The Bewdley School
Worcestershire Recovery Planning
Supporting the Implementation of Phased School Return in Covid19 conditions
Risk Assessment

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

Principles
This document is based upon the principles of:
- Any phased recovery plan nationally will be determined by the governmental 5 tests which need to be met and sustained;
    - Making sure the NHS can cope
    - A 'sustained and consistent' fall in the daily death rate
    - Rate of infection decreasing to 'manageable levels'
    - Ensuring supply of tests and PPE can meet future demand
    - Being confident any adjustments would not risk a second peak

- The prompts in this document aim to provide consistency by principle, rather than consistency by provision as actions will need to be assessed and implemented contextually at a school level.

- 1st June should be seen as a starting point for expansion. We acknowledge and appreciate the phasing of a gradual and phased recovery.

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

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

Risk Assessment Structure

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

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

General guidance and links for reference:

- Public health England https://www.gov.uk/government/organisations/public-health-england
- NHS: https://www.nhs.uk/conditions/coronavirus-covid-19/what-to-do-if-you-or-someone-you-live-with-has-coronavirus-symptoms/
- Government advice: https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance
- DfE https://www.gov.uk/government/publications/guidance-to-educational-settings-about-covid-19/guidance-to-educational-settings-about-covid-19
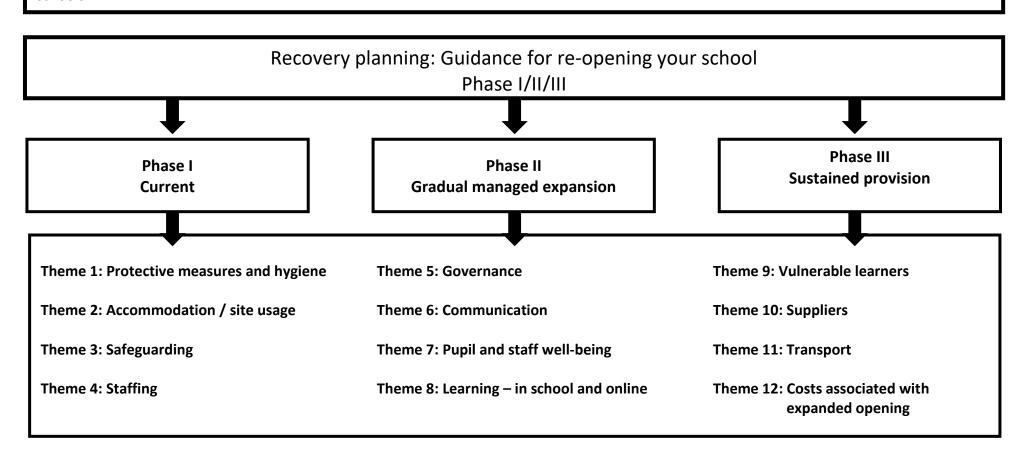- A detailed Theme and key guidance for action for health and safety is available at: www.gov.uk/government/publications/managing-school-premises-during-the-coronavirus-outbreak/managing-school-premises-which-are-partially-open-during-the-coronavirus-outbreak
- Information re testing: https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested

- Preparing for the wider opening of schools from 1 June https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june
- Actions for schools during the coronavirus outbreak https://www.gov.uk/government/publications/covid-19-school-closures
- Actions for early years and childcare providers during the coronavirus outbreak https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures
- Actions for FE colleges and providers during the coronavirus outbreak https://www.gov.uk/government/publications/coronavirus-covid-19-maintaining-further-education-provision

- Worcestershire Covid 19 Education Bulletins: http://www.worcestershire.gov.uk/downloads/download/1421/coronavirus_covid-19_education_and_early_help_bulletin_for_schools

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

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

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

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

Phase I Current	Phase II Gradual managed expansion	Phase III Sustained provision
Theme 1: Protective measures and hygiene	**Theme 5: Governance**	**Theme 9: Vulnerable learners**
Theme 2: Accommodation / site usage	**Theme 6: Communication**	**Theme 10: Suppliers**
Theme 3: Safeguarding	**Theme 7: Pupil and staff well-being**	**Theme 11: Transport**
Theme 4: Staffing	**Theme 8: Learning – in school and online**	**Theme 12: Costs associated with expanded opening**

Contents

Theme 1: Protective measures and hygiene			
Consider:	**Issues & actions to manage risk**	**R**	**A**	**G**
How have leaders added to/adapted the health and safety policy and other associated policies to include aspects linked to COVID-19 management?	School Health & Safety policy and other associate policies will be updated to include a COVID-19 section			G
How will staff keep themselves safe and be kept safe?	Guidance issued to staff regarding procedures whilst on site working e.g. Social distancing and hand washing. Communal areas e.g. staff room closed, information signs in toilets			G
What procedures will be in place for staff to safely return to school and prepare classrooms for the phased return of pupils?	Information communicated to staff via e-mail and staff briefings. All areas of school have been cleaned and classrooms reorganised by the site team to account for social distancing. Handwashing facilities available to all staff.			G
What are the PPE needs for the staff at school? Consider contact and risk assess?	According to Government guidance PPE is not required for all school staff. However, following a risk assessment, PPE will be provided to staff who may in certain circumstances, not be able to socially distance. E.g. First aiders and TAs providing intimate care to students. PPE provided: disposable gloves, face masks, aprons and also face shields.			G
Have you shared clear guidance about the school procedure should a pupil/member of staff be ill?	Staff have been advised that if they have been exposed to the virus they should notify the Cover Manager and self-isolate for 7 days. During phase 1 of the re-opening there will be one first aid trained person on site. PPE is provided for the member of staff and should a student feel poorly (COVID-19 symptoms), the first aider will ensure they are isolated in a separate classroom (E6) and parents will be contacted to collect immediately. If a member of staff is poorly they will go home immediately advising both the Cover Manager & SLT on site			G
Have leaders explored how PPE equipment will be obtained and the timing for receipt, alongside the sustainability of supply? Risk assess and gain support where required especially for schools where intimate care and physical care is required on a regular basis	PPE has been purchased to cover the schools needs initially. The School will continue to source additional PPE from suppliers.		A	
Has consideration been given for cases of COVID-19 and what will happen following this? E.g. deep clean, temporary halt to re-opening process.	Deep cleaning to take place of rooms daily, an area has been setup for any possible cases to isolate students. In case of confirmed case, lessons moved to another block. Block sealed and deep cleaned before access being granted again		A	

What risk assessments will be needed or how are leaders adjusting their risk assessments to meet the current needs of the school?	The senior leadership team will continually monitor and review risk assessments in line with Government advice and circumstances that develop within school		
How are leaders ensuring that a named person has responsibility for reviewing and adapting the risk assessments as the school re-opening moves through the phases and pupil attendance increases?	Deputy Headteacher (Behaviour & Safety) in conjunction and collaboration with other members of the senior leadership team		
Has the capacity and availability of cleaning staff been considered to meet the increased need for cleanliness and hygiene of the premises?	Meeting completed with Cleaning staff, team to be working from 1 pm daily on-site deep cleaning rooms used, and surface cleaning none used rooms. Staff from other sites on standby as required in case of confirmed case, staff shortage		
How will leaders ensure there is a check to ensure higher than normal levels of essential supplies are in stock to meet increased cleaning requirements, including a 'deeper' clean?	The cleaning contractor provides cleaning materials within the contract. The Infrastructure Manager liaises with the Account Manager of the cleaning company to ensure they have sufficient quantity of the products and that the products are suitable for the enhanced level of cleaning required. Additional supplies have been purchased to meet additional needs. Suppliers also confirmed if stock depletes, they can meet demand.		
Have leaders checked the building and grounds for health and safety issues? Are all 'normal' tasks being carried out/planned such as fire alarm testing, legionella risk assessments, repairs, grass cutting, servicing of equipment or PAT testing? Check the boiler and heating, utilities, and internet services are working if the school building has been closed.	Infrastructure Manager has confirmed that all mandatory premises checks will be up-to-date for the phased re-opening on 1/6/20. Standard Site Walks commence monthly to inspect the site and issues reported and tracked.		
What additional checks need carrying out to ensure all aspects associated with COVID-19 are thought about and actions taken?	Site walks to be completed daily before students arrive, confirming toilets, classrooms being used and outside spaces are setup as required.		
Have leaders considered the sharing of resources to think about cost and resource capacity especially amongst smaller schools and within cluster working groups?	The school has worked in collaboration with Bewdley Primary School who have kindly hosted the very small number (0-4) of vulnerable/key worker children. In exchange for this we have provide a cover teacher each day and additional cleaning for the Primary School from within our contract. With the wider opening of schools these children will return to us, and Bewdley primary School will use our carpark for year 1 entrance at 9am each day.		

Theme 2: Accommodation / site usage		R	A	G

Consider:	Issues & actions to manage risk	R	A	G
Has the school site been assessed to ascertain the maximum capacity/proportion of pupils that can physically be in school at any one time with social distancing applied?	Classrooms all measured, maximum in a standard sized classroom (C, D, E block) to accommodate 3 x 3 tables with 2m at front. Larger rooms able to accommodate up to 12 plus staff member with 2m clearance.			
With social distancing in mind, how many pupils can be safely taught in each classroom area? How will each classroom be set out to ensure all pupils can follow social distancing effectively?	Standard sized classrooms have been measured and able to accommodate a maximum of 9 students in a 3x3 grid, with 2M spacing at the front for the teacher safely. Larger classrooms are able to accommodate up to the DfE guidance of 15 students per room. All desks will be spaced single with a 2m spacing in front and to the side, 2M taped line at front of room for member of staff.			
What is school's rationale as to which year groups/ pupils are considered as a priority to have in school first?	Following DfE guidance, Years 10 & 12 have been selected to return to school first, as they both have key exams the following year so are the most 'disadvantaged' by the closure of the school.			
Do you have a full up-to-date list of all eligible key workers, including those who have not taken up the offer yet, but do qualify?	Questionnaires have been issued to parent/carers at regular intervals, responses collated, and provision offered. Dedicated member of staff liaising with those who are eligible and offering places. List centrally held and monitored my Senior Team			
What physical changes and adaptations will leaders need to think about to ensure a safe entry and safe exit to the school for all?	Flow system to be introduced to each block to ensure social distancing is adhered to. Students to assemble outside socially distanced and be introduced to blocks on staggered basis once students have gone through cleaning routine. Rooms changed and doors to be secured open, to minimise touching of surfaces.			
How will the entry and exit be supervised and labelled/marked out including appropriate signage?	Students assemble outside on Tennis Courts, then escorted by staff to wash hands and to classrooms as required. Floor markings to be placed in key areas to maintain social distancing.			
How will leaders stagger start/finish times/playtimes and lunchtimes to support social distancing measures?	Students initially to not have external breaktime, kept in their classrooms remaining at 2M distance. Students to leave school at 12.40 so lunch is had at home, students to be escorted down by class teacher, and dismissed from Tennis Courts one group at a time.			
How are leaders making sure the use of school space both inside and outside is used effectively to ensure the safety of all pupils adhering to social distancing recommendations?	Markers to be placed in tennis courts to ensure students stand 2M apart when lining up, floor markings throughout blocks and table placements in classrooms to again ensure compliance by design. One-way flow of blocks so students / staff do not meet someone coming the other way compromising the distancing.			

How could you adapt the timetable to allow for more socially distant activities (E.g. outdoor learning/use of hall?)	School day has been adjusted to 8.50 to 12.40 to minimise length of time students are in school. Timetable has been adapted so no more than 60 students are on site at any one time. Subjects have been blocked against each other, so groups are not in the same section of the building at the same time. Students will have hand washing before they start lessons, half-way through the day (during their break) and again at dismissal from school.		
What implications will social distancing changes have on movement around the school?	One-way flow around building, signage and arrows to be placed to indicate movement directions. Plans also drawn and shared with all stakeholders to indicate flow around the school. Fire drills to be adjusted to match procedure for students to line up in Tennis Court observing 2M distancing, rather than on playground as previously.		
Have leaders looked at premises use for lettings to make decisions about whether these will remain stopped/restart/fully operational again? (Consider financial implications as well as in 'normal' times, care for pupils for working parents)	Lettings not to restart until safe and practical to do so. This will be reviewed in line with government announcement. Safety of student and staff is driving factor in any decision making.		
Has the demand for wrap around care been ascertained and logistics considered?	N/A - Wrap around care not applicable to school. School in contact with Primary on-site next door, who do offer this to ensure that we are continually reviewing provision so that our students are offered the best and safest support.		

Theme 3: Safeguarding			

Consider:	Issues & actions to manage risk	R	A	G
What additional risk assessments/amendments need to be in place for safeguarding of pupils – what these will look like for setting/schools and pupils (individually identified vulnerability)	All students with EHCP's have had individual risk assessments taken place. LAC students and students at higher risk in terms of vulnerability have additional pastoral welfare checks.			
How has the safeguarding policy been reviewed and amended considering the current situation?	New COVID-19 specific policy has been created and uploaded to the school COVID site. Remote working guidance has also been produced https://www.bewdley.worcs.sch.uk/wp-content/uploads/2020/04/Covid-Remote-Working-Guidance.pdf			
Have you adopted a 'COVID-19 outbreak' addendum to your child protection policy to include the specific issues for these circumstances?	The link to our specific COVID-19 policy can be found here https://www.bewdley.worcs.sch.uk/wp-content/uploads/2020/04/Annex-1-Covid-19-Policy-WCF.pdf The schools existing safeguarding policy is also widely available via the Safeguarding page on the school's website https://www.bewdley.worcs.sch.uk/key-information/safeguarding/			
What could the specific issues be for your school?	The emotional health and wellbeing of students would be of concern to our students. The school has and will endeavour to publish and issue guidance on supporting parents and student's mental health and wellbeing.			
How are you ensuring that someone is responsible for ensuring the policy actions are completed?	The DSL monitors the actions on a regular basis.			
Are governors aware of the Government's interim safeguarding guidance and how this has been included in their school policy?	The COVID-19 Safeguarding Policy for the school has been shared with the Governors.			
How are you making sure that someone is responsible for continuity in safeguarding leadership?	The DSL and Deputy DSL's are available remotely through email, video link and via the telephone. The DSL meets with the Deputy DSL's regularly and any concerns are flagged via CPOMS.			
How might you ensure a trained DSL is available, in-person, by phone or video link when required?	The DSL and Deputy DSLS's are available via telephone and MS Teams if needed.			
Is there a nominated senior leader to be the onsite safeguarding lead?	A Senior Leader will be on site when the school opens on a phased basis from 1 June 2020.			

Are all staff aware of the new arrangements for DSLs and reporting concerns?	All staff and Governors have been made aware of the 'The Bewdley School – Staged Re-opening Plan'.		
Are the leaders aware of any LA/Trust changes there may be for contacting the LADO?	The DSL is aware how to contact the LADO during COVID-19.		
Are leaders aware of WCF social care and safeguarding delivery protocol COVID 19?	Yes.		
Are all who need to, aware of which children have social workers and how to contact them?	Yes.		
Do all who need to, know which children are CLA/PCLA, who their Virtual School Head is and how to contact them?	The school has two members of staff focusing on the welfare and educational needs of CLA/PCLA students.		
If you are a hub, how are you making sure that all staff understand that you have the responsibility for safeguarding all children and staff?	All staff have been made aware via staff meetings, briefings and regular further communication is made is made for those staff that may need further clarification or support.		
Are leaders able to evaluate the risks and include this information in their rationale for assessing which pupils come into school first and when?	The programme for reopening on 1 June 2020 considers and identifies vulnerable students and workers of key workers and the support they will receive in school.		
Are leaders considering remote safeguarding based upon teacher knowledge from their pupils and the daily/weekly contact they have with their pupils and families?	All vulnerable students have regular contact from staff in school that includes the DSL/Deputy DSL's. Pastoral concerns are shared with the Heads of Years and safeguarding concerns are reported via CPOMS and the DSL s alerted immediately.		
Do all who need to know, know which children should be in school and follow up where they do not attend?	Yes, as this is done on a daily basis by our attendance officer.		
Who is ensuring emergency numbers and alternatives are kept up to date?	The DSL monitors this and shares with the relevant staff.		
Are there new staff deployed to the school/volunteers? How are they made aware of the safeguarding processes they should adhere to?	No. Safeguarding training will take place for all staff that are due to join the school for September 2020.		
How might you make sure new staff, staff relocated to the school, and volunteers understand the staff code of conduct?	They will meet with the DSL/Deputy Headteacher and a copy of the staff handbook and staff code f conduct/responsibilities will be issued. Staff will be required to sign that they have read and understood both of these documents.		
How have you ensured that any volunteers have been individually risk-assessed?	Yes, where applicable.		

How are you making sure that each vulnerable child/pupil has an easily transferable record of why they are vulnerable, a copy of the EHCP and/or CIN or CP Plan, the name of their social worker and contact details, for LAC children the name of the relevant Virtual School Head?	The SENDCO will and does transfer and share any records regarding students with a EHCP to relevant staff and stakeholders. The designated teacher for CLA/PCLA will and does transfer and share any records regarding students that are CLA/PCLA The DSL will and does transfer and share any records regarding students that are CIN/CP or vulnerable			
How are you keeping track and recording which staff are onsite daily?	The Infrastructure Manager has a record of which staff attend site on a daily basis.			
Have you checked that the SCR is up to date with any relocated staff or volunteers and made sure that the appropriate checks have been made?	Yes			
Have leaders ensured that the safer recruitment processes are clear and adhered to, E.g., being aware of anyone unknown to the school offering themselves as a volunteer?	Yes. All interviews are conducted with a senior leader and all senior leaders have been safer recruitment trained. All interviews will have a t least one relevant safeguarding scenario.			
How are you ensuring staff are aware and understand that there may be an impact on the mental health of pupils, parents and staff or volunteers; and therefore, have access to whatever support may be available?	The Deputy Headteacher/DSL regularly shares information regarding mental health and wellbeing. The information clearly signposts parents, students and staff on where support can be received and what support is on offer. An example of the support available https://www.bewdley.worcs.sch.uk/wp-content/uploads/2020/04/Parental-Support-letter-during-COVID19-20-April-2020.pdf Staff often support each other via online meetings and telephone calls and regular meetings with Line Managers are held. All communication issued to parents can be accessed via our specific COVID-19 microsite https://www.bewdley.worcs.sch.uk/covid-19/news/			
Have you checked that the school has an online teaching and learning/curriculum policy which considers safeguarding risks for those pupils accessing home learning?	Specific COVID-19 Remote Working guidance has been produced for parents, staff and students https://www.bewdley.worcs.sch.uk/wp-content/uploads/2020/04/Covid-Remote-Working-Guidance.pdf			

Theme 4: Staffing				
Consider:	**Issues & actions to manage risk**	**R**	**A**	**G**
What is the capacity of staff: • To be in school? • If not able to be in school, capacity to work from home?	There is ongoing monitoring of staff capacity to be in school through dialogue with senior leaders which is coordinated by the cover manager. Where staff who are in vulnerable groups express doubts about their position arrangements are immediately put in place for them to continue to work from home.			
Are all staff clear on the absence reporting system linked to COVID-19? How do leaders know?	Yes, because it is in continued use with feedback mechanisms from the cover manager.			
How are leaders going to communicate and consult over the re-opening plan for their school?	All plans are continually consulted, on an ongoing basis. The outline structural plan was shared with staff on Tuesday 12 May and based on positive feedback, with parents on Wednesday 13 May. There has been continuous ongoing consultation which is embedded in the culture of the school.			
What minimum staffing will you require daily with the model of pupil re-entry you have chosen?	There will be a projected 40 year 10; 12 year 12 and 8 Key Worker/ vulnerable students in school from Monday to Thursday from 1 June onwards. They will require a minimum of 7 teachers, one of whom will be a consistent supply teacher supporting the Key Worker group, as part of our 'bubble' strategy. They will be supported by a senior leader, office/first aider, reprographics technician and a minimum of 2 other support staff. This gives a minimum staffing cohort of 12 staff.			
How will staff working arrangements be different and how will you involve them in this process?	A comprehensive 16-page plan outlining procedures has been shared with staff for consultation, which incorporates an 11-page outline and contract for parents and students, so that there is total transparency for all involved.			
When looking at staffing and/or volunteers and the changes being made, are there staff that could potentially be redeployed to support the school working effectively?	Where staff can be redeployed, they have been. Support staff (TAs) have supported our online curriculum and communication with students and continue to do so. This system is under continual review and when staff make suggestions about where they could be deployed more productively, which is frequent, this is always incorporated into planning.			
What support will staff require to effectively manage the return of pupils to school?	Staff have been given the extract from 'Guidance: Planning guide for primary schools - Annex B: Principles for staff' which outlines classroom practice behaviours to minimise risk. They have also been fully involved in the planning process which facilitates a very light touch approach opportunity to teach classes of 9 or 10 in very controlled conditions.			
What cover plans have been thought of should leaders/teachers have significant absence? (at all staff levels)	The school has maintained good relationships with supply agencies and continues to employ supply teachers. Leadership is distributed with a very tight teaching leadership team of 4, but teaching leadership is broadly distributed with 6 Directors of Studies providing considerable support and strength in depth when needed. It is not deemed to be realistic under these circumstances to involve people unfamiliar with the school in the delivery model.			

How will leaders evaluate the well-being and personal and emotional needs of staff who are dealing with anxiety, loss, fear and upset?	Staff have been signposted to: Education Support; https://www.nhs.uk/conditions/stress-anxiety-depression/improve-mental-wellbeing/; https://www.mentalhealth.org.uk/publications/how-manage-and-reduce-stress; from which they can access advice and support. Plans are in place to establish a well-being forum supported by mental health first-aiders (of which there are trained staff in school) when school returns in a less limited way.			
How are leaders inducting new staff during this period? Are the appropriate checks being made, including the SCR checks and records?	Two new teachers have been appointed for September 2020 with the full process being conducted online. Regular well-being checks will take place during the summer term with induction planned on return in September.			
How will recruitment be managed?	Recruitment is managed online through Zoom interviews.			
Do any staff contracts that need to be issued, extended or amended in light of the current situation?	This is part of normal process within the school and has been addressed where appropriate as part of regular budget planning.			
Check current advice about staff appraisal and pay. If this is paused, what arrangements have been made and how has this been communicated with the staff it involves?	Staff appraisal takes place in the autumn term with a nominal deadline of 31 October. There is no reason to suppose that staff will be disadvantaged by circumstances beyond their control and at this stage in the absence of advice to the contrary, it is assumed that appraisal will take place as normal.			
Prior to the current situation, were there any outstanding HR matters that require appropriate communication within timescales and deadlines, E.g., redundancy consultations?	All consultations with professional associations in this respect were suspended until school returns.			
Were any external staff furloughed? How has this been communicated and what agreements have been made? Do these staff now need to be utilised?	No.			

Theme 5: Governance		R	A	G
Consider:	**Issues & actions to manage risk**	**R**	**A**	**G**
How are governors involved in the discussion and planning for the school re-opening?	All plans are circulated to governors who will examine them and discuss them with leaders in advance of implementation. An example of this is the discussion around June opening at the governing body meeting of 20 May.			■
What are governors able to do to support leaders during the various phases of re-opening? How will they assure themselves of the safety of pupils and staff? What will be their determining factors for making the decisions they need to make?	Governance, as with the education of students, has moved online. As such there is no distinction between the operation of strategic governance now and at any other time. As always, governors assure themselves of the operational aspects of school			■
How do leaders decide what governors need to know and how frequently they receive information? How might this be being determined?	Contents of Head Teachers reports are determined by current issues and if governors wish for further information, the Chair requests it to be incorporated or governors ask questions in meetings.			■
How involved are governors in communicating with parents and the school's community?	Governors communicate with the community as required, but generally view this as an operational rather than strategic function.			■
Are governors able to work with leaders to review what is happening on a regular basis? What might this look like for the school?	In normal operation this occurs through governor days. Alternatives will be explored when phase 2 operation is established.			■
How will governors know that the plans they have participated in are being followed and adhered to?	In the absence of governor days, we will explore the potential for use of questionnaires to gather information from the school community.		■	
How will governors evaluate the impact of their work to re-open the school? What ways can this be achieved that would not cause additional work?	The work of governors is strategic and so to evaluate, critique and support the strategies proposed by senior leaders. The effectiveness and issues around this will be discussed in the normal way in meetings between Chair and Head.			■
What agencies are governors working with to ensure they are aware of the staffing situation? What can be planned? And how are staff used effectively as the school moves through the phases of re-opening fully?	The governors have the support of governor services when required, but delegate the staffing of the school to the Head Teacher. This is reported on regularly to the Chair and in meetings as appropriate.			■
What aspects of governance are being put to one side to deal with the immediate situation? When do leaders envisage these to be reviewed as being or not being required?	Policy review which has to be contextualised, and governor days are suspended until they can be conducted safely. Both will resume when school returns to normal operation in some form. All other aspects of governance are operating normally through online forums.		■	
How are governors ensuring they are providing support to leaders in this current situation?	There is regular contact between the Chair and Head Teacher with an open and full dialogue about all issues that the school is facing. The Vice Chair and Deputy Heads are available should the Chair or Head become incapacitated.			■

Theme 6: Communication		R	A	G
Consider:	**Issues & actions to manage risk**	R	A	G
PUPILS:				
How are leaders/staff evaluating pupils' preparation and response to return to school – what will happen if that is not positive? What will be in place to support and give additional home support to alleviate this?	Online questionnaire has been sent to all parents and students. This will be repeated once all risk assessments and planning has been completed. The online curriculum and associated monitoring and tracking will continue to maximise student engagement and to identify those who are not engaging as expected. The school will continue to make pastoral well-being calls to students who are showing limited engagement with the online and onsite provision.			G
What contact will staff have with pupils to share expectations for return to school?	Parents of Year 10 & 12 students have been issued a questionnaire based on the school reopening on 1 June 2020.			G
Are there additional ways to communicate with pupils to prepare them, perhaps integrating this into their learning as groups of pupils have school-based learning extended?	The school has a Microsoft Team for each year group which is being managed by the relevant Head of Year. Heads of Year are posting news, school information and updates for students. Pastoral calls are made to students. On 18.05.20, there were no online lessons to enable colleagues to phone students from year 7-12. Colleagues will continue to make these calls during the week commencing 18.05.20. Targeted calls are made to students by the pastoral team each week.			G
How will leaders communicate with pupils returning to school?	Key messages regarding hygiene are in place in school. Parents and students of all students returning will be issued a letter and a timetable highlighting the procedures for return and the code of conduct that will be expected.		A	
How will pupils be included in the consultation process at their level, so they understand the expectations and the reasons for the differences in their daily school life?	Students will be issued with a document outlining the expectations of onsite provision. This is based on the information in the relevant government documentation.		A	
PARENTS:				
How will leaders communicate with parents during the various phases of re-opening?	Parents will be communicated with either via telephone, direct email, social media and via the school's website.		A	
What on-going weekly/regular communication could be used to ensure parents are kept well-informed?	The school communicates regularly to parents via the school's website, social media and email. Specific issues regarding students are dealt with individually by staff and parents.			G
How will leaders manage the different perspectives of parents feeling fearful of sending their child to school and those who are worried about their child falling behind?	A thorough risk assessment has been completed regarding the staged reopening of schools. This will ensure social distancing will be maintained as far as realistically possible within school. Protocols regarding social distancing, PPE and hygiene will be shared with all parents and students in advance of the reopening of school. This documentation is informed by and in accordance with government guidelines.			G

	The online curriculum will continue for students in years 7-12. For students in years 10 and 12, this will be complemented by the onsite provision for those who are able to do so safely without compromising their own health or the health of other family members with whom they live.			(green)
What will leaders do to effectively communicate the balance of thought between pupils' learning and their well-being and safety, so parents' views are considered and a phased approach with an emphasis on safety and well-being is established based on trusting leaders to keep their children safe?	The safety and well-being of both students and staff is critical and remains the focal point of any planning to reopen the school. There has been a thorough process of risk assessment to ensure that students are able to access the face to face engagement with their teacher as described by the government, whilst ensuring their safety both in school and on their journey to school and when moving around the school site. There will be a limited number of students onsite each day to ensure that social distancing can be maintained wherever possible.		(yellow)	
How could a parent group support the school's work with communication?	The school welcomes feedback from parents/carers regarding how communication can be improved further. Parents should send any comments to office@bewdley.worcs.sch.uk or via the contact us link on the school website (https://www.bewdley.worcs.sch.uk/contact-us/		(yellow)	
Have leaders considered their current means of communication and the strengths of these to use as the school plans and implements re-opening over phases?	Parents will be contacted via email. Notifications and updates are shared with parents through the COVID19 section of the school website. The school will use social media platforms to inform parents of updated guidance being published.		(yellow)	
Have leaders considered reasonable expectations of parents sending their children to school?	All parents and students [Year 10 & 12 initially] will be issued guidance on the expectations, the modified school day, the student's individual timetable and behaviour and hygiene expectations when in school from 1 June 2020.		(yellow)	
How will leaders communicate the messages about safety for children and manage the anxiety parents will have?	Senior Leaders have a comprehensive and detailed operational plan for the staged re-opening of the school on 1 June 2020. Aspects of this plan relevant to students and parents will be shared with them w/c 18 May 2020. The plan includes the following guidance: **Guidelines for staff**: for teaching staff; non-teaching staff/ those with additional non-teaching responsibilities/IT; site team/Finance Front Office staff/Reprographics; for cleaning **General organizational details**: Timetable; Safeguarding/Key Stage/tutor support; Class sizes; Movement around school; Timetabling/lesson planning considerations; Breaktime; Hygiene / toilets; Fire safety arrangements; Protocol for site visitors; General staff protocols **Guidance for parents/carers and students**: Student Guidance Document, including COVID-19 Code of Conduct (CCC) P6; Transport – travel to school; Transport – travel from school; Health considerations for parents, including screening on arrival; Uniform/behaviour; Extract from 'Guidance on shielding and protecting extremely vulnerable person from Covid-19'; Extract from 'Coronavirus (Covid-19): implementing social distancing in education and childcare ;settings': How to implement social distancing; Site movement arrangements.		(yellow)	

Have leaders considered parental choice re sending their children into school – what might this guidance and advice look like and be for parents?	Details of plans to reintegration of students in years 10 and 12, as well as the children of keyworkers shared with parents to enable them to make an informed judgement (including how learning will continue for those unable to attend school through the existing online platforms). Telephone calls to parents as required to discuss nature of onsite provision for students of key workers.		🟧
How will leaders manage attendance with parents considering the various phases of attendance as the re-opening extends further and more pupils are regularly attending school? How can the attendance of pupils be supported during the early stages to alleviate parental anxiety and still share expectations for the future?	Ongoing monitoring of attendance by taking a register each day. Ongoing tracking and monitoring of student engagement with their onsite and remote learning. Use of pastoral calls to students who demonstrate limited engagement. To maximise attendance, ensure that robust systems and procedures are in place to maximise student and staff safety and that these are communicated to both parents/carers and students.		🟧
How will leaders share expectations of home learning which will not pressurise parents but equally reiterate set expectations that are realistic, doable and can be transferred seamlessly when pupils attend school more regularly?	The onsite curriculum for year 10 and year 12 has been designed for students to be in school for 4 lessons one day a week, on a rotational basis. Students will continue with their online learning for the remaining 4 days. There are no onsite lessons on a Friday meaning that students can catch up with online learning missed when they were in school earlier in the week.		🟧
STAFF:		**STAFF:**	
How will staff communicate with each other throughout the school day?	Email, telephone and via Microsoft Teams.		🟩
To have a clear 'day one' plan in place that is well understood by all. Communication with staff pre and post reopening	1 June 2020 has been shared with all staff and opportunity to clarify any misunderstanding or apprehensions has been offered.		🟩
Transition year groups	All of the new cohort has already been contacted some weeks ago to obtain email addresses for all parents so that ongoing dialogue can be established. We have a year 6 transition microsite linked to the home page of our website, which offers a welcome letter, induction booklet and video introduction from the Head of Year. This is followed up with group emails to parents with key information. SEND questionnaire sent to the SENCO at all primary schools who are sending year 6 students to The Bewdley School in September 2020. Online meetings with primary SENCOs via Zoom to discuss more complex cases and how their needs in terms of transition to secondary can be met. There is also comprehensive guidance for year 11 and 13 students for their onwards transitions, through the sixth form team, our careers advisor and the SENCO in collaboration with Kidderminster College.		🟩

Theme 7: Pupil and staff well-being				

Consider:	Issues & actions to manage risk	R	A	G
How are leaders going to communicate and consult over the re-opening plan for their school?	Communication and consultation has taken place with leadership team, teachers, wider staff, parents and governors. The plans have been shared with all stakeholders.			■
How will staff keep themselves safe and be kept safe?	COVID-19 policy has been written including day to day procedures. See attached. Full risk assessment.			■
How will leaders evaluate the well-being and personal and emotional needs of staff, especially those who are dealing with anxiety, loss, fear and upset? (Also referred to in Theme 4)	Work life balance working remotely has been considered at all times as a priority. As we move to balancing working remotely and face to face with students staff have been given more flexibility in the work set for other students to balance time. All staff will be directed to sources of support in weekly briefing All staff have been able to contact leadership team publicly and request virtual meeting individually to discuss concerns / anxieties			■
How are leaders ensuring there is a communication link with staff who are shielding so they are supported, and their situation is monitored to ensure their well-being?	All line managers are making contact with indivudal colleagues on a regular basis to maintain links and involvement. The online learning platform means that for most shielding staff their day to day is currently no different from other teachers. As the return to school increases so too will the need for increased comms with these individuals.			■
Is there a clear system of support through the bereavement policy that ensures staff know about the support and systems in place?	St. Richard's Hospice have been approached to access bereavement training for staff which will take place over the coming weeks, and will form the basis of our bereavement policy, which, as it is not a statutory requirement, does not currently exist.			■
Are staff aware of the bereavement policy and what this may require following the impact of COVID-19? How are staff supported to follow this within their own situations and that of pupils and colleagues?			■	
What support will staff require to effectively manage the return of pupils to school?	All staff are aware of the other colleagues within school in the pastoral structure who are available to support individual students, as well as school nurses.			■
How will the return be managed with staff changing regularly? How will staff be informed of this information?	Any pastoral information about individual students will be shared by email / weekly briefing to relevant colleagues. After each week in school during the phased reopening we will evaluate what has gone well and make changes as needed communicating these to all stakeholders as needed			■
How will staff working arrangements be different and how will you involve them in this process? (Also referred to in Theme 4)	Staff working arrangements detailed in the guidance and COVID-19 contract			■

How are staff going to gauge how pupils are feeling about returning to school and link this to their learning throughout the transition of the re-opening of the school?	The initial reopening of school is going to be relatively small scale and focus on ensuring students are able to access / catch up / understand the online learning that has taken place. Students will be encouraged to share through social media and year group assemblies in virtual school			
What opportunities will pupils have to share the experiences they have had with COVID-19 sensitively and how will this shape how staff support pupils to communicate?	Examples of excellent student work have been shared with the community via our social media throughout the lockdown. Our extensive online curriculum offers students ongoing opportunities to discuss their experiences. When we are able to return, the entire focus of our pastoral programme will be based around individual student well-being, which will be the central theme of their daily tutorial session. There will also be many opportunities through the formal curriculum to consider these experiences, which will be exploited as they arise.			
How will pupils be included in the consultation process at their level, so they understand the expectations and the reasons for the differences in their daily school life? (Also referred to in Theme 6)	In week 1 of phased reopening for each year group they will have the new rules explained to them sensitively in a context of keeping ourselves and others safe. The COVID-19 contract will help with this and all students and parents have this document before reopening.			

Theme 8: Learning – in school and online				
Consider:	**Issues & actions to manage risk**	**R**	**A**	**G**
What does learning currently look like for those pupils at home and at school?	Currently learning is the same for those at home and at school, as the entire focus has been to ensure that our online curriculum was rapidly established as an effective delivery mechanism. It was clear at the outset that any closure was not going to be short-lived, and so this has bene the guiding principle throughout. Children of Key Workers and those considered to be vulnerable have an allocated computer in school and guidance from a teacher. They continue their lessons as if they are at home. The underlying theme has been one of building a communication infrastructure which all could engage with, and ensuring access, through for example, our laptop loan scheme which was established on the announcement of school closure. This has also facilitated the continuation of our pastoral support infrastructure. Assemblies for sixth form have continued, contact with heads of year have continued. Assembly structure has continued for other year groups with group discussions via the teams platform within year groups. Contact with tutors has been maintained via pastoral calls to every family/student in the school, to be repeated during the summer term			G
What might learning look like for pupils at the different points of a phased return? Consider alongside the rationale for who returns first.	Priority is to maintain the online curriculum for all students and to add in face to face contact with year 10 and 12 in groups of 9 for half a day a week from 1 June. The ordering of return will almost certainly be determined at a national level, and our own internal priorities will be layered on top of this. It is obviously a key priority for us to ensure that new year 7 students have as smooth an introduction to the school as is technically feasible in September.		A	
What changes may be required to secure a consistent approach for in school and online learning?	The use of show my homework which students are all very familiar with is constant. Timed live lessons help provide structure to student days/weeks and whilst the use of teams is relatively new, students have been using office 365 for 2 years and we were able to offer sufficient face to face training in teams before closure, that we were able to take the training online rapidly. Weekly briefings with the whole staff via teams ensures that practice continues to develop.			G
Who are the children that will need continued shielding and what will be the provision for them?	Whilst the school is in phase 2 and re-engaging with face to face learning in a very tentative manner, with only 6/7% of students and 12/15% of staff in school. As such, the online curriculum will be affected very little by the face to face curriculum and shielding students will be accessing the online curriculum as they do now. When school returns more fully, this will have to be on the basis that the COVID-19 related risks are greatly reduced.			G
Have pupils been disadvantaged by accessing learning from home? Evaluate to what extent and consider actions	Student engagement has been monitored throughout this time frame and welfare and pastoral checks have been made to support engagement in learning. Specific students unable to access online resources have received technical support at early stages. Regular calls, informed by engaged data from our learning platforms, have been targeted at those not engaging with learning so that they are not disadvantaged.		A	

How will the curriculum address the impact upon learning for pupils linked to: - well-being – loss/stress/concern? - emotionally and personally following long periods of time not in school? - gaps in being able to access home schooling? - differing attitudes between being at home and at school?	The pastoral curriculum will be entirely built around personal support. Whereas in the past tutorial sessions have offered a blend of PSHE, silent reading, assemblies and other activities, they will be now entirely focussed on individual student well-being. There will almost certainly need to be a tutorial design which reduces tutor group numbers and allows for opportunities for more directed discussion to the loss issues that will have been experienced by all young people, and how we recover from them as a social group. Investment will be made where possible in additional resources to support students.		
What are reasonable expectations for the curriculum in the current circumstances and how will these be developed as the school moves through the phases of re-opening?	Reasonable expectation is that curriculum continues to be delivered to all year groups. The "pace" is not as it would be in normal school setting but staff are continuing. Auditing the elements that are not met during this academic year will need to be considered by Directors of Studies and plans for return to school are made.		
How will leaders consider what the expectations for the quality of education will be during all phases, considering realistically the phases of re-opening?	The newly designed pastoral curriculum will form an important underpinning for the delivery of the whole curriculum. Staff will engage in extensive discussion and training during the summer term around the importance of 'flipping' the national priority in English secondary education from the acquisition of grades and certificates to: - Acquisition of knowledge and skills motivated by a genuine love of learning - Individual growth and well-being based on self-knowledge and inquiry - Personal planning based on strengths and 'loves' for future		
How are leaders looking at the development of the curriculum for 2020/2021? Will it need to be rethought as a transition to ensure the re-opening phases can be accommodated safely and so pupils are able to cope academically, personally, socially and emotionally?	The timetable and curriculum structure is not set for 2020/21 as yet. Whilst the curriculum and staffing model has been built, the scheduling is deliberately being left until closer to the point of return and the expectations on schools at this point. The curriculum is set for the rest of the summer term and later this term we will need to address future planning through discussion with Directors of Studies, who as senior leaders manage the various facets of our curriculum. Some ideas are included under 'Additional considerations', to offer a broad indication of direction of travel and thinking.		
How will staff be supported to transition between home/school planning and teaching?	The whole plan has been created in full collaboration with staff. Those shielding or self-isolating due to symptoms have been in constant contact with their curriculum leaders. The culture of openness and staff working as a whole will continue at every stage of decision making, with open consultation on all issues. Every decision is made with a careful balance of staff workload and supporting students in their learning has been at its foundation. This is central to the school culture and will persist.		

How will the school displays be adapted for the phased approaches to the curriculum?	School displays are now online and are constantly adapted through our social media feed and COVID-19 microsite on our school website. They are being continually updated as the circumstances change. Internal school displays are redundant until school returns fully and we have a concept of what the practicalities of social distancing look like on return, but we anticipate that they will be used to support our positive personalised curriculum as an escape from the continually reinforced negative messaging of the national media, which is an ongoing theme prior to COVID-19.			🟩
Have leaders considered how pupils will move on or transition to their next academic year? Do leaders have an 'ideal' that would meet the needs of their own pupils? What might this look like and what are the possible implications and considerations for the future? How are leaders thinking about the needs of pupils with SEND and their needs transferring to other settings and/or moving into different year groups with unfamiliar staff members?	The curriculum will almost certainly need to be restructured to have fewer students in school at any one time. This is likely to involve a blend of taught sessions and online and self-directed learning. There are currently other ongoing developments already in planning, which include plans for an audit of our outdoor education curriculum, which will help us to provide foundations for a different concept of education in this emerging and new reality which we will be required to design. We will clearly need to innovate rapidly to support our students learning and development. SEND questionnaire sent to the SENCO at all primary schools who are sending year 6 students to The Bewdley School in September 2020. Online meetings with primary SENCOs via Zoom to discuss more complex cases and how their needs in terms of transition to secondary can be met. Review of transition arrangements to ensure consideration of the needs of the vulnerable (including how to familiarise them with the school site and the faces of key colleagues whilst complying with social distancing regulations. Liaison with SENCO at Kidderminster College pre-lockdown to share information about key students (especially those with EHCP). Pastoral system at the school means that students keep the same form tutor and Head of Year each academic year, thus providing a constant for all students. Review Core TA staffing to ensure consistency for those students who need consistent TA support in lessons.			🟩
How will leaders contact and support transition of new children for September 2020?	All of the new cohort has already been contacted some weeks ago to obtain email addresses for all parents so that ongoing dialogue can be established. We have a year 6 transition microsite linked to the home page of our website, which offers a welcome letter, induction booklet and video introduction from the Head of Year. This is followed up with group emails to parents with key information.		🟧	
Have leaders ensured that pupils' transition from primary and secondary provision is considered and how this will be communicated?	We have a detailed plan to take our year 6 into 7 induction programme online in early July, with a video presentation by the Head of Year and the opportunity for follow up with staff through online or telephone access. We will be using the various aspects of this and evaluating			🟩

Have leaders reviewed the school's typical annual calendar of events to decide when decisions will be taken about cancelling or going ahead with them; summer initially; autumn as planning ahead, 'leaving' events, educational visits, parent evenings, sporting events. How can these aspects be achieved differently?	The annual events have been considered on an ongoing basis and "virtual replacements" are being considered an example is the careers events in the autumn term with careers lead considering how these could still be offered but in a different format. We are making similar plans for parental engagement and have a detailed plan to take our year 6 into 7 induction programme online in early July (see above). This will form a model for parental engagement, and we anticipate a blended model in the new academic year where only parents who will benefit substantially from face to face meetings will be invited in for carefully controlled dialogue, with the norm being online meetings.			
Additional considerations:				
How will learning be developed so it improves virtually for all?	The experience of staff in teaching remotely is being shared at weekly briefings and within departmental and faculty meetings. We will continue to seek technological solutions which streamline our offer and increase opportunities to share artefacts and skills rather than simply paper based resources, which has been the greatest restriction to our substantial creative curriculum.			
How will pupils' behaviour be managed – break with school routines and expectations – how is this being re-addressed while home schooling so impact upon return is minimised?	A comprehensive COVID-19 contract for all students returning to school has been developed and will be shared with all students, parents/carers to agree to before return. This includes changes to behaviours needed to keep everyone safe, for example social distancing before, during and after school; our new one-way system inside buildings; what to do if they fall ill whilst in school etc.			
Have pupils been disadvantaged by accessing learning from home? Evaluate to what extent for your school (from this plans/actions to look at what actions to be taken from this	Student engagement has been monitored throughout this time frame and welfare and pastoral checks have been made to support engagement in learning. Specific students unable to access online resources have received technical support at early stages. Regular calls, informed by engaged data from our learning platforms, have been targeted at those not engaging with learning so that they are not disadvantaged.			
What adaptations are being made to the curriculum to take account of the home/school learning and the full time/part time schooling pupils have received?	The opportunity for students to be divided into smaller classes is being taken for our summer delivery model. When we have a fuller view of the structure of the curriculum in September we will be able to structure groupings, e.g. into those that are up to date with home learning and those who perhaps have fallen behind and need more support.			
How will the curriculum change and what is the rationale for this as you move through the phases of re-opening?	The curriculum will almost certainly need to be restructured to have fewer students in school at any one time. This is likely to involve a blend of taught sessions and online and self-directed learning. There are currently other ongoing developments already in planning, which include plans for an audit of our outdoor education curriculum, which will help us to provide foundations for a different concept of education in this emerging and new reality which we will be required to design. We will clearly need to innovate rapidly to support our students learning and development.			

What will the whole school approach to teaching be during the phases? How will this be developed and how will leaders and staff ensure there are opportunities for pupils to share their home and school experiences as a key part of their current education?	Phase 1 (current): the curriculum is entirely online. Phase 2 (expansion): the curriculum is substantially online with some augmentation from small group provision. This will inform planning for curriculum delivery long-term. Phase 3 (sustained provision): is the greatest unknown. This will depend substantially on the success or otherwise of track and trace and any vaccine developed. It is likely that permanent changes will be made to school routines in terms of large gatherings, subject to medical advice, but the short to medium term circumstance remains in the government's hands.		
How will leaders consider what the expectations for the quality of education will be during all phases, considering realistically what the phases of admitting pupils will be?	The quality of education has for 2 decades been driven by the quality of outcomes for students. This is a substantial opportunity to reframe thinking so that the quality of education is framed around the quality of educational experience, and how students interact with and benefit personally from their learning. A blended approach using technology, ranges of group sizes and individualised support to replace what is effectively a Victorian model of education is an opportunity to re-evaluate as a whole, everything that we do as an educational establishment that contributes to the educational experience of all children and staff at the school.		
How will leaders work towards meeting pupils' entitlement to a curriculum through the phases so pupils are prepared and emotionally 'ready' to learn again?	The school's approach to the curriculum as it stands is what might currently be described as 'agile'. We run 2 timetable iterations each year so that Key Stages 3 & 4 are equally balanced at 2½ years each. Our schedule typically takes 2/3 weeks to produce from first structure to final timetable, through a process of 'creative collaboration' of senior and middle leaders. We anticipate exploiting this approach when we are made aware of what is expected in terms of the imposition of medical regulation on us as an educational establishment, the health and safety of the whole school community clearly being paramount at all times.		
How will the curriculum be adapted and communicated to parents to meet the needs of pupils – emotionally and personally following long periods of time not in school, gaps in being able to access home schooling and differing attitudes between being at home and at school?	The curriculum delivery model we currently deliver is based around the principle of increasing choice for students as they progress through the school. This principle will be exploited to identify 'best fit' education for individuals and groups as they return to school. We will continue to utilise our pastoral structure to support this, which is a strength of the school, for example our Heads of Year non-contact time increasing by 10% over the last 3 years to facilitate student support.		

Theme 9: Vulnerable learners				

Consider:	Issues & actions to manage risk	R	A	G
Has the school ensured its identification of vulnerable pupils is up to date? How will this inform future planning for their provision?	Register maintained of all students in the vulnerable groups. Risk assessments completed for students in vulnerable groups to assess risk of these students accessing learning through remote teaching. These are reviewed and individual cases reviewed as required. Ongoing dialogue between the parents of the most vulnerable and the school to review risk levels. Provision at local feeder primary made available for students as appropriate. Ongoing communication between colleagues at alternative providers regarding students attending AP full or part time. Weekly well-being calls being made to all LAC students. School mentor calling students with most fragile mental health and recording outcomes in central spreadsheet.			■
While pupils have been home how has the school ensured vulnerable pupils are safe and accessing learning? Is this effective for all? Where it is, how can this be continued while re-opening? If it is not, what can be done to improve this aspect?	Tracking of student engagement and work through monitoring of Show My Homework. Tracking of the engagement of all students through weekly monitoring on Teams. Identification of students who are engaging poorly leads to pastoral call by school staff. Calls logged and outcomes of calls recorded on central spreadsheet. Student engagement being logged by class teacher and followed up by the class teacher, the relevant Head of Department, Director of Studies and Head of Year as required. School attendance (safeguarding trained) in contact with social workers of students with allocated social worker. Details of the engagement of these students being reported to social worker as appropriate. Pastoral well-being calls made to all students and logged on central spreadsheet. Colleagues instructed to report any concerns using CPOMS as normal.		■	
Are families accessing support for pupils – free meals; food banks; support from social workers etc? How will these services be continued and maintained?	Payments made to families on FSM. These are set to continue until school resumes functionally more fully. Students in year 10 and 12 and those of key workers or who fall into the category of vulnerable will continue to receive FSM payments if they are eligible for these. Ongoing communication between school attendance officer and social workers. Referral of some students with EHCP to family support through SEND services (as a direct consequence of EHCP risk assessments completed by the SENCO).		■	
How are pupils currently shielded being supported? What will this look like while working through the phases of re-opening?	All students are being supported academically through Show MY Homework and Teams with work being set on a weekly basis. Students in years 7-10 have access to up to 7 live lessons per week to support their ongoing knowledge acquisition. Strategic plan for students in years 10 and 12 to receive some face to face interaction with their class teachers in accordance with government regulations. This has been organised to minimise the impact to online teaching for students in all other year groups.			■
What support will families require as the school re-opens? Can this be from within, or do external agencies need to be involved and planned into the different phases of re-opening?	Pastoral support for students will be given through the existing pastoral structure. Mindfulness being promoted through daily blogs for all students by the relevant Head of Year, with links to appropriate sites. Support for students with ASD through CCN team at SEND services as required. Mental health support links to be made available to parents as required.		■	

What additional support measures will require consideration for pupils with SEND to understand social distancing? (thinking about the younger pupils/varying independence levels)	Documentation produced by local SALT on the NHS site - https://www.hacw.nhs.uk/sltcovid19. This can be displayed in school to support those who might struggle to understand the regulations. A link to this documentation has been sent to some parents.		
How will leaders manage the reintegration of EHCP pupils especially those with allocated 1:1 support?	The SENCO has completed a risk assessment for all students with an EHCP and these have been sent to, and approved by SEND services. Consultation with the parents of all students with and EHCP regarding remote teaching and future reintegration of students. No students at the school have personal care needs; are reliant on a TA for reading, or writing. Support should be possible whilst adhering to social distancing; are wheelchair users reliant on TA support to access the site; require feeding by a third party. All students are able to change for PE lessons.		
What arrangements have been made to ensure the EHCPs are picked up and continue?	Risk assessments for all students with EHCPS have been completed and sent to SEND services. Purchase of Wordshark online to ensure that literacy interventions can continue. Use of external agencies to support with CCN and SALT when school resumes.		
Have leaders considered what transition will be required for pupils to access the EHCP arrangements?	Online questionnaire prepared to glean key SEND information for all students. EHCP consultations been sent to SEND services prior to lockdown. Zoom meeting being held with SENCOs at feeder schools to ensure effective transfer of information. Liaison between Head of Year 7 (2020) and SENCO to support needs of the most vulnerable and to review transition arrangements.		
Will the school have a phased or separate return day for those pupils more likely to find transition back to school more difficult?	This will need to be reviewed on a case by case basis. Where required alternative means of integration may be required for the most vulnerable.		
How are resources being adapted for vulnerable pupils?	Students in ability groupings for some subjects. Material being differentiated for student by the class teachers. Paper based activities made available for those who struggled to cope with the online learning and the multiple platforms. Students have had the opportunity to borrow school laptops. Laptops with specialist software has been made available to students who would normally use this in school. Alternative workbooks produced for those unable to access the more mainstream materials. Purchase of Wordshark online to support those who have literacy interventions or are in the supported English groups in KS3. Close liaison (weekly online meetings) between SENCO and literacy team regarding supporting those with the weakest literacy. Reduced curriculum for students as required. Some students working solely on core subjects.		

Theme 10: Suppliers		R	A	G
Consider:	**Issues & actions to manage risk**	R	A	G
How will leaders ensure that visitors to the school do not increase the levels of risk of spreading COVID-19? E.g., food suppliers, grounds maintenance, transport providers	During phase 1 visitors to school will be limited. Communication with parents is by telephone/e-mail. In September, there will be a hand sanitiser station by Reception and signing in procedures will be amended to comply with guidance. Food deliveries are taken directly to the kitchen and other deliveries are unloaded at a designated location and the Site Team contacted.			G
Has the reintroduction of contracts been considered linked to rationale for reopening? E.g.: Cleaning; IT support; catering; financial support services.	Following liaison with suppliers the majority of contracts are continuing as normal to enable school to re-open. It has been decided that there will be no catering facilities will be available on site this half term. Further discussions to take place with catering provider prior to September.			G
Have catering requirements been assessed, alongside your catering supplier's capacity?	Discussions on-going with catering provider for September restart.		A	
Has the site team/assigned person increased stock levels for cleaning, toilet and hygiene products, first aid, soap and hand sanitiser? This will take time to order and be delivered.	Additional stock has been ordered of cleaning products in line with additional hand washing taking place. Stock held of other products which will be regularly reviewed and additional supplies ordered as required so stock levels are maintained.			G
How any scheduled building works could continue whilst the school is in the re-opening phase.	Building works to take place in sealed sections of building away from students, any works taking place, contractors enter via a different method to the students and do not come into contact with them.			G
Have additional supplies associated with reopening been ordered?	Additional PPE has been purchased – hand sanitiser, face masks, aprons and gloves. Hand washing facilities are well stocked with soap. Perspex screen and taping ordered to ensure social distancing observed.			G

Theme 11: Transport		R	A	G
Consider:	**Issues & actions to manage risk**	R	A	G
How are transport arrangements being managed and maintained for pupils? How will this look as increased number of pupils attend school at different times/days?	Liaison with the school transport team has taken place regarding opening on 1 June. This will continue once plans are known for September opening. Full guidance on waiting for, using, and departing from public transport, has been included in the guidance document used by the whole school community.		A	

Theme 12: Costs associated with expanded opening		R	A	G
Consider:	**Issues & actions to manage risk**	**R**	**A**	**G**
Is there a business continuity plan that can be adapted to reflect the changes and the phases of re-opening?	Business continuity plan/ risk assessment document updated annually, but will be reviewed and updated in light of the pandemic			■
What additional costs are leaders having to incur that were not planned into the original budget, and how will this impact upon the current budget plan and resources? Can any of these be reclaimed from government. E.g. additional cleaning; support for FSM?	Current additional expenditure includes: Server (for remote working), additional cleaning and PPE, FSM vouchers prior to the start of the Government scheme. Other additional costs may become apparent once the phased opening begins eg deep clean costs should a person within school have a diagnosis of COVID 19 Government scheme for claiming is limited, but costs are being monitored and a claim submitted in due course Concern in the future may be the cost of additional supply cover should staff become ill		■	
How will leaders of finance ensure invoices etc continue to be paid and authorised if remote working is required?	Finance staff have been successfully working remotely since the middle of March and will continue to do so. Orders and invoices are being processed.			■
Are leaders aware of the delays and cancellations of some financial returns? E.g. BFRO for academies cancelled	The only delay for Maintained School is the budget which must be submitted by 29/5/20. Other financial returns applicable to Academies			■
Has the reintroduction of contracts been considered linked to rationale for reopening? E.g. Cleaning; IT support; catering; financial support services. (Also referred to in Theme 10)	Contracts have been evaluated on an individual basis. The majority have continued to run as normal except for catering (mentioned earlier)			■
Have leaders evaluated the impact of lettings and the finance implications of possibly not restarting or a phased re-opening of lettings?	Lettings are never included in any budget as they are subject to change at short notice. However, with lockdown, the school will lose a minimum of 50% of income it normally receives, may be more should social gatherings not be possible. Monies received annually from 2 x licences will have a small impact on budget		■	
Are there financial implications for transport to ensure social distancing arrangements are upheld?	Due to the location of Bewdley School the majority of staff drive or walk to work. So financial impact should be minimal			■

Have visits/trips booked previously, E.g., residentials been considered, to then apply for a refund or make an insurance claim? Has money collected for now cancelled visits/trip been refunded to parents?	All trip issues are in the process of being resolved either by postponing to 2021, claiming on insurance or attempting to claim through the tour operator. Where possible refunds (or sometimes interim refunds) are being made to parents as soon as possible. Situation not yet clarified with all trips so may impact on School finances.		🟧	
Is there a plan for a potential COVID-19 repeat that could be included in a crisis management financial plan?	This will be included when the business continuity/risk assessment plan is reviewed.			🟩
Have leaders risk reviewed all related safety concerns with financial implications including premises, cleaning, water hygiene, fire safety, gas safety, ventilation etc?	At the moment, as the school has been open throughout the lockdown, normal servicing and contracts have continued the financial implications are limited. However, this is may increase once the school operates at full capacity and if cases of COVID 19 within School increase.		🟧	