considered in conjunction with https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings

The start and end of the school day create risks of breaching physical distancing guidelines	12	• Start and departure times are kept under constant review and reflect additional pupil numbers • The number of entrances and exits to be used is maximised, where possible each 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 congregating and parents are informed that gathering at school gates needs to be minimised and face coverings encouraged • Floor markings are visible where it is necessary to manage any queuing • Attendance patterns have been optimised to ensure maximum safety • A plan is in place for the effective and safe hand over of very young children at the beginning and end of the session - particularly around issues of responding to young children who are showing signs of distress		Yes	Floor markings in place and one way system to enter and exit the school grounds is in place. Staggered starts, exits, entrances, breaks and lunches are in place. Staff have received training for this and all classes will reduce their movement around the school, using external walkways as much as possible.	2

Outstanding
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RISK REGISTER		SCHOOL NAME			Date	
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
Daily attendance registers are ready for return of all pupils	6	• Trudi Bleakely responsible for completion of school daily attendance registers. • Trudi Bleakely responsible for completion of DfE/Trust daily submission (as applicable). • Regular reporting and monitoring of attendance to Trust and government in line with pages 32 -34 of government operational guidance (February 2021)	Yes	Regular communication between leadership to discuss DfE and Trust expectations Additional training received as needed from Trust working group		1

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RISK REGISTER		SCHOOL NAME Beechwood C E Primary School		Date March 2021	
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
5.Provision for meals and FSM. **Consider alongside https://www.gov.uk/government/publications/covid-19-free-school-meals-guidance/covid-19-free-school-meals-guidance-for-schools**					
Provision for pupils eligible for free school meals at school and home is not made **The school is unable to provide breakfast clubs, and after-school clubs to those needing such a service** **Hot meals are not available for all children in school**	6	• FSM provision is continued successfully for children learning both at school and from home • Issues with food poverty to be addressed through application to Early Help Hubs. • Feasibility on continuation or reimplementation of wrap-around provision is considered. • Consideration of use of space for food preparation and consumption • Communicate decisions to parents • Collaborate with other schools where there are arrangements in place • Seek support from Trust, LA, and other voluntary agencies • Communication with Trust and catering provider to consider options	Yes	FSM provision in place. The school is a food bank voucher holder and can support families as needed Regular links sent to support families to apply for FSM if needed Breakfast clubs are not not offered at Beechwood currently. Staggered lunchtimes in place with food served in the classroom initially until site visit has taken place with Director of Estates Spring 2 Week 4 PPE stock is regularly checked	1

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RISK REGISTER		SCHOOL NAME		Date	
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
		• Trust plan in place which confirms that suppliers are following social distancing and hygiene measures • Safe food preparation space, taking account of physical distancing • Stagger lunchtimes to align with staggered start and finish times • Limit lunch menus to offer a set nutritionally balanced menu e.g. One vegetarian, one non-vegetarian option • Consider lunchtimes in the classroom for all groups and keep this under review • Alternative arrangements in place for provision of school meals • Usual considerations in place for dietary requirements			

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RISK REGISTER		SCHOOL NAME		Date	
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
6.Safeguarding provision is reviewed to support new arrangements and mixture of home and school learning. Focus needed on pupil on-line safety. Consider alongside: https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19					
School child protection safeguarding policy and procedures are not in place, including updated Appendix C – KCSIE 2021 to include arrangements for COVID-19 and remote learning **High risk of increased disclosures as pandemic continues**	12	• Safeguarding remains highest priority and Trust policy is updated to reflect arrangements for mixture of home and school learning. • All staff are briefed on updated safeguarding arrangements, including those contacting families of pupils that are not attending school. • All DSLs have swift access to advice from Trust, LA, CSC, school / health visitors and police. • School to consider any changes to day to day health and safety policies including changes to evacuation arrangements depending on the use of classrooms, entry and exit points and Critical Incident and Lockdown procedures, factoring in physical distancing requirements. • Expectations to be shared with pupils in the event of the need to evacuate the building in an emergency. • DSL capacity is factored into staffing arrangements to ensure enough staff are available to deal with the potential increase in disclosures from pupils.	Yes	DSL team in place. Refresher safeguarding training for all staff has been carried out Spring 2 Week 2. DSL capacity reviewed and contingency plan in place. Welfare calls carried out to chdn and families. Systems of support and advice held for DMBC and local charities as required	2

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RISK REGISTER		SCHOOL NAME		Date	
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**
		• Contact is maintained with families especially where there are pupils that are not attending school due to self-isolation • Multi-agency arrangements in place to support early help • School is aware of support through Early Help Hubs • Advice is available through various local safeguarding LA Teams for Dudley and Birmingham e.g. CASS, BCC Safeguarding and BCC Prevent Team	Yes		
Insufficient staff confidence or awareness of mental health, pastoral support, wider wellbeing support for pupils as pandemic continues	12	• Staff are aware of the offer from Birmingham and Dudley LAs and partners to support pupil wellbeing, including initiatives such as 'You've Been Missed' 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	Yes	Pastoral staff and DSLs have accessed additional resources to be able to support families. All staff have undertaken wellbeing training in the Autumn Term and this has remained on the agenda across school. Staff are signposted to suitable resources	2

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RISK REGISTER		SCHOOL NAME Beechwood C E Primary School		Date	
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**
7. Behaviour policies/procedures reflect the new arrangements and routines necessary to reduce risk and keep pupils safe when working remotely and on-line					
Pupils' behaviour does not comply with social distancing guidance	10	• Clear messaging to pupils on the importance and reasons for physical 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 physical distancing of younger school children have been agreed and staff are clear on expectations in line with DfE guidance • Staff model physical distancing consistently • The movement of pupils around the school is minimised • Large gatherings are avoided • Break times and lunch times are structured and closely supervised • The Trust's behaviour policy and school protocols have been reviewed as all pupils return to include compliance with physical distancing and this has been communicated to staff, pupils, and parents • Senior leaders monitor areas where there are breaches of physical distancing measures and arrangements are reviewed	Yes	Physical distancing and handwashing will be enforced daily with chdn inc shared PowerPoint and posters around school SLT to monitor behaviour sheets to identify trends or potential issues-none at present Staff open door policy available through Microsoft Teams Behavioural issues notified on Microsoft Teams Chdn who may pose a risk due to not being able to adhere to social distancing ad a risk assessment has been put into place with collaboration with families	4

RISK REGISTER		SCHOOL NAME Beechwood C E Primary School		Date	
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
Pupils' on-line behaviour puts them at risk	10	• Messages to parents to reinforce the importance of modelling physical distancing • All on-line safety requirements have been explained to pupils and these are reinforced regularly as part of the approach to remote learning	Yes	Additional online safety sessions provid for chdn and further resources shared with families Esafe monitoring used effectively to alert SLT	3

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RISK REGISTER		SCHOOL NAME		Date	
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**
8. Identify curriculum priorities, agree revised expectations and required adjustments for on-line learning and remote education offer glessons including any approaches to 'catch up' for identified pupils					
Pupils may have fallen behind over the course of the pandemic with learning gaps widening	12	• Gaps in learning are assessed and addressed in teachers' planning • Teaching and learning is calibrated to address gaps identified • Plans for intervention are in place for those pupils who have fallen behind in their learning and are supported for home learning too • Consider the response to young children who have fallen behind in their self-care skills • School is aware of additional pupils who may need to self-isolate and access to on-line learning is immediate • Learning for all pupils in school is well planned and differentiated accordingly		Staff have undertaken CPD to revisit tools to quickly identify the gaps in learning. Staff have provided feedback for the work submitted during remote education and are able to identify where progress as been made. The progression maps in place show the sequence of learning is well planned to ensure the needs of the chdn are met. Assessments of critical content will take place to inform future planning	4
School unable to meet full provision required in line with EHCP	12	• Review individual pupil's EHCP to consider what can reasonably be provided as schools return and if pupil is required to self-isolate going forwards • Access support through health and social care offer • Consider support offered through LA SEND Panel/ Early Years Inclusion Support Service	Yes	SENDco discussed the needs of pupils with EHCPs with all parents. Chdn with EHCP's and other chdn with SEND have had their needs met through a bespoke offer which will continue if they are required to isolate.	

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RISK REGISTER		SCHOOL NAME		Date	
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**
Operational needs of school affected by insufficient human and other resource to support ongoing learning offer for all pupils	12	• Access BEP offer for online resources. • Work collaboratively across the Trust to review online offer for pupils and share expertise and resources • Consider learning arrangements for pupils unable to access online resources • Access Early Help Hub support for those pupils affected by ICT poverty • Consider offer for children that can't attend school for short periods due to self-isolation	Yes		
Pupils moving on to the next phase in their education are ill-prepared for transition (consider at beginning of summer term)	6	• 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) 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	Yes	Class teachers and pastoral staff are aware of the next phase of education for their pupils. Transition arrangements will be reviewed in a setting by setting basis to ensure the needs of the children are met	2

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RISK REGISTER		SCHOOL NAME			Date	
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
9. Content and timing of staff communications are planned to ensure all staff continue to be closely involved and updated whether working in school or from home.						
Staffing levels can't be **maintained**	6	• Contingency planning in place at appropriate levels e.g., SLT, DSLs, first aid qualified staff, site management, cleaning • Advice sought from Trust to support staffing levels Chair of Trust and Trustees kept informed throughout		Yes	Sufficient staff in school to support absenteeism. Request to other MAT schools is a possibility Supply Agency contacted if required	2
Identify staff unable to attend school as self-isolating	6	• Identify work that can be completed effectively at home. For example, supporting remote education, or safeguarding calls	Yes		Tasks identified and staff deployed as required	2
Staff are insufficiently briefed on expectations		• Staff receive daily/weekly briefings on day-to-day school and on-line learning matters. • 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. • Flexible working arrangements needed to support any changes to usual working patterns are agreed		Yes	Daily briefing available Staff Meeting and INSET day used to brief staff of expectation. Regular updates sent via email. Staff workload is kept under review by SLT.	

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RISK REGISTER		SCHOOL NAME		Date	
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
	6	• Staff workload expectations are clearly communicated and kept under review • Schedule what staff training is needed to implement any changes that the school plans to make, either delivered remotely or in school • Staff working from home are monitored and supported		Staff have undertaken training in the Spring Term and further training needs will be identified	2

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RISK REGISTER		SCHOOL NAME:		Week beg:	
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
10. Protective measures and hygiene. This section should be considered in conjunction with https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings					
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	8	• Consider classroom layouts, entry and exit points, staggered starts at break times, group sizes, lunch arrangements • Circulation plans have been reviewed and amended • One-way systems are still 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 • EYFS children are organised in small groups with a key worker and move around with them • Session change overs are staggered to avoid overcrowding • Pupils are briefed regularly regarding observing physical distancing guidance whilst circulating • Appropriate supervision levels are in place • Agree how safety measures and messages will be implemented and displayed around school	Yes	All designated " bubbles" have staggered entrance times, break times and school leaving times Where possible staff encourage the use of external walkways. Break out Zones require prior approval for use from Sophie Blick. An additional screen in use in one break out zone.	4

Outstanding pupil experience   **Excellence** in education   **Impactful** teaching   **Effective** partnerships

RISK REGISTER		SCHOOL NAME:		Week beg:	
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**
The size and configuration of classrooms and teaching spaces does not support compliance with physical distancing measures	12	• Classroom base arrangements in place • Net capacity assessment/asset plans reviewed, with each classroom and teaching space compliant with physical 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 • All soft furnishings/toys have been removed in EY environment • Resources are arranged to be used by small groups to limit the risk of cross contamination • Arrangements are reviewed regularly		Classroom configuration agreed with the director of estates. The capacity of additional rooms such as the staff room are clearly written on each door. Each child has their own resource pencil case	4
Staff rooms and offices do not		• Use of staff rooms and offices has been reviewed and appropriate configurations of furniture and workstations have been put in place to allow for 2m physical distancing • Staff have been briefed on the safe use of these rooms	Yes	Classroom configuration agreed with the director of estates. 2m zones discussed in staff training and regularly raised	

RISK REGISTER		SCHOOL NAME:			Week beg:	
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**
		• 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.		The capacity of additional rooms such as the staff room are clearly written on each door.		
allow for						
observation of physical distancing						

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RISK REGISTER		SCHOOL NAME:		Week beg:	
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**

11. Enhanced cleaning and how it will be implemented in school for example how often, when/if additional clean is necessary and arrangements to 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	12	• A revised plan for cleaning staff (including any deep cleans) is agreed with contracting agencies to meet needs of new arrangements for full return to 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 • Review enhanced daily cleaning of doorways, handles and corridor walls and other frequently touched surfaces • More frequent cleaning of rooms / shared areas that may be used by different groups • Working hours for cleaning staff are reviewed in agreement with staff • Outdoor playground equipment should be more frequently cleaned • Seek Trust support immediately to manage insufficient capacity	Yes	Revised cleaning rota in place during the day. Cleaning kits available in all rooms and staff briefed about the expectation for outdoor use. Additional cleaning requirements in place after school and all staff asked to leave their classrooms by 3:30pm	4

RISK REGISTER		SCHOOL NAME:		Week beg:	
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**
Procedures are not in place for Covid-19 clean following a suspected or confirmed case at school	12	• Cleaning company is aware of the guidance for cleaning of non-healthcare settings COVID-19: cleaning of non-healthcare settings guidance • 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 • Alternative arrangements are in place for vulnerable pupils and key worker families in case the school needs to close for a Covid-19 clean • Seek support from Trust and local Public Health Team		Site manager received and implemented guidance. Staff briefing with cleaning team regarding PPE and conduct and systems carried out. Site team receive updates from the Site manager. Agency cleaners available if required Contractors have been employed and placed on standby if needed. Steam cleaning equipment is available in school Waste disposal routines embedded and reviewed with line manager	2

RISK REGISTER		SCHOOL NAME:		Week beg:	
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

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RISK REGISTER		SCHOOL NAME: Beechwood CE Primary School		Week beg: March 2021	
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**
12. Enhanced hygiene for example toilet use, hand washing and decide on policy related to usually shared items e.g. books, toys practical equipment					
Inadequate supplies of soap and hand sanitiser mean that regular hand washing routines cannot be established	12	• An audit of handwashing facilities and sanitiser dispensers is undertaken to meet needs of new arrangements. 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 • Posters and electronic messaging boards reinforce the need to wash hands regularly and frequently, including on arrival at school • Reinforce 'catch it, kill it, bin it' message	Yes	Regular stock takes undertaken for PPE School has sufficient supplies Additional wall mounted units and floor mats are in place and used effectively Catch it, bin it, kill it and hands, face, space messages reinforced with staff and chdn in school and families via the website	2
Inadequate supplies and resources mean that shared items are not cleaned after each use	12	• Limit the amount of shared resources that are taken home and limit exchange of take-home resources between children and staff • Cater for equipment and resources per child and prevent the sharing of stationery and other equipment where possible. Any shared classroom materials and surfaces cleaned and disinfected more frequently and between groups (including resources also used by wraparound groups)	Yes	Each bubble has their own playground and use of their own equipment. IF there is any shared equipment is cleaned after use by their own bubble staff. Any additional support needed is	2

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RISK REGISTER		SCHOOL NAME:		Week beg:	
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
		• Practical lessons can go ahead if equipment can be cleaned thoroughly and the classroom or other learning environment is occupied by the same children in one day • Roles and responsibilities identified for each area with cleaning resources e.g., each class is allocated their own cleaning products • The Trust Finance Committee and Audit and Risk Committee are aware of any additional financial commitments			

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RISK REGISTER		SCHOOL NAME:		Week beg:	
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
13. School level response should someone fall ill on site is in line with goverment guidance					
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	12	• 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 refreshed with staff and pupils as part of the new arrangements process. • Staff are aware of the location of emergency PPE packs. • Any updates or changes to gov guidance are communicated in a timely and effective way to all stakeholders. • The Trust Board are satisfied that arrangements are in place and in line with DfE guidelines • Report cases of COVID-19 to the local Health Protection England using the online reporting system or by calling DfE Helpline on 08000468687 • Keep up to date with PH updates on responding to cases in schools during the contact tracing phase of the response	Yes	Staff briefed on all changes detailing the procedures and guidance. Pupils briefed on attendance by a member of staff within their bubble Regular stock taking of PPE Parents have been contacted by letter, email or phone where necessary to ensure they understand and implement the guidance Information on the school website New local information shared with all staff 26/5/2021 From 27/5/2021 Information shared with parents when reporting an illness and link sent https://www.dudley.gov.uk/council-community/emergencies/coronavirus/coronavirus-	4

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				testing/?fbclid=IwAR3PEFP-2dmEwg_OC9qjKzeUgsh-ulZry4ZeBu30biRzGdLSxmuy-bEtkLI	

RISK REGISTER		SCHOOL NAME:		Week beg:	
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**
		• Any teaching and support staff who develop symptoms of COVID-19 are eligible for testing via the essential worker scheme, which can be a home test kit or drive-through test appointment: https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested • Understanding of latest HSE RIDDOR REPORTING guidance for COVID-19 on when and how to report exposure to coronavirus or a diagnosis of COVID-19 in the workplace under RIDDOR • *Any RIDDOR reporting requirements will be done for you by the Trust team. Please inform them immediately of any exposure and if you have informed the council (by inputting sick absence data into SAP using the specific codes for COVID-19 absence or by informing* schoolsasfety@birmingham.gov.uk			
Arrangements to isolate individuals displaying symptoms of	14	• School's isolation room/space has been assessed to ensure physical distancing and isolation measures are not compromised ensure	Yes	Isolation Room in use with appropriate posters	4

RISK REGISTER		SCHOOL NAME:			Week beg:	
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**
COVID-19 are not in place		physical 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 or carer • Additional rooms are designated for pupils with suspected COVID-19 whilst collection is arranged • Procedures are in place for isolation rooms or other spaces to be cleaned after suspected COVID-19 cases, along with other affected areas, including toilets. PPE to be used for accompanying staff where pupil symptomatic and 2m distance cannot be sustained		PPE training completed for staff for dinning and doffing PPE		

RISK REGISTER		SCHOOL NAME:		Week beg:	
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
14. Plan for personal protective equipment for staff providing intimate care for any children and for cases where a child becomes unwell with symptoms of coronavirus and needs direct personal care until they can return home					
Provision of PPE for staff where required is not in line with government guidelines	12	• Government guidance on wearing PPE is understood and communicated • Sufficient PPE has been procured through reputable stockist • PPE requirements for individual pupils and staff have been risk assessed and sourced through reputable stockist • Those staff required to wear PPE (e.g. SEND intimate care; receiving/handling deliveries; cleaning staff) have been instructed on how to put on and how to remove PPE carefully to reduce contamination and how to dispose of them safely • Staff are reminded that wearing of gloves is not a substitute for good handwashing. • Avoid face to face contact and minimise interaction under 2m with all pupils if possible • Seek Trust support for emergency PPE stock. • Appropriate measures are taken on the cleaning of reusable PPE items in line with guidance	Yes	PPE training completed and regular reminders given to staff. Regular stock checks undertaken by SBM	2

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RISK REGISTER		SCHOOL NAME:		Week beg:	
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**
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**	12	• Requirements for PPE have been reviewed in line with DfE guidelines and Public Health local team scenarios • Sufficient stock has been ordered using Trust's usual suppliers • Arrangements to seek Trust support to obtain PPE in case of an emergency are known and in place • Trustees are satisfied that arrangements are in place and in line with DfE guidelines	Yes	Regular stock checks undertaken by SBM	2

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RISK REGISTER		SCHOOL NAME:		Week beg:	
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**
15. Managing premises related issues					
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 physical distancing and infection control	12	• 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 Director of Estates and contractors that they are familiar with the symptoms associated with Coronavirus covid-19, all staff attending the setting will be in good health (symptom-free) and that contractors have procedures in place to ensure effective physical distancing is always maintained following the System of Controls • Contractors may be requested to conduct an LFD test prior to accessing the building • 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 • 2m physical distancing is being maintained throughout any such works and where this is not possible arrangements are reviewed	Yes	All contractors will only undertake scheduled works at school during period when pupils are not present or in an area of the school which can be isolated. Social distancing must be maintained at all times and PPE worn if entering the school premises or attending to undertake emergency remedial works. Visitor procedure in place for all staff to use which inc asking visitors to sign in using Track and Trace and questions to ask prior to entering site and a document for the systems of controls. Visitors given an alternative entrance and visitor toilet.	2

		• In addition to arrangements for COVID-19, normal contractor procedures are being applied and have been updated in light of COVID-19 (including contractor risk assessments and method statements, and contractor induction) • Trust Board is aware of planned works and associated risk assessments			

Fire procedures are not appropriate to cover new arrangements	16	• Fire procedures have been reviewed and revised where required, due to:
		   o Increased numbers of pupils/staff
		   o Possible absence of fire marshals
		   o Physical distancing rules during evacuation, muster points
		   o Possible need for additional muster point(s) to enable physical distancing where possible
		• Staff, pupils, and Trustees 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 Risk Assessment
			Yes	Fire Marshalls zones sent to all staff and staff briefing identifies who is aloocated to each zone- posters to reinforce this. Staff know to ensure that the evacuation is carried out in a safe controlled manner, ensuring social distancing is maintained once the pupils have evacuated the premises through their designated routes.	2

Fire evacuation drills - unable to apply social distancing effectively	16	• Plans for fire evacuation drills are in place and are in line with adult 2m social distancing measures, with marked areas if required and have been updated in light of full school return (including contractor risk assessments and method statements, and contractor induction)	Yes	Posters displayed in each room to embed the procedure and classes briefed to stand 2m apart	2

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RISK REGISTER		SCHOOL NAME:			Week beg:	
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
		• Trust Board is aware of planned works and associated risk assessments			
Fire marshals absent due to self-isolation	16	• 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	Yes	Clear system for fire marshalls to be notified by the site manager if they are required to deputise	2
Statutory compliance has not been completed due to the availability of contractors during lockdown	16	• 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 • Trust support is in place	Yes	All checks completed and up to date	2
The costs of additional measures and enhanced services to enable full reopening puts the school in financial difficulty	8	• Additional cost pressures due to COVID-19 identified and an end-of-year forecast which factors them in has been produced • 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 Trust support are under exploration • The school's projected financial position has been shared with the Trust	Yes		2

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16.Ensure consideration has been given to the impact of full return on staff and pupils considered to be CEV, CV or pregnant with appropriate risk assessments kept under constant review

Considerations:

- All government shielding advice should be kept under constant review
- Current evidence shows that a range of factors mean that some people may be at comparatively increased risk from coronavirus (COVID-19). Those at particularly high risk from a range of underlying health conditions should now have been included in the CEV group and will be receiving a letter to confirm this
- For others who feel they may be at increased risk, where it is not possible to work from home, these staff can attend school as long as the system of controls set out in government guidance are in place. An equitable approach to risk management for staff will recognise that they may have a variety of baseline risks. Work continues to build the understanding of what these baseline factors are and the increased risks they pose
- There is further information available on who is at higher risk from coronavirus
- The government guidance suggests that most staff should be able to continue attending school safely if all precautionary measures are in place
- Schools will follow government guidance closely for all CEV, CV and pregnant staff and CEV pupils
- Schools will review all pupils and staff considered vulnerable under Phase 5 Planning and then work with the Trust and occupational health provider if there are any continuing concerns or any required adjustments to normal working as schools return. This assessment will need to be on a case by case basis

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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**
Measures have not been reviewed to protect staff and pupils with underlying health issues, CV, CEV and pregnancy	12	• An equality impact assessment review is undertaken for staff and pupils • The circumstances of all members of staff and parents of pupils with underlying health issues, those within CEV groups have been reviewed • 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 who have remaining concerns have been asked to seek and act on the advice of their GP/consultant/midwife or current specialist government advice • All staff with underlying health conditions that put them at increased risk from COVID-19 have had Phase 5 risk assessments reviewed • Current government guidance is being applied • Separate risk assessment id conducted on all pregnant staff	Yes	All staff offered a duty of care meeting to discuss any health issues or concerns. This was reiterated on 4th January and 4th March training. Risk Assessments were undertaken and signed by CEO. These are reviewed as needed, when circumstances change.	4

RISK REGISTER		SCHOOL NAME: Beechwood CE Primary School		Week beg: March 2021	
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
The pressures on school staff affect wellbeing and mental health and staff absence increases	12	• Staff are encouraged to focus on their personal health and wellbeing • 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 • Staff continue to be signposted to useful websites and resources	Yes	Weekly wellbeing check ins created for staff Wellbeing training undertaken by all staff Summer 2 2020, Autumn 2 2020	4
Parents are anxious about the return to school and the impact of the pandemic on their child's learning	12	• There are sufficient 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 • School arrangements demonstrating physical distancing measures are shared with parents and pupils who remain in school • Resources/websites to support parent and pupil anxiety are provided	Yes	Parents were able to discuss any concerns during Parent Consultation Evening and further concerns were addressed through the Pastoral Team as needed. Pastoral staff to undertake CPD for Family wellbeing survey carried out	2

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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**
Parents do not follow advice on physical distancing when visiting the school	12	• Visitors (including parents/carers) to the school must make an appointment and may be restricted to one area, or to an allocated appointment time. • Arrangements for visiting the school are communicated to parents/carers. • All visitors to school are expected to wear face covering/mask.	Yes	Staff presence to encourage distancing No parents are permitted to enter the school building without prior permission from a member of the SLT and then through appointment only.	2

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RISK REGISTER		SCHOOL NAME: Beechwood C E Primary School		Week beg: March 2021	
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
17. Work collaboratively across the Trust to share resources and expertise					
Existing policies on safeguarding, H&S, fire evacuation, medical, behaviour, attendance and other policies have been reviewed in light of full return to school	12	• All relevant Trust policies have been revised to take account of latest government guidance on social distancing and COVID-19 and its implications for the full return to school March 2021 • Staff, pupils, parents, and Trustees have been briefed accordingly • Arrangements are in place to review the policies in line with further guidance • HTs and Trust leaders continue to meet virtually on a regular basis	Yes	Policies uploaded onto the school website and shared with staff and families	2
Risks are not comprehensively assessed in every area of the school	12	• Phase 5 School Opening Strategy reflects full review of all risk assessments in line with February 2021 government guidance in preparation for full opening of schools to all pupils. Trust Board approval given 3.3.21	Yes	Full review of Risk assessment completed Additional staff guidance given in training Spring 2 Week 2 Additional Risk assessment carried out for swimming in Summer 2 and information shared with staff and families	2

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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

18. Home to School Transport

For Phase 5 School Opening Planning Trust schools are asked to continue to 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 school for vulnerable and critical worker children.
- The Trust's overarching role in keeping cities regions moving in a manner that protects health, the environment and quality of life by having an interest in ensuring that school attendance 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.
- Children walking, cycling, or scooting to school where possible.

For schools to note: 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:
http://www.urbantransportgroup.org/resources/types/briefings/transport-challenges-return-schools-and-colleges-following-easing-covid-19

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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**
Pick up and drop off times	12	• As per Government guidance: o tell parents that if their child needs to be accompanied to school only one parent should continue to attend o tell parents their allocated drop off and collection time and the process for doing so, including protocols for minimising adult to adult contact (for example, which entrance to use). • make clear to parents that they cannot gather at entrance gates or doors, or enter the site (unless they have a pre-arranged appointment, which should be conducted safely) • 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 **In addition:** • Consider opening school gates earlier so parents can physically distance on the playground • Stagger start and finish times to ease pavement congestion • Revise the use of simple signage	Yes	Staggered times and entrances put into place. This is managed through regular reminders to parents. Staff rota implemented for door duties and staff instructed to keep a distance whilst supervising chdn and face covering guidance. Staff briefings held regularly to provide information about Covid-19 and any updates from the feedback from staff Frequent door duty compelted by SLT New staggered times to begin in Summer 1 half term to reflect the needs of the chdn and distancing maintained by introducing a 3rd external door	2

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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**
		• If appropriate, consider /review 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 • Encourage the wearing of face coverings by parents			

Children arriving late		• As per Government guidance:
		  ○ Children and parents are encouraged to walk, cycle, scoot where possible
		  ○ Ensure parents are aware of recommendations on transport to and from education
		  ○ Ensure that transport arrangements cater for any changes to start and finish times
		
		In addition:
		• Advise parents/carers not to drive to school, if at all possible, allowing more room for children and families to physically distance around the school safely
		• Drivers should be advised to anticipate more pedestrians and cyclists than usual, restrict speeds, and avoid parking on (or partially on) pavements
		• Consider using social media messaging to inform the local community that parents/pupils may be travelling at specific times in order to avoid payment congestion
			Yes	Chdn will be welcomed into school and follow sanitising procedures when it is safe to do so (so they do not encounter another class)
				
				Bike store purchased to encourage cycling. Chdn will sanitise using the external wall mounted hand gel stations and enter via designated door. Safer Travel guidance issued to all families and staff and sent via text
				
				Contact with PCSO's available to request support if needed	

	12				2

RISK REGISTER		SCHOOL NAME:		Week beg:	
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
		• For further information **and guidance regarding any of the above points see useful support resources:** • West Midlands Police have put together some resources to help pupils feel confident to travel and also how to behave responsibly and safely while travelling to and from school. The resources can be covered in class or as an independent activity for pupils to complete at home. All are available via this link. • For reassurance/advice on using public transport and what it looks like to travel please find links below to three short YouTube films covering bus, tram and train journeys: **Travelling Safely on bus** (social distancing) **Travelling Safely on Metro** (social distancing) **Getting through train stations** (social distancing)			

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