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CHILDREN, YOUNG PEOPLE & EDUCATION SCRUTINY PANEL

Thursday, 10th December, 2020 at 6.00 pm

Virtual Meeting/ Remote - Please use links on the Agenda Front Sheet to join the virtual meeting

Please click [Here](#) to view the meeting or copy and paste the link below into your web browser

<https://bit.ly/377oIN8>

Membership:

Councillors : Achilleas Georgiou (Chair), Birsen Demirel, Ergun Eren, James Hockney, Bernadette Lappage, Derek Levy, Ahmet Oykener and Glynis Vince

AGENDA – PART 1

- 1. WELCOME & APOLOGIES**
- 2. DECLARATIONS OF INTEREST**

Members of the Committee are invited to identify any disclosable pecuniary, other pecuniary or non-pecuniary interests relevant to the items on the agenda.

- 3. FOSTERING (Pages 1 - 50)**

To receive reports from Debbie Michael, Fostering & Permanence Service Manager. This includes:

- Fostering & Permanence Scrutiny Report

- Annual Panel Report of the London Borough of Enfield Adoption Service
- Fostering Panel Annual Report
- Coronavirus addendum to annual Fostering Report
- Report on Care Leavers Support

(6:10-6:30)

4. EXCLUSIONS

The reports are not attached to the agenda and will be circulated 'to follow'.

(6:30-7:10)

5. COVID19 (OPENING OF SCHOOLS & WORKING IN A COVID19 ENVIRONMENT) (Pages 51 - 100)

To receive reports from Peter Nathan, Director of Education. This includes:

- COVID 19 and the reopening of schools
- Sample risk assessment guidance for primary schools
- Information on weekly COVID cases in schools

(7:10-7:50)

6. DATES OF FUTURE MEETINGS

To note the dates of future meetings as follows:

- Wednesday 3 February 2021
- Tuesday 9 March 2021

All meetings will start at 6pm

REPORT TO: Children Young People & Education scrutiny Panel**DATE: 10th December 2020****REPORT TITLE: Fostering and Permanence Service****REPORT AUTHOR/S:****Debbie Michael, Fostering & Permanence Service Manager****Email: Debbie.Michael@enfield.gov.uk****Telephone: 020 8132 0356****PURPOSE OF REPORT:**

This report updates the Scrutiny Panel on the work of the Fostering and Permanence Services since September 2019, in line with the statutory requirement that Members receive regular reports on the work of these Services. There are two comprehensive Appendices to this report, these are the Annual Panel Reports from the statutory fostering and adoption panels and provide further details of the work of these services. These Appendices provide the performance information relating to the recruitment of foster carers and adopters, as well as the granting of Court Orders relating to children placed with adopters and special guardians.

Specific additional information was requested by the Scrutiny Panel, on the additional measure the service has taken to support foster carers during the Coronavirus pandemic. This information is provided as an Addendum Paper.

1. BACKGROUND**1.1 The Fostering Service**

The Fostering Service is staffed with experienced practitioners and managers. The areas of specialism within the service are 2-fold: the recruitment and assessment of foster carers; and the support and development of foster carers.

Enfield is a part of the North London Fostering & Permanence Consortium (NLFPC) made up of Enfield, Barnet, Camden, Hackney, Haringey and Islington. The boroughs work together, sharing training, recruitment activities and fostering placements for children across the six boroughs. Shared planning and funding have allowed the consortium boroughs to

deliver more cost effective and innovative services to foster carers and special guardians. The consortium members meet regularly at both a strategic Heads of Service level as well as at an operational level. Staff training and development needs are met both through the Consortium programme and Enfield's own Training and Development Service. Team members are required to attend training to ensure their ongoing development needs are met, as well as maintaining their Social Work England registrations.

All approved foster carers have a named supervising social worker who provides them with regular supervision, monitors the quality of care they deliver and supports their professional development. A comprehensive and flexible training and development programme is available for all carers. Given the increasing complexity of children requiring foster care, ongoing training is crucial. External training has been commissioned from specialist organisations to increase the opportunities available for carers.

Fostering is one of the most heavily regulated services within social care and the independent fostering panel continues to play an important role in monitoring compliance with all statutory requirements and in providing an additional layer of Quality Assurance. The Chair of the Enfield fostering panel has an extensive social work background and is very experienced in the field. Panel members consider the suitability of applicants wishing to foster. Enfield's Agency Decision Maker, the Director of Children's Services, makes the final decision on approvals based on the information and recommendations provided by the panel. Joint panel training between panels members and fostering team members is held twice a year to ensure knowledge on legislation and practice issues are shared.

1.2 Recruitment of Foster Carers

The coronavirus pandemic has proved a challenging context in which to recruit new foster carers, despite this, the service is anticipated to exceed its annual recruitment target of 15 approvals during 2020/21. Details are provided in the Addendum Report.

We currently have 141 foster families (including family & friends and Reg. 24 (temporary approved carers) and 171 looked after children placed. 45% of all our looked after children are placed with in-house foster carers.

2. **Regionalisation of Adoption Agencies (RAA)**

Following a phased process, the six North London consortium boroughs have joined together to form a Regional Adoption Agency (RAA), named Adopt London North (ALN). The recruitment and assessment of prospective adopters and the matching of children with approved adopters on behalf of the member boroughs, is now completed by the ALN.

The individual boroughs have retained responsibility for agreeing adoption plans for their own looked after children and recommending these plans to the courts. In Enfield, an Early Permanence Manager in the Looked After Children's Service is the key operational link with the ALN. This partnership ensures a joint approach to adoption permanency between the teams responsible for care planning for Enfield children and the ALN.

The ALN has a designated family finding social worker linked to Enfield who is responsible for proactively family finding for our children. Regular 'family finding' meetings are held between the designated ALN Family Finder and the Enfield social workers for the children.

The Fostering & Permanence Service Manager and the Early Care Planning Manager, both attend regular partnership meetings at the ALN as part of the Governance and Quality Assurance Framework.

Once a child has been recommended for a match with a prospective adoptive family by the RAA, this recommendation would need to be signed off by Enfield's own Agency Decision Maker (Director of Children's Services).

Currently:

- 9 children are in the court arena awaiting Placement Orders (i.e. authority from the court to place for adoption)
- 9 children have Placement Order giving authority to place for adoption. Out of these 9 children, 6 are in the process of being matched with adoptive families following family finding processes by Adopt London North and 3 children are subject to family finding processes
- 6 children are already placed with adoptive families and are awaiting court dates for Adoption Order hearings
- 2 children have been adopted to date in this financial year

The pandemic has unfortunately caused delay with court dates for Adoption Order hearings and the courts are currently working on the backlog as a result of this. If the six children currently placed with adopters achieve Adoption Orders in this financial year, we are anticipating a total of 8 Adoption Orders by the end of the year.

3. Special Guardianship Service

The Special Guardianship (SG) Service is now co-located with the Fostering Service and this has streamlined planning for children with improved communication between team members. The work of the SG Service has grown enormously over recent years with far more Special Guardianship Orders (SGOs) being made than Adoption Orders. In the last three years we have seen a significant growth in the number of SGOs granted as outlined below:

- 2018-19: 20 SGOs for LAC and 9 SGOs for non-LAC = 29 in total
- 2019-20: 39 SGOs for LAC and 5 SGOs for non-LAC = 44 in total
- 2020-21 to date: 13 SGOs for LAC and 1 SGO for non-LAC = 14 in total

By the end of this financial year, we are anticipating 25-30 more SGOs, depending on the outcomes of the SG assessments currently taking place and the current significant delays in the family court system, caused by Coronavirus.

Following the granting of an SGO, Special Guardian carers are entitled to support services based on need, ranging from low level support provided via the team's duty system or medium-high level support requiring an allocated social worker from the SG Team. Support could also include therapeutic services being provided to families via an application to the DfE Adoption/SG Support Fund which has now been running for over 5 years.

4. ISSUES AND CHALLENGES

- The number of adoption allowances granted has remained stable over the past few years. Since the last OCS report in September 2019, the adoption allowances paid by Enfield have decreased from 67 to 54, as a result of children turning 18 years of age and no longer meeting the criteria for an allowance. The payment of an ongoing adoption allowance

is discretionary and, wherever possible, we will use one off payments in their place if a child is deemed to have significant needs requiring this support.

- The increasing number of SGO allowances being paid presents a financial challenge. There is no legal discretion over the payment of SG allowances or over the level at which they are paid. Currently we are funding 237 SGO allowances (an increase from the previous year when we were paying 226 SG allowances) and the number continues to grow as more and more children are made subject to Special Guardianship Orders.
- The fostering allowances paid by the Borough are comparable with other local authorities and, since the review of the second and subsequent child rate element which was aligned with the first child rate, this has continued to attract potential foster carers. As always, there is a national shortage of foster carers and recruitment is highly competitive with many foster carers still choosing to foster with independent fostering agencies. Our marketing plan highlights the benefits of fostering for Enfield but a constant focus on recruitment is crucial.
- We are always faced with the challenge of reducing the number of children in Independent Fostering Agency placements so our aim is to continue to recruit in-house foster carers who are able to care for older children and young people who may have difficult behaviours, and/or who may be at risk of Child Sexual Exploitation. The main challenge is that fostering is a very competitive market and potential foster carers may choose to go to an IFA rather than to a Local Authority to foster.
- In adoption, we need prospective adopters who can meet the ethnic, cultural and religious backgrounds of our children and adopters who are able to consider children with developmental uncertainties. Since the RAA (named Adopt London North) was set up in October 2019, there has been an increase in the number of approved adopters available to children across the six boroughs. This has resulted in good outcomes for many of Enfield's children where adoption is the plan, but we need to

ensure adopters continue to be assessed and approved for children with a wide range of needs.

- Any operational risks are minimised by attention to good practice in recruiting and preparing foster carers, good quality assessments of Special Guardians, good preparation for children, attention to detail during the introduction and transition process, and continuing support post placement.

5. NEXT STEPS

- To recruit and assess 15+ foster carers in 2020-21
- To help develop a Business Case for a specialist foster care scheme to reduce the use of IFAs and residential placements for the more challenging and complex children
- To move the Fostering and Permanence Service from its longstanding base in Triangle House to its new home in Charles Babbage House, with no disruption to service provision
- To update Risk Assessments and Business Continuity Plans as required to ensure the service continues to deliver high quality services as the Coronavirus pandemic evolve

6. RECOMMENDATIONS

That the Children Young People & Education Scrutiny Panel note the content of this report, the Addendum to this report, and attachments (Fostering Annual Report and Adoption Annual Report)

**Annual Panel Report of the
London Borough of Enfield Adoption Service
April 2019 – March 2020**

Report from Agency Decision Maker – Anne Stoker, Director of Children and Family Services

It is my pleasure to introduce the annual report of Enfield Adoption Service.

Securing permanence for children who are unable to live with their birth parents has remained high on the political agenda at both local and national level, and the task of ensuring positive outcomes for society's most vulnerable children remains challenging for all concerned.

The requirement for all local authorities to progress plans for regionalisation of adoption services has meant considerable co working across London authorities. The six boroughs of the North London Adoption Consortium have been working closely together, at senior management, middle management and social worker level to progress the plans for a Regional Adoption Agency. Recruitment interviews for those Enfield staff interested in transferring over to the RAA took place in late June 2019 and three Enfield Adoption staff were successfully recruited to the RAA. The London North Regional Adoption Agency (RAA – Adopt London North) went live on the 2nd October 2018.

It has been a productive year for Enfield Adoption Service with children, whose care plan is adoption, being matched in a timely manner. Nevertheless, there have been an increase in the number of Enfield Children whose care plan was originally adoption, but who were subsequently placed under Special Guardianship arrangements. This has therefore had an impact on the number of Enfield children who went on to be subject to adoption orders. In this financial

year, there have been 5 adoption orders, compared to the 13 adoption orders made in 2018-19. There have been 6 sets of adopters approved at the Adoption Panel in 2019-20 (4 in 2018-19), which includes two sets of foster carers. Whilst this number is low, this has been offset by the increase in the numbers of special guardianship assessments being carried out by adoption team members. Furthermore, assessments of potential adopters transferred over to the RAA in October 2019. The system relating to the Agency Decision Maker decisions regarding adoption plans for children has continued to work well and where necessary, the flexible approach used to achieve timely decision-making has been very beneficial for children in care proceedings and at matching stage. Children who are relinquished continue to be presented by their allocated social worker to the Adoption Panel for approval.

In 2018-19, Enfield obtained 29 Special Guardianship orders for children that were previously Looked After. However, in 2019-20 there has been an increase – 37 in the number of Special Guardianship Orders being made of Looked After Children, with a total number of Special Guardianship Orders made equalling 42 orders. It is also pertinent to note that those children who are subject to placement orders and need adoptive families, continue to be children who are the most vulnerable, coming from abusive and challenging backgrounds, where drug and alcohol abuse are often a feature.

As a result of national changes, there are a greater number of adoptive families available than children waiting for adoption. However, there are still children with such complex issues that finding the right family to offer the skilled parenting required can take a considerable length of time. Furthermore, across the six boroughs now forming the RAA, around 75% of approved adopters are white, while around 75% of the children still awaiting placements are from a BME background. The Adoption Service has recognised the need for pragmatism in considering the ethnic and cultural needs of children, following government guidance about children waiting unreasonably long times for the perfect 'ethnic' match. However, the matching process needs to look for evidence to support how adoptive families can meet those particular needs.

Since November 2014, the six boroughs that delivered the Stage 1 process in the recruitment of prospective adopters were split into two teams to cover the north and south of the Consortium – Enfield, Barnet and Haringey cover the north of the Consortium and Camden, Islington and Hackney the south. This resulted in more families receiving an improved service from each of the recruitment teams. This arrangement remained in place until the end of September 2019 when the RAA took over recruitment responsibilities.

The recruitment of adopters has undergone a fundamental transformation with the development of a Regional Adoption Agency. This will change the way in which adopters are recruited. There remains a mis-match between the numbers of adopters waiting for a placement and the type of child they are seeking and the types of children requiring an adoptive family. More adoptive families are therefore required for the cohort of children requiring adoption. In Enfield, 6 sets of adopters were approved in the last 12 months, which is an increase on 2018-19 when there were 4 approvals. This needs to be offset with the increasing number of special guardianship assessments carried out by the Adoption & Special Guardianship Team.

I would like to thank all the professionals and panel members, who, under the able leadership of Yvonne Metcalf, the panel chair, provide a committed and conscientious approach to their work. Special thanks are also due to Debbie Michael - Service Manager for the Fostering and Adoption Service, Morris Linton, the panel adviser, who has provided sound advice and to Lynne Warner, the panel co-ordinator who has provided an excellent service in ensuring the smooth running of each panel meeting.

My thanks to all the staff and panel members involved in this crucial work and the difference they are making to the lives of vulnerable children.

The Adoption Panel

Panel Meetings

The Adoption Panel continues to meet on a monthly basis; In line with legislation, the Panel gives recommendations to the Agency Decision Maker about prospective adopters' suitability to adopt and matching for children with adoptive families. Reasons for the recommendation are given to enable the Agency Decision Maker to make a robust decision about each case presented. In the course of the year, the Agency Decision Maker was able to agree all recommendations made by the Adoption Panel. The Adoption Panel is also able to give advice about age ranges and any other matters the Panel sees as being appropriate, again to aid the Agency Decision Maker in her deliberations.

Some Panel meetings have been cancelled and some only half a day, as the number of children coming through for adoption and hence both approvals and matches have been fewer than previous years. Where there are 3 or less Panel cases to be heard, panel members are only paid for half a panel, in line with Enfield's need to ensure that the panel is cost-effective. Panel members take it in turns also to attend panel, thereby ensuring that quoracy is maintained, whilst at the same time keeping the number of panel members to a minimum. Feedback from adoptive families has been positive in terms of them reporting feeling less overwhelmed by the number of panel members in the meeting.

The process for care planning decisions about children, which has lain with the Agency Decision Maker now for over five years, continues to work well. Panel members are helped at the matching stage by having clear decision making and any issues identified in the care planning process, to ensure that they have sufficient information on which to base their recommendations.

The Adoption Panel continues to welcome observers, often either newly qualified social workers/newly appointed social workers, student social workers

or medical practitioners. Feedback from observers continues to be very positive and, given that adoption cases may be a small part of any social worker's caseload, it is helpful for them to understand the gravity of the decisions made about children's long-term welfare.

Foster for Adopt (early permanency care planning) presents some challenges in the matching process as the children may have been in placement for some months prior to being matched formally under the adoption regulations. Enfield has been keen to ensure that there is a larger pool of adopters to approach when Foster to Adopt placements are required, necessitating increased input and scrutiny from the adoption team and the adoption panel at the 'suitability' stage to ensure that prospective adopters have a full understanding of the implications of such placements. It is recognised that all the Consortium boroughs, including Enfield, have struggled to attract adopters who will consider early permanence. Enfield pro-actively looks further afield to other RAA's and Adoption Agencies across London and the South East to ensure children requiring early permanence are placed with suitable and appropriate adopters, approved as foster to adopt carers. It is hoped that the new RAA will have more success with recruiting more foster to adopt carers.

Conduct of Panel meetings

To aid transparency of decision making, social workers and prospective adopters are invited in together once panel members have had an initial discussion about the case being presented. In general, the only time this would not be available to prospective adopters is if there is third party information which may affect the outcome of the case. The Agency has made a decision that prospective adopters should attend all of the meeting after the initial discussion, even in the case of a negative recommendation, to enable them to understand how the recommendation is arrived at. That said, the Chair reserves her right to ask prospective adopters to leave the meeting should this be necessary.

Feedback from both staff and adopters has been positive and panel members in general find this way of working helpful.

Panel membership and staff issues

The panel has had a consistent panel membership over the preceding 12 months. Two Vice Chairs have now been appointed to chair the meeting if the chair is unavailable. Jenny Belsham is a registered social worker and has considerable professional experience in adoption as well as being an adoptive parent herself. Deborah Persighetti is an adoptive parent and has experience of recruiting adopters in a neighbouring local authority. One or other attends every panel. Enfield Adoption Panel has also recruited two new independent panel members in Christine Hamilton and Clare De Silva, who are elected members of the Council.

There is a requirement that panel members have an annual appraisal, conducted by the panel chair and the professional adviser to the panel. The outcome of these appraisals is then taken forward into the chair's appraisal, which is conducted by the agency decision maker.

Dr Oyetoro Enaigbe, a consultant paediatrician based within Enfield, sadly left her role as medical adviser to the adoption panel in Mid-2019. Dr Enaigbe had direct experience of the children being presented to panel and regularly having met with the child's social worker as well as prospective adopters to discuss the health-related issues of children requiring adoptive placements. Dr. Enaigbe's regular presence at Triangle House proved very effective in enabling social workers and prospective adopters to meet with her in advance of the adoption panel to discuss children's health related needs. Since this time, the role of Consultant Paediatrician / panel Adviser is now conducted by Dr Bellman, who assists the Adoption Panel with medical advice on the children and potential adopters.

Training

Both the panel chair and panel adviser have noted the variance in quality of child permanence reports (CPRs) from cases being presented. This has identified the need for raising awareness towards the LAC social workers of ensuring that good quality CPRs are maintained. To this end, a meeting took place with a large group of LAC social workers in 2019 to discuss methods of improving the quality of the CPRs. This training was well received by the LAC social workers.

Panel members have also been offered opportunities to attend training offered across the council and through the North London Adoption Consortium.

Quality assurance

Part of the panel remit is to monitor the Agency's performance in terms of timescales for the assessment and approval of prospective adopters. This is now being formally recorded in panel minutes as part of the panel's quality assurance role.

The quality of the paperwork in relation to prospective adopters' reports is generally good. Child permanence reports are perhaps more variable in their overall quality but generally are able to give the agency and prospective adopters a good understanding of the children's needs.

User feedback

The panel is now receiving more formal evaluation sheets from attendees at panel. This is vital to ensure that Panel members can reflect on their performance. Panel attendees are encouraged to complete the evaluation forms on their panel experience prior to leaving the building following their panel

attendance and these are used as a source of learning for panel members and to improve in the delivery and performance of the panel.

Future Developments

Enfield's Adoption Panel has continued to meet to consider adopter approvals and matches between Enfield Looked After Children and adopters approved either by Enfield, or external adoption agencies.

The new RAA came into being in October 2019, however, approvals and matches continued to be presented to Enfield's Panel until February 2020 when the new RAA adoption panel took over these responsibilities.

There remain a number of goals pertinent to the panel:

- To ensure there is statistically significant user feedback, to monitor the performance of the panel. This will be achieved by continuing more robust requests to attendees during the panel meetings.
- To ensure members' appraisals are current. This will be achieved by conducting appraisals on all members as soon as possible, and then having a regular appraisal period each year.
- To identify internally commissioned training for panel members, in conjunction with the adoption team and the fostering panel.
- To work with the adoption team in ensuring that the concept and the processes for Foster to Adopt are understood by all concerned.

Statistics and Progress of Cases Presented to Panel

Panel business meetings were held every six months and these are chaired by the LAC head of service. The professional adviser continues to present

information in relation to the progress of children's care plans and adoptive families approved at panel.

During 2019-20

6 sets of adoptive families have been approved. This is more than in the previous year (2018-19) when 4 families were approved. This is despite the backdrop of continued reform in the recruitment and assessment process necessitating changes in processes within the Consortium boroughs. Enfield is maintaining a more targeted approach in ensuring that recruitment matches as closely as possible to the types of children requiring adoption as their care plan, considering their range and level of needs. Equally, there is a need to also have a small pool of Enfield approved adopters that are regularly being approved for children with less complex needs, to ensure that some of these Enfield children have the potential for an in-house placement, if appropriate

5 Enfield children have been adopted in 2019-20. This is a decrease to last year (2018-19) when 13 children were adopted. This year's figure needs to take into account the fact that nationally, there are fewer children with a plan of adoption as a result of a decrease in the number of Placement Orders granted by the judiciary. As of February 2020, there are 7 children in adoptive placements.

Adoption Support Service:

The complexity of the needs of adopted children and their families highlights the need for robust support packages, some of which may be ongoing for a considerable period of time and others intermittent. Increased understanding of the issues by both professionals and adoptive families alike has reinforced the need for detailed adoption support plans which deal with not only the initial stages of a placement but consider issues well into the future. The panel chair ensures that presenting social workers to panel are reminded that the adoption

support plan is a living document that remains active during the child's adoption placement and can be subject to review and amendment at any time.

- 43 families are currently in receipt of adoption support packages.
- 10 adopted adults are currently receiving an access to records service.
- 36 adopted adults and birth relatives received support and guidance with regards to searching for extended birth family members separated by adoption.
- To date, (March 2020), there are 62 (68 in 2018-19) adoption allowances and 221 special guardianship (SG) allowances being paid (208 in 2018-19). There has been a small reduction in the number of adoption allowances being paid but a continued, significant increase in the number of SG allowances being paid.

Staffing and Accommodation

The day to day management of the Adoption Service continues to remain the responsibility of the adoption team manager who was appointed in February 2016 and, in his absence, the service manager for fostering and adoption. The deputy team manager, who was successfully recruited during 2016-17 retired in April 2019 and the post was filled by a Locum Deputy Team Manager between May – September 2019. The Head of Service has overall responsibility for the service and is also the designated adoption support adviser (ASSA), a required role under the adoption regulations. The service is staffed with experienced managers and social workers. Two new social worker positions were successfully recruited to in late 2016 and early 2017 to replace positions that were vacated due to established social workers leaving the

department. In May 2018, the one vacant social work post was also successfully recruited to and a further Special Guardianship social worker post was successfully recruited to and this worker started in March 2020. It is pleasing to note that the adoption service is now fully staffed again.

The areas of specialism within the team are three-fold: family finding for children where adoption is the agreed plan; assessments of prospective adopters; and adoption support services to all affected by adoption and special guardianship. Since October 2016, the adoption service has also taken over the commissioning of special guardianship assessments; this includes a considerable increase in the number of special guardianship assessments being carried out by social workers within the adoption service. This is aiding social workers with developing new assessment skills in undertaking special guardianship work. The adoption team's proximity to the looked after children teams continues to be helpful in promoting timely care planning for permanency. The adoption team continues to deliver an exemplary service with its wealth of experience and knowledge.

Team members have managed well with the adjustments being necessitated to the Stage 1 and Stage 2 processes in relation to the recruitment and assessment of prospective adopters. A whole team approach from Enfield's adoption team was implemented as part of the tri-borough project with Haringey and Barnet in delivering the Stage 1 recruitment and assessment process (including information sessions and foundation training). Each of the tri-borough authorities undertook duty on a rolling three-monthly rota which helped to improve the quality of the recruitment of adopters. Designated social workers have been assigned to assess prospective adopters from the onset of Stage one and through stage two, thereby offering continuity of worker throughout the assessment process. As noted, recruitment is now the responsibility of the RAA as of October 2019.

Training

Staff training and development needs are met both through the Consortium and Enfield's Training and Development Service which offers a comprehensive programme. Team members are expected to attend training to ensure their ongoing development needs are met, as well as maintaining their social work HCPC registrations. In December 2019, social work professionals throughout the Council attended a conference where several impressive guest speakers attended and gave presentations. As well as training courses, annual development days are held covering different topics and attended by social workers, education and health professionals, as well as foster carers.

The North London Adoption Consortium

- The consortium (Barnet, Enfield, Hackney, Haringey, Camden and Islington) grew from strength to strength with initiatives to benefit children and their families across all six boroughs, for example:
- The joint Stage 1 recruitment and assessment process with Enfield, Barnet and Haringey serving families from the north of the consortium boroughs and Camden, Islington and Hackney serving families from the south of the boroughs.
- The consortium family finders' working group has worked well together in looking at the available families as potential matches for children within the consortium where adoption has been agreed.
- The matching service, Adoption Link Maker, is being used by all the consortium boroughs and has resulted in some successful links and matches being made. Enfield has found that this has been a particularly effective means of identifying suitable families for its most difficult to place children.

- A new service has been developed by Coram called Be My Family - Matching and Recruitment Network. This will assist social workers with family finding by offering direct, potential matches that can be followed up.
- Following the termination of Norwood's inter-country contract with the consortium in 2014, the Inter-Country Adoption Centre has now established the contract and is working well with the consortium boroughs. The Inter Country Adoption Centre offers valuable advice and guidance on all inter country matters, as well as undertaking assessments and approvals of Enfield families wishing to adopt from abroad. Enfield only has between a and 2 sets of adopted families per year who require welfare supervision once the child is in the jurisdiction of the United Kingdom. Enfield uses the services of an independent social worker with expertise in inter country adoption matters, rather than someone from the Inter Country Adoption Centre, as this is more cost effective. After October 2019, welfare supervision will be taken over by the RAA.
- The consortium contract with The Post Adoption Centre is proving to be a more cost-effective way of providing a range of services to all people affected by adoption. This contract enables the referral of families with complex adoption support needs for assessment and treatment. This service is available to all Enfield residents affected by adoption, as well as those affected by other forms of permanency such as special guardianship or long-term fostering. The Post Adoption Centre provides outreach support to families across the consortium boroughs, including a monthly surgery in Enfield, which can also be accessed by professionals involved in making plans for children. In 2019-20, Enfield has seen an increase in the numbers of families affected by adoption taking up the offers of six sessions of free counselling. More adoptive families are also being referred to the Post Adoption Centre for comprehensive counselling and therapy. This contract will be reviewed in 2020-21 by the RAA.

- The Adoption Support Fund was introduced in May 2015 and since its inception, Enfield has made 180 applications on behalf of adoptive families and adopted children and families subject to special guardianship arrangements, requiring intensive therapy which have all been successful. In 2019-20 this equates to 47 applications (2018-19 29 applications), totalling £90,465) (£53,814 in 2018-19). At the end of 2019-20, the fund has paid out £395,610 since the fund's inception to Enfield Council so that these families can receive relevant therapy in accordance with their needs. The fund has now been extended to adopted adults up until they reach 22 years and 25 years if the adopted adult has special educational needs. The fund has also been extended to inter country adopters and children who are under a special guardianship order, where the child was previously looked after by the local authority.
- Regular training courses are held throughout the year for adoptive families as well as groups for families and their adopted children. Training is delivered via specialised trainers or through the consortium's pool of leaders from each of the consortium teams.

Enfield ran a well-attended support group for its adoptive families for over 13 years. However, the group was predominantly made up of an established membership of adoptive parents who had adopted some years ago. For newer approved adopters, they are more likely to access support groups in their area run by an independent group of adopters called We Are Family (WAF). As a result, the Enfield Adoption Support Group was disbanded and all adopters now have access to the WAF support groups running across North London. During 2018-19, WAF provided the consortium heads of service with extensive details on the range of services they provide, with the heads of service agreeing to provide a financial contribution towards the WAF services offered to adopters across North London.

- The North London Adoption Consortium Support Group for adopted adults continues to run on a bi-monthly basis. This group is now well established.

Adoption Support

- Enfield is committed to offering adoption support packages to local families that need additional help, following an adoption support assessment. Enfield continues to have a low placement disruption rate; In 2018-19 there was one placement disruption of a relinquished child whose adoption order had not yet been granted. In 2019-20 there had been no disruptions of LAC children recently placed for adoption.
- The low breakdown rates are due to the robust support packages being flexible in order to meet the demands of the placements and includes easier access to therapeutic services which are tailored to the needs of the specific placement.
- The service continues to offer a range of support services to adults affected by adoption, including guidance, advice and support with accessing records as well as the provision of intermediary advice and support where adopted adults are wishing to seek reunification with members of their birth family.
- There is a growing need for support to special guardians (SG); work around this is being developed and is ongoing, to ensure the needs of SG carers and the children placed with these families are being adequately supported. Support for SG carers is managed and delivered within Enfield's adoption service.
- A Child Psychotherapist from the Child and Adolescent Mental Health Service (CAMHS) continues to attend the adoption team meetings on a regular basis which team members find useful, giving them the opportunity to engage in

reflective group supervision. This also enables team members to analyse the problems they encounter more clearly and consider the issues from varying perspectives, resulting in better support strategies being put into place. Team members take it in turns to present a case study and prepare for this beforehand, with shared learning opportunities for all team members through the group supervision process.

- Recruitment initiatives to meet the needs of our children continues to be a priority. During National Adoption Week, the consortium boroughs facilitated a large event in Hackney, also a part of Black History month, to raise awareness and the profile of adoption with the aim of attracting potential applicants for our black and dual heritage children in need of adoption. A further targeted recruitment event in March 2019 in Wood Green was also well attended.

Recent Developments

- Enfield is committed to the government's plans to regionalise adoption by proposing a move to develop Regional Adoption Agencies. This is with the intention of speeding up the matching process, improving adopter recruitment and adoption support, reduce costs, and improve the life chances of London's most vulnerable children. A lead professional – Julie Lewis - was commissioned as the Project Manager North London Regional Adoption Agency (RAA) to steer Enfield and the 5 other North London Consortium boroughs through these changes. Her role has now ended as the moved towards the go live date of 2/10/19. As well as meeting with directors and assistant directors / senior managers, further implementation groups took place with the legal department, human resources and commissioning services. Importantly, the "task and finish" groups, which included managers and social workers in adoption teams, were established to progress planning and implementation of the family funding, recruitment of adopters and adoption support. The new RAA will be known as Adoption London North.

- The North London Adoption Consortium made a proposal to make an application to the Adoption Support Fund for a bespoke therapeutic service for adoptive families being provided by Adoption Plus. Funding was approved by the Adoption Support Fund in 2016, together with government funding for Adoption Plus to establish a bespoke therapeutic service for adoptive families connected to the North London Adoption Consortium. This new service is now being accessed by Enfield adoptive families in need, via funding from the Adoption Support Fund.
- A number of babies in Enfield's care are unlikely to return home due to their parents' inability to provide the security and care that is needed for their child. Concurrent planning and foster to adopt placements provide potential permanency for babies at an early stage and avoid the need for further moves.

In 2019-20, assessments of adopters automatically consider their suitability to become foster to adopt carers, to ensure there is a pool of in house adopters to approach when the need for a foster to adopt placement becomes necessary. There does continue to be a reticence however of prospective adopters to consider foster to adopt as a permanency option, given the complexities of this arrangement. It is hoped that once the RAA is recruiting adopters, that more applicants will consider this option as a way of securing permanency.

- Enfield Adoption Team continues to work closely with an Enfield CAMHS psychotherapist to offer direct consultation, advice and strategies specifically to adopters with children placed in their care, where there is a need for direct therapeutic support.
- The Liquid Logic ICS pathways are being updated and refined during 2019-20 in the areas of adoption support, special guardianship assessments and special

guardianship support. This has led in the current year to increased transparency and clarity about the work being undertaken in these areas and improvements in the way these social work tasks are carried out.

- Closer links are being created with the new Virtual Head for Enfield to offer advice and guidance for social workers about ensuring services for adopted and children under a special guardianship order who were previously in care are met by the schools. The Adoption service has now met with the new Post Permanence Development Officer - Post Adoption who came into post in 2018-19 and who is responsible for advocating for the educational needs of adopted children (previously Enfield LAC) and ex LAC who are now subject to an SGO.

Family finding Exchange events take place regularly across the country to create potential matches between approved adopters and children waiting for placements. These are run by Coram. More recent consortium initiatives however include NLAC Family Finding Networking Event hosted by Haringey with the emphasis on quicker adoption matches and early permanence. These events take place every 3 months for both the boroughs of the NLAC, as well as any other adoption agencies and RAAs across London and the South East that wish to attend. The RAA is extending on these networking events by arranging for them to take place circa bimonthly with the other RAA's and adoption agencies being invited to attend.

- There is now a London run support group 'for adopters who wait' which has proved very popular and further meetings are planned. All the London consortia are assisting with planning and running these events.
- The Great Behaviour Breakdown (GBB) is an extensive training programme aimed at adopters who are in crisis. Enfield has referred a number of adoptive

families to this training, using the Adoption Support Fund to ensure this is accessed by as many adopters as possible.

- An initiative between the Consortium boroughs and a therapeutic service called Body and Soul has been set up and successfully established following a successful bid to the Adoption Support Fund in 2015-16. The partnership project between Body and Soul and the North London Adoption Consortium offers an 8-week programme for 8-12 year olds (Young Explorers) and 13-16 year olds (Teen Spirit) to enable adopted children to come together with others who have also been adopted and to provide a safe, emotional space for them to work on their feelings and emotions associated with having an adopted status. This year, Enfield has referred several of our adopted children to this project using funds agreed by the Adoption Support Fund. Plans are underway for Body and Soul to be established for child subject to special guardianship arrangements.
- Enfield, as part of the North London (SG) Consortium now routinely offers special guardianship training to those special guardians who are either in assessment or recently approved. This is compulsory and helps to ensure that the special guardians in assessment are better prepared for the task of providing permanency for children who Cannot return home. This training is facilitated by both Enfield special guardianship support social workers and assessing social workers, together with an experienced special guardian.
- A special guardianship support group for Enfield and Haringey guardians was established in 2015-16 and this continues to be well attended, with guest speakers coming along. This group is held on a bi monthly basis.
- A collaborative approach to producing a best practice model on transitions from fostering into adoption was led by John Simmonds

OBE, Head of Policy and Research at BAAF with social work staff from adoption and fostering teams in the consortium.

- A highly rated course, “Going Back to Go Forwards” run by Louis Sydney, a psychotherapist with lengthy experience of working in adoption and Zach Gomm, has been set up for access under the Adoption Support Fund as a rolling arrangement. Newly approved adopters are encouraged to attend this training which runs throughout the year.

User Feedback

- Evaluations following adoption preparation training groups and post-panel attendance indicate positive feedback. However, it was acknowledged that the numbers of feedback reports need to increase. This was addressed through ensuring that all adopters and social workers coming to panel will be asked to complete their feedback reports immediately following their attendance at panel.
- The adopter preparation training is reviewed after every session and comments from participants noted and acted upon. The training provides a wide range of speakers such as adopters, foster carers, professionals from CAMHS and the designated nurse for Looked after Children.
- In line with the ethos of the consortium, the team has been able to accommodate adoptive families from consortium boroughs on Enfield’s preparation training programme. The feedback from these adoptive families has been positive.

- Feedback from adoptive families is also received via letters and cards praising the social workers that have assessed, approved and supported them throughout the process. This is then fed back to Dionne Grant in the Governance and Information Team where positive feedback is reported.
- A Helpline number is now available to adoptive families experiencing problems with their children in the school setting; this is a service provided by the Post Adoption Centre.

Report from Panel Chairperson

This year has again been set against the planning for the new regional adoption agency. Last year was to be my last report but the planning needed for the transition of such complex, legally regulated work to a new agency meant that there were a number of 'stops and starts' in regard to the panel functioning and so we continued to function as a panel until February 2020. I have maintained my decision not to apply to the new agency and so this report is written with a little sadness but also with a reflection of, I hope, being a positive part of making a difference to the lives of the children who have come through panel and of working with such committed social work staff, adoptive families and panel members.

This year has continued to see shorter panel meetings as the number of adopters coming through and the number of children requiring adoptive placements have declined. There continues to be uncertainty regarding adoption in the court arena, and social workers and adopters alike have to manage those uncertainties in terms of, for instance, appeals by birth parents. There remains continued pressure to ensure that planning for children happens in a timely manner and that prospective adoptive parents are given appropriate information, take the lead in the initial processes and are assessed in a fair way which takes account of their strengths as parents for the most vulnerable

children in our society. Expectations of any adoption agency are therefore high and the panel's contribution to the overall success of the agency is crucial.

The challenge for any agency is the placing of the children with more complex needs, particular ethnic, cultural and religious needs, and sibling groups. All the children requiring adoption, even the youngest of infants, have had an uncertain start in life and a major task for the agency is to ensure that prospective adopters have a full understanding of the lifelong challenges that many adopted children and hence their families face.

The role of the adoption panel in relation to matching children with adoptive families has been an item for discussion in many quarters, especially with the new changes in how adoption is managed in the new RAAs. There have been many changes in practice with adopters having much more contact with children and their carers prior to being presented for the formal match, as well as the concept of children being placed prior to the match under Foster to Adopt. Enfield has remained committed to ensuring that the adoption panel brings a level of scrutiny and quality assurance to matches to ensure that they are as safe as they can be.

Our experience is that matches are well researched and prospective adopters come to panel with the requisite information about a child which will enable them to understand the challenges ahead. Panel members are always mindful of the lessons learnt from disruptions and from their own many and varied experiences. This is helpful in considering not only the viability of the match but the adoption support plan, both now and in the long term, which panel members consider to be vital to the successful outcome of any match.

As ever, the quality of the discussion and the issues raised throughout the panel meetings evidence that all members take their responsibilities very seriously and papers are thoroughly read. I am always indebted to panel members for their support in panel meetings. I am confident that papers are read thoroughly and issues identified prior to panel meetings.

I would like to thank them all for their commitment to the task.

The year saw changes in the management of the service, and I have not been able to have a working relationship with the Head of Service in the same way as previously. However, I have continued to meet with Debbie Michael, the Service Manager, outside of panel meetings and she has ensured that I have had the requisite information to support me in my role as Panel Chair. My relationship with Morris Linton as team manager for the adoption service and panel adviser is well established and mutually supportive.

The thoroughness of the decision making in regard to plans for children is evidence of a thoughtful and robust approach to ensuring that all aspects of a child's journey are considered prior to a match being made.


Our medical adviser, Dr Oyetora Enaigbe, left her post with little notice and we have not had the benefit of a medical adviser present at panel meetings, although I have been confident that medical matters have been appropriately dealt with in the agency. We have been pleased to welcome 2 elected members to the panel this year and I hope it has been helpful for them to learn about the complex issues that adoption raises for all concerned.

I would to thank Debbie Michael and Morris Linton for their support to me personally as panel chair and also to the agency in general. Lynne Warner, the panel coordinator, has remained a stalwart of the panel process ensuring the smooth running of the panel . The administrative staff within the borough have continued to adapt to new ways of working in this last year, and it is to Lynne's credit that she has continued to ensure panel meetings are so well organised.

After our last panel meeting in February, we enjoyed afternoon tea (and cakes!) at a local café in Enfield Town. We were joined by 2 members of Enfield's legal team, who have supported us in the past, and it was a good opportunity for us all to reflect on what being a panel member has meant individually and collectively over the months and years.

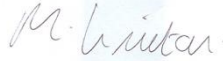
For the future, Enfield's panel has some very skilled and experienced panel members and my hope is that they will have the opportunity to apply to the new RAA to be considered as members of the new adoption panel.

Report compiled by:



Yvonne Metcalf

Independent Adoption Panel Chair



Morris Linton

Adoption Team Manager

LONDON BOROUGH OF ENFIELD

FOSTERING PANEL

ANNUAL REPORT

APRIL 2019 - MARCH 2020

1. Introduction

This is the 15th Annual Report of the Fostering Panel, covering the period from the 1st April 2019 to 31st March 2020, in compliance with the Fostering Standards Regulations (England) 2011. It covers the 12 months of the financial year to coincide with other annual reports.

In this period 16 Fostering Panel meetings have been held and none cancelled due to inquoracy. Panel meets approximately monthly. Additional meetings can be scheduled when the volume of cases requires this. Meetings are held at the Civic Centre in Enfield, with a separate waiting room; the rooms used are suitable for these purposes.

Panel has produced a 'Guide to the Fostering Panel and its Procedures' and a 'Guide to Panel Members', with profiles of members of the Central List and their photographs, for applicants coming to Panel. These are designed to help people attending Panel to understand its function and what happens in Panel.

2. Overview of Work carried out by the Panel

1. Applications from prospective foster carers for a range of tasks
2. Applications relating to Family and Friends (Connected Persons) foster carers for children already or about to be placed with them
3. Regulation 25 cases - forming a view on Connected Persons assessments where an additional 8 week extension to temporary approval is proposed in order for assessments to be completed
4. Matches of children under the age of 13 in long term placements
5. Brief reports where, at Stage 2, the Fostering Service have concerns that an applicant may be unsuitable
6. First Annual Reviews of foster carers
7. Other Reviews which consider continuation of approval, extension of approval or Standards of Care concerns as the local authority sees fit
8. Consultation on a range of different situations where the advice of Panel is sought
9. Quality assurance of work presented
10. Review and up-date of relevant policies and procedures in partnership with the Fostering Service
11. Nomination of foster carers for alternative housing

3. The Central List

There are 13 members on the Central List. Membership has remained consistent over the past 12 months. The one new Panel member has received an induction and the opportunity to observe Panel prior to joining.

Panel members generally receive their papers 7 days in advance of the meeting. Reading the papers in preparation for discussion is a considerable undertaking as, for many meetings, the papers may involve several hours of close reading. All members devote a great deal of time and personal commitment to the work of the Panel and invariably come well prepared. The Fostering Service and Panel has successfully moved to 'paperless Panels'; this cuts down on printing costs and is more secure.

Panel members keep up-to-date with fostering matters: all are members of *Fostering Network* and receive the *Foster Care* periodical. Once registered with *Fostering Network*, members have access to a considerable online resource. All members are provided with a copy of *Effective Fostering Panels, CoramBAAF*, to enhance their understanding of the Panel process. The Chair attends the London and SE Panel Chairs' Group 4 times a year, hosted by the Fostering Network, and regularly shares information gained there.

Panel members are aware of what constitutes a conflict/declaration of interest and, where necessary, declare this at the beginning of a case slot; this is then recorded in the minutes. Each Panel member has a Policy Folder that contains key national regulations and local policies and procedures. A copy of Enfield's Whistle Blowing Policy, as required in Standard 19.6, is included.

The appraisal of all members has takes place annually. All involved find this process useful. See Appendix 2 for further details of membership of the Central List.

4. Panel Business

a. Approvals

24 new mainstream foster carers were approved over the last year. This represents 15 fostering households, an increase of 1 on last year. All prospective carers are invited to attend Panel and are strongly encouraged to do so. Members and carers find this valuable because it gives members a first-hand impression of the applicant/s and adds another dimension alongside the assessment paperwork.

Panel are mindful to work with the Fostering Service to ensure that the recruited pool of carers reflects the ethnicity of the looked after population. In addition, consideration is given to terms of approval that cover the age range and number where there is demand for foster placements. Over the past 12 months several carers been recruited thanks to 'word of mouth' recommendations from an established and enthusiastic foster carer, drawing on her own network. This, in part, explains the high number of Algerian carers recruited in the past 12 months.

The breakdown of ethnic origin of new mainstream foster carers is:

Jamaican	3	13%
Dominican/Jamaican	1	4%
White UK	3	13%
Algerian	4	17%
Turkish Cypriot	3	13%
Greek Cypriot	2	8%
Bangladeshi	2	8%
Moroccan	2	8%
Indian	1	4%
Sri Lankan	1	4%
Portuguese	1	4%
Brazilian	1	4%

This compares with the ethnic make-up of the borough.

Jamaican	Black Caribbean	5.29%
Dominican/Jamaican	Black Caribbean	5.29%
White UK	White British	35.18%
Algerian	Other Ethnic Group	3.99%
Turkish Cypriot	Turkish Cypriot	1.92%
Greek Cypriot	Greek Cypriot	4.85%
Bangladeshi	Bangladeshi	1.92%
Moroccan	Other Ethnic Group	3.99%
Indian	Indian	3.55%
Sri Lankan	Other Asian	3.84%
Portuguese	Other Ethnic Group	3.99%
Brazilian	Other Ethnic Group	3.99%

The Fostering Service recognise that there is a disproportionately low number of white UK applicants coming forward and are considering targeting recruiting in predominately white areas to redress this.

What is striking about the carers recruited in the past 12 months is how many of them had employment in education or working with children more broadly. At least 3 were qualified teachers and many others had worked in nurseries or other child-care settings. They see fostering as a natural progression from the fulfilment they have derived from working with children and wish to extend the role to this different setting. They bring the significant advantage of having already received training on child development, safeguarding etc and with a well-developed skills for working with a wide range of children.

Panel cannot consider those cases where information required under the Fostering Service Regulations is incomplete, unless there are good reasons that explain the shortfall. Most cases are thoroughly prepared and Panel is generally satisfied with the standard of

approval paperwork. On rare occasions where there are gaps Panel will defer and await the additional documents. It is noted that Disclosure and Barring Service (DBS) checks are now received more promptly.

Reports that offer a balanced, critical appraisal of the application, supported with evidence and analysis, are preferred over those that are overly narrative. Panel appreciates the continuing work of the Fostering Service to improve the standards of reports.

Family and Friends (Connected Persons) applications provoke much thought and debate because of the complex issues they throw up and the need to balance the pre-existing relationship alongside the borderline life styles and risks associated with some families. Panel gives due consideration to whether the placement is for the short, medium or long term and the nature and quality of any pre-existing relationship.

Over the past year, 9 Family and Friends foster families have been considered for approval compared with none last year. Panel note that Children's Services in Enfield have carried out practice development work on the approval of connected persons cases and improvements have been achieved in terms of the quality of assessments and meeting of timescales.

b. Regulation 25 – extension of temporary approval

Over the last 12 months, 20 Regulation 25 cases have been considered where it has been necessary to extend the assessment period for temporary Family and Friends Carers beyond 16 weeks. In the previous year there were 8. Again, this increase is attributable to the improvement drive last year.

c. Reviews

All first reviews are presented to the Fostering Panel. Where there have been significant practice issues, changes of approval or changes in circumstance these cases are presented to Panel. 12 first household reviews presented in this period and 1 other household review. Of these 12 were mainstream and 1 Family and Friends foster carer.

Following a serious complaint or allegation against a Foster Carer a review is presented to Panel to consider the new information. Even when an investigation is in process there is an expectation that the Annual Review will still take place, alerting Panel to the outstanding concerns. An up-dated report can then be presented at a later date.

Enfield's LADO provides consultation and co-ordinates reviews/investigations of a child protection nature.

There is still a need for improvement in presenting the views and feedback of children: both children looked after and those within the carers' family. This is a vital area where full information supports members in their deliberations. Panel always look for the views of the children, ideally in their own words by consultation work carried out with them, or through someone who knows them well (and is independent of the fostering household) speaking for them.

The consistency and quality of feedback from the social workers of children in placement on the quality of care is variable. Panel maintain that it must be part of the review. Members view this information as important as Social Workers have the opportunity to observe how the child has responded to the care given over a series of statutory visits. For younger children this is perhaps the only 'voice' representing their views.

Importantly IROs will give feedback on the quality of foster care provided for the children for whom they have responsibility.

First annual reviews are essential in tracking the carers' development. The Training, Support and Development Standards require all new mainstream foster carers to complete the Standards in their first year of approval, connected person's foster carers are required to complete them within 18 months of approval. In addition, defined mandatory training such as Safeguarding and First Aid is required. The Personal Development Plan (PDP) for each foster is key to ensuring they are receiving targeted training based on their knowledge, experience and skills set.

d) Matching

All cases where the child is under 13 and will remain long term with a carer are heard by Panel. There have been 3 such cases in the past year, last year there were 4. These cases are greatly assisted by the information provided by the child's social worker and by their attendance at Panel to answer questions.

e) Quality Assurance

Panel fulfils this function in the following ways:

- Working with the service on policy changes
- Annual meeting between the Chair, Agency Decision Maker (ADM) and the Service Manager for Looked after Children

- Twice yearly Business Meetings provide an opportunity to discuss on-going work between Members and the Fostering Service.
- Evaluation Forms for feedback from applicants and social workers.

f) Observers

Panel welcomes social workers, and others, observing at meetings. It is an excellent way for them to see how Panel works and helps to demystify the process. A confidentiality form has been designed to protect the information read and discussed.

5. Panel Administration

Panel administration is carried out by the Operational Support Officer, Operational Support Hub – Meetings Panels and Events SCS. Panel has benefitted from the consistency of the same administrator over the past 12 months. Draft minutes are prepared within 3 or 4 working days of the Panel meeting and are of a consistently high standard.

6. Agency Decision Maker

The ADM (Anne Stoker) makes qualifying determinations/decisions on all Panel recommendations after she has read the minutes/papers of Panel. She is the Director of Children's Services. On occasions Anne visits Panel as an observer. Over the past 12 months, she has not decided against any of Panel's recommendations.

No cases have gone to the IRM in that period.

7. Panel Business Meetings

These meetings are held twice a year and are well attended. Present are Panel members, Fostering Managers and chaired by the Head of Service. Topics covered: new national developments, matters of concern that have arisen and working out agreed protocols etc.

8. Panel Training

Over the last 12 months there has been one training event: Special Guardianship Training on 15/11/2019. This was held with the Fostering Service.

We continue to circulate Child Safeguarding Practice Reviews (formerly known as Serious Case Reviews) to panel members where relevant to panel work. Discussions are held at panel with all

members invited where we highlight learning points for both panel and the wider fostering service.

Ofsted Feedback

In March 2019 Ofsted inspected LBE and the following comments were made in their summary report:

'Enfield has effective fostering and adoption services, which are overseen by highly experienced, long-standing, child-focused leaders and managers' and,

'there are effective recruitment, assessment, support and training arrangements for adopters and foster carers in Enfield, with strong panel arrangements to ensure that decision-making promotes the best outcomes for children'.

Objectives for 2019 - 2020

- a. Introduction of newly designed Regulation 25 forms, **up-date:** this has been successfully implemented
- b. Full compliance with the recently introduced GDPR as summarised in CoramBAAF's good practice guide.
Up-date: there is increased awareness of this and the need for further training in the coming year
- c. Liaison with the Fostering Service to ensure the Training Programme is published by the end of the financial year so that carers and their SSWs can plan targeted training for the year ahead. **Up-date:** some evidence that Training Programme was issued earlier as fewer carers have said they were unable to plan their training dates ahead

Objectives for 2020 – 2021

- a. Evaluation of holding virtual Panels in response to the Covid 19 pandemic
- b. Evaluation of Covid 19 on aspects of child-care practice presented to Panel
- c. Recruitment of more males and another member with care experience to the Central List
- d. 2 training events for members, ideally with colleagues from the Fostering Service. One to cover GDPR

Wendy Gill and the Team Managers on behalf of the Fostering Panel

APPENDIX ONE**Panel Statistics 2019 - 2020**

	Last year 18-19	This year 19-20
New In-house Approvals	14	15
New Family & Friends Approvals	0	9
Reviews		
a) First reviews	13	12
b) Other reviews	3	1
Extension of Temporary Approvals (Reg 25)	8	20
Long term matches	4	3
Carers de-registered as no longer suitable (D2.5).	2	3
Notifications to Panel on Intention to De-register	2	4

APPENDIX TWO**CENTRAL LIST**

Wendy Gill	Independent Panel Chair, social work background
Monica Bunbury	Current Vice Chair, independent member
Kerry Stanton	Current Vice Chair, Service Manager, Joint Service for Disabled Children
Melissa Halls	Agency Social Work Representative, Team Manager Adolescent and Leaving Care Team
Lydia Bartlett	Agency Social Work Representative, Deputy Team Manager Parent Support Service
Roseanne Lee	Agency Social Work Representative, Team Manager Child Protection & Family Support
Nita Patel	Agency Social Work Representative, social worker in the Special Guardianship Team
Councillor Glynis Vince	Elected Member
Councillor Christine Hamilton	Elected Member
Richard Reynolds	Independent Member, background in health and safety and children with disabilities
Anne Whitehorn	Independent Member, legal background
Erina Kouyate	Independent Member, care experience
Mary Murrill	Additional Panel Member, Designated Nurse for Looked After Children

Others Attending

Renee Powell/Siew Tan/ Reina Brown	Panel Advisors, Team managers within the Fostering Service
Dave Woodger or another from the Operational Support Hub – Meetings Panels and Events	Panel Co-ordinator

Others advising

Gill Wells	Legal Advisor
Dr Martin Bellman	Medical Advisor

Addendum to the Annual Fostering Service Report for Scrutiny Panel on 10th December 2020

This addendum responds to specific requests for information from Elected Members, relating to how the Fostering Service has supported foster carers during the coronavirus pandemic. It should be read alongside the Fostering Annual Report 2020. It sets out the information requested under each of the questions posed

- **How did the Local Authority carry out its statutory duties, i.e. Unannounced Visits and visiting new foster carers homes prior to coming to Panel? Did it make sure that reports are signed and dated by Social Workers and Foster Carers with an electronic signature etc.**

The Service has a regularly updated Coronavirus Risk Assessment framework in place, setting out the steps taken to ensure the continuation of service delivery and the safety of foster carers, staff and children during the pandemic. While many foster carers have understandably been anxious about the risks from the virus, they have been remarkably resilient in continuing to deliver high quality care to Enfield's looked after children. Additional support has been provided where necessary including funding for taxis to avoid taking children on public transport and the re organisation of the Contact Centre to ensure social distancing when children are taken to and from contact sessions.

From March until July 2020, 'visits' to foster carers were completed via virtual means. However, the level of support to foster carers was increased with all team members calling their carers on a weekly or bi-weekly basis (depending on the experience and resilience of the carers and whether there were any difficulties in the placement). A dedicated 24-hour/7 day a week telephone support service, in addition to the mainstream out of hours service, was put into place by the fostering team, which enabled foster carers to have a round- the-clock point of call for Covid-19 concerns during times of anxiety. This helpline remained in place until August when it was no longer required. Foster carers continue to have access to the mainstream out of hours service which is co-facilitated by the fostering team managers during weekdays until 10.00pm. After this time, and at weekends, the foster carers can access the Emergency Duty Team service.

Face to face visits to all foster carers are now back in place, unless there is a Health and Safety factor preventing this. In line with the Children's Services protocol, Risk Assessments take place prior to every visit. These assessments consider a number of factors to ensure that the safety of all parties is maintained. PPE is available and used during visits where necessary.

Unannounced Visits

The requirement to comply with Government guidelines and the necessity of completing a robust Risk Assessment prior to each visit, meant that unannounced visits were put on hold. The increased contacts with foster carers and close liaison with children's social workers ensured that any concerns were identified and addressed in a timely manner.

Unannounced 'doorstep' visits were completed if difficulties were identified. The new lockdown has meant that unannounced 'in person' visits are not yet able to be resumed as a matter of routine, but the service is starting to complete these 'virtually'. This involves the worker calling up the foster carer and asking to be taken on a virtual tour of the home. This process will be kept under review.

Visits prior to panel

No comprehensive assessment could be completed without a significant element of face to face contact with applicants. These have been managed and no application has been presented to Fostering panel for approval without the home of the prospective carer having been seen and assessed.

Electronic Signatures

While these have been used where possible, some carers have found difficulty in the technology. In these cases, foster carer agreement has been recorded by e mail. Carers are being supported in acquiring the necessary IT skills, but this is work in progress.

- **How is Enfield succeeding in comparison to other authorities?**

The impact of Covid on foster carer recruitment has been a national issue with the majority of prospective foster carers who initially expressed interest feeling they should wait until the pandemic was over before progressing their applications. This national picture was reflected in Enfield with fewer approvals being made in the first half of the year. Seven approvals have been made to date in 2020/21 but a further 13 sets of foster carers are currently being assessed and it is anticipated that many of these will be presented to Fostering Panel before the end of the year. This would be outstanding performance in the midst of a pandemic. Any delays will be due to medical assessments and other checks taking longer than usual to arrange. Our target for approvals is 15 each year. In 2019/20, 15 Enfield approvals were made, the highest in any of the North London Consortium boroughs.

(Figures in brackets relate to the previous year 2018-19)

2019-20	Barnet	Camden	Enfield	Hackney	Haringey	Islington
Number of Enquiries	204 (194)	200 (181)	260 (234)	327 (228)	111 (164)	251 (274)
Number of New Approvals	8 (31)	10 (9)	15 (14)	9 (12)	10 (15)	6 (7)

- **What follow up has there been on the fostering report by the scrutiny workstream of 2019?**

Last years report set out a number of next steps which have all been progressed

To assess and recruit 15 sets of foster carers	Completed – 15 sets of carers were approved in 2019/20
To recruit foster carers willing to take sibling groups and older children	Following a targeted recruitment campaign and an increase in the fee for carers taking on second and subsequent children, 9 of the 15 sets of carers approved were for sibling groups and 7 for children up to 18. This is a significant increase on previous years.
To maximise the use of technology in recruiting new carers.	The recruitment strategy sets out the online platforms now used, including Facebook and Twitter. Targeted online events in Foster Care fortnight saw an increase in enquiries from 24 the previous year to 65 in 2020. Portal for online expressions of interest is functioning with 30% of all enquiries coming in through this route
To support the implementation of the North London Regional Adoption Agency (RAA)	The RAA is now fully functioning. Links are maintained through membership of the RAA strategic boards by the Enfield Fostering and Permanence Service Manager and the Early Care Planning Manager

Debbie Michael
Service Manager
Fostering & Permanence
23rd November 2020

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Paper for Scrutiny Panel – Support to Care Leavers during Coronavirus

This paper provides the information requested for Scrutiny Panel on how Enfield has supported its Care Leavers during the Coronavirus pandemic including their Health and Wellbeing.

CONTEXT	<p>Enfield Leaving Care Service, together with its partner agencies, ensures that care leavers have all the support they need to live safe, and successful lives.</p> <p>Enfield Leaving Care Service alongside Partner Agencies aims to provide Care Leavers with as much support and opportunities available to them to best help them achieve their aspirations and securing the very best possible outcomes for their future.</p> <p>The breakout of the COVID-19 Pandemic has inevitably had an impact on the service we provide. Robust plans have been put in place throughout the pandemic to ensure we continue to provide a service of a high standard that meets the needs of our Care Leavers.</p>
CARE LEAVERS DEMOGRAPHICS	<p>372 is currently the total number of young people open to the Leaving Care Team between the age of 16 and 25:</p> <ul style="list-style-type: none"> • 16-18: 101 (26%) • 18-21: 205 (56%) • 21-25: 66 (18%) <p>At the time this report was completed, in November 2020, we were supporting 155 Asylum Seeking Young People (16-21) under the Leaving Care Service (42%):</p> <ul style="list-style-type: none"> • 40 UASCs (16 and 17 years old) within LCT (25% of the total UASC population) compared to 9 UASCs within the LAC Service • 115 Former UASCs (75% of the total UASC population)

	which include Care Leavers over the age of 18.
THE SERVICE RISK REGISTER	<p>This Document set out how service delivery would be adjusted to ensure that the wellbeing of our care leavers would be supported and maintained during the pandemic.</p> <p>It included an up to date Risk Assessment being completed on every young person at the start of 'lockdown' and the outcome of this, being used to determine the regularity of contacts between the case worker and the young person as well as any additional support needed. These Risk Assessments have been regularly reviewed to make sure they remain relevant.</p> <p>At the time this report was completed, in November 2020, 15 Young People (4% of the total population) were rated HIGH RISK as per their most recent Risk Assessment review.</p>
YOUNG PEOPLE IN SEMI-INDEPENDENT SUPPORTED PLACEMENTS	<p>Care leavers in fostering families or residential units benefitted from being in a setting with other people throughout the lockdown period. There was a particularly strong focus on our young people living in supported semi-independent placements, given the potential for loneliness and isolation during this time.</p> <ul style="list-style-type: none"> • Foster Placements (in-house and independent) and Staying Put arrangements: supporting 63 of our young people 16-21 (17%). • Semi-independent placements: supporting 220 of our young people 16-25 (59%).
NATURE OF THE CONTACT WITH YOUNG PEOPLE DURING THE PANDEMIC.	<p>Initially, the majority of contacts with the young people had to be completed 'virtually'. It was interesting to see how well our care leavers responded to the move to technological communication – their own ease with the different platforms obviously helped with this. However, face to face contact, using PPE, did remain in place throughout for young people in certain circumstances. These included those at risk of immediate placement breakdown, placement moves, new Unaccompanied Asylum-Seeking Children, young people who had returned from significant missing episodes</p>

	<p>and where any other safeguarding concerns required an in-person response. The Service maintained a Duty Team presence in Triangle House every day, to ensure an immediate response to any young person in crisis. As soon as lockdown restrictions were relaxed, face to face visits to all young people recommenced and have continued.</p>
<p>SUPPORT OFFERED TO PROMOTE WELLBING AND PLACEMENT STABILITY</p>	<p>In line with Government advice, our care leavers were encouraged not to leave their placements, unless this was for any of the allowed scenarios set out in the statutory guidance. Mitigating factors were put into place to help them manage in this situation.</p> <ul style="list-style-type: none"> • significantly increased contact from social workers/personal advisors and key workers to best monitor and address any issues related with the six areas we have highlighted in both our Local Offer and Service Strategy as key in the Care Leavers' pathway for a successful future. These included those related to their Health and Wellbeing; Education, Training and/Employment; Relationships; Housing; Finances; Access to Information and Services. • Checks were made to ensure that every young person had access to internet and their own TV. • Young People were provided with laptops funded by both our Service and the DFE. • additional funding for telephone credits was provided where necessary to allow increased telephone contact with family members and friends while face to face visits could not take place. • Providers were asked to purchase additional food and essential supplies, funded by the Council, to ensure that any young person who ran out of provisions could be given the necessary support. • Every provider was written to, asking them to discuss with their residents, any additional equipment they would like

	<p>to help keep them occupied at home and the service purchased books, garden basketball equipment, card games etc in response.</p> <p>A small number of our young people did break the rules, putting their accommodation in jeopardy, as the providers felt they were then putting other young people at risk of exposure to Coronavirus. Speedy work between the allocated worker, the provider and the young person ensured that no young person was evicted.</p>
<p>SUPPORT TO SEMI-INDEPENDENT PLACEMENT PROVIDERS</p>	<p>During the lockdown period, the placements commissioning team, Access to Resources (ART), contacted every semi-independent provider where an Enfield young person was placed, on a weekly basis, to go through a series of coronavirus related questions. This ensured a proactive approach to identifying any evolving issues and included questions on staffing levels, any examples of symptoms or diagnoses in staff or young people, compliance and hand sanitiser availability. ART provided hand sanitiser to providers who had been unable to source this for themselves. A 24 hour/7 day a week helpline was set up for providers to respond to any coronavirus related problems/questions/concerns they had.</p>
<p>SUPPORT AVAILABLE FROM OTHER RELEVANT CHILDREN SERVICES AND PARTNER AGENCIES</p>	<p>The Health and Education Access and Resources Team (HEART) continued to provide services to looked after children and care leavers throughout this period and specialist CAMHS appointments were delivered by virtual means.</p> <p>The LAC Health Team continued to see Young People by video for their Health Assessment Reviews and followed up any concerns or outstanding health needs with the allocated Social Worker. GPs have prioritised immunisations and these continue to be promoted.</p> <p>A total of 91 Health Assessments were completed on 16 and 17</p>

	<p>years old between March and November 2020.</p> <p>Health assessments explored about the impact of COVID-19 in young people’s lives. There is a general sense that the young people, on the one hand, enjoy being home with others. On the other hand, they reported being bored, missing school and friends. Very few have shared that they are not complying with the Government guidelines.</p> <p>LAC Health Team liaises with social workers, foster carers and CAMHS when concerns about mental health arise.</p> <p>Between March and the end of October this year HEART CAMHS received 20 referrals of young people aged 16-18 (for context, this was 41% of our total referrals during the period).</p> <p>Additional services were put into place across Children’s Services to support all young people’s emotional wellbeing, including those in semi-independent provision, through the challenges of lockdown. These included the online mental health support line, KOOTH, a Domestic Violence Hub and the Summer University Programme delivered through the Youth Service.</p> <p>The Virtual School ran its annual Summer ESOL course for Unaccompanied Asylum-Seeking Children using virtual technology. An Education, Employment and Training support worker was appointed to help some of the more complex young people to make the transition into meaningful activity.</p>
<p>CARE LEAVERS LOCAL OFFER AND STRATEGY (2020-2023)</p>	<p>During the last few months, under the auspices of the Corporate Parenting Board, Enfield’s Local Offer for Care Leavers has been reviewed and updated. A new Care Leavers Strategy for 2020-2023 has been developed, incorporating an Action Plan which will be reviewed annually at the Board.</p>

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Children, Young People and Education Scrutiny Panel Briefing

Date of meeting	10th December 2020
To	Children, Young People and Education Scrutiny Panel
Title	COVID and the re-opening of schools
Project Sponsor	Peter Nathan Director of Education
From	Peter Nathan
Contact Details	peter.nathan@enfield.gov.uk
Purpose of briefing	This briefing provides an overview of the full re-opening of schools since September 2020.

Background

Since March 2019, schools have been impacted by COVID and the government response to this. Schools have been open throughout the period since March but in the first phase this was limited to children from key worker families and those defined as vulnerable attending school. This meant that most children were educated at home through remote learning although this inevitably did take some time to set up as this was introducing a new way of working. Vulnerable pupils with attached social workers were strongly encouraged to attend school but this was a challenge due to the fear of the pandemic – about 20% of vulnerable children were attending school in this first phase. Special schools were open, but attendance again varied considerably between schools.

In June, schools were asked to admit pupils from targeted year groups (year 10 & 12 in secondary schools & in primary year R,1 & year 6 as well as nursery). Schools in Enfield did try to comply with this guidance, but for many schools this was not possible as they also had to comply with health and safety guidance regarding COVID. There was also a reluctance amongst the parent body to send their children back to school – this varied considerably from school to school.

During this first period, many schools were also open during the holiday periods providing childcare for key worker families. For example, Wilbury Primary School had a close relationship with the North Middlesex Hospital in order to support key worker staff. This meant that many staff worked through Easter and the Whitsun half-term without a break.

Senior local authority education staff met regularly with headteacher representatives to discuss COVID related issues and the guidance provided by the DfE. Meetings also took place with the relevant education trade unions. Extensive risk assessment guidance was provided to schools and community schools assessments were reviewed by the borough's health & safety team – this service was also offered to all Enfield schools including academies.

COVID and Schools from September 2020

i) Schools were expected to open to all pupils from September, but most schools took a staggered approach to the return of pupils over 2 weeks. This was because many children had been off school for a considerable period of time and also because of the new health and safety rules that were in place. Staff and pupils had to have time to understand the new arrangements and also to get back into the rhythm of school life. Additional training time was allocated for staff to understand the guidance and risk assessments which applied to every aspect of school life. Feedback from headteachers indicated that most children were delighted to be back in school with their friends even if there were new arrangements in place such as “bubbles”, new seating arrangements, corridor rules and break-time rules, etc.

ii) Considerable advice and guidance has been provided from the government on the opening of schools to all children from September. Senior education staff have been in at least weekly dialogue with the DfE concerning the guidance and feedback from schools. This has included very specific advice for example on the size of bubbles, minimizing social contact, staggered start times for schools and other examples of school practice. Meetings have been taking place on a weekly basis with headteachers representatives and monthly online briefings have taken place with all headteachers – a point to note here is the impact of online meetings as the attendance levels have been very high with nearly all schools attending.

iii) One of the consequences of schools opening to all pupils, has been the growing number of COVID cases affecting both staff and pupils. The guidance from public health and the DfE insists that if there is a COVID positive case within a bubble, the whole group needs to self-isolate for 14 days either from the date of the test or the date of the onset of symptoms. Initially there were few cases and schools followed a process informing the LCRC (Local Coronavirus response cell) but as the term progressed, the LCRC got overwhelmed with the number of cases being reported by schools and advice transferred to the DfE. Support to schools has also been provided by a small team within the local authority from education, human resources and public health – this support has provided in evenings and at weekends due the need for timely and speedy advice.

iv) At the time of writing this report in late November, most schools in Enfield have had at least one case of COVID with many having multiple cases. A number of schools have had to close completely for short periods, and this has been mainly because of a lack of staff to manage the school safely or to teach classes. Many pupils have had their in-school education disrupted and have reverted to a home or remote learning system. Although remote learning does work for some pupils, it is apparent that there is a real concern about digital poverty impacting on a large number of pupils who can't access online learning on a regular basis. In their visits to schools around the country Ofsted have commented on the "lost learning" that is taking place creating an even greater potential achievement divide between disadvantaged pupils and their peers.

v) A further issue to note is the impact of COVID on the workload of senior staff and particularly headteachers. If there is a case of COVID in a school, there is a considerable administrative and logistical process that needs to take place with pupils, parents, staff, governors and other agencies – and a school can be informed on any day or any time of case that occurs. For teaching staff too, working with Google classrooms or another online system has presented its own challenges with most preferring to be back in school.

vi) Recognising the potential impact of COVID on mental health, the Educational Psychology Service (EPS) has led an initiative entitled "Enfield Thrives Together" bringing together agencies involved in supporting mental health in schools in order to better provide support to schools, The EPS also offered individual support to headteachers, teaching and support staff and also to parents/carers which started in the summer term and has continued on into the autumn.

vii) Ofsted carried out a local area SEND visit in October to look at how the local authority and local area had responded to COVID and the impact of COVID on children and families with special needs. The feedback provided was that the staff had worked well and flexibly to meet the need of children and families – the feedback was in fact very positive indeed about local authority services. The report though

noted the isolation and loneliness felt by families and furthermore, the growing incidence of mental health concerns. In addition, Ofsted highlighted how digital poverty impacted on education and also other aspects of family life.

Next Steps

i) Schools will continue to have COVID cases and will continue to be supported by local authority officers as well as the LCRC and the DfE. It is expected that this will need to continue over the Christmas holiday period as well as over the spring term until Easter at the earliest.

ii) Meetings with headteacher representatives will continue on a weekly or fortnightly basis as needed and there will also be regular meetings with trade unions. Monthly briefings for headteachers and chairs of governors will be held on a monthly basis with the next briefing being held on 27th November. The briefings are attended by public health who will update schools on a range of COVID related issues.

iii) The Director of Education has been writing to schools once or twice a week since March with regular COVID updates as well as other matters and this will continue. In addition, human resources have been holding regular employment related COVID briefings and there have several similar events with public health. These will also continue as needed. The Hub, a central web-based repository for communication with schools managed by Enfield Traded Services, will continue to hold all advice and guidance on COVID. Updates are provided to school twice a week and this will continue.

Appendix: 1. Sample risk assessment guidance for primary schools (Enfield):**2.**Excel data information on weekly COVID cases in schools

THIS IS A GUIDE OF CONSIDERATIONS FOR A RISK ASSESSMENT FOR COVID-19, BUT HEADTEACHERS MUST CONSIDER THE WORK ACTIVITIES AND ENVIRONMENT IN THEIR SCHOOLS TO UNDERTAKE THEIR OWN RISK ASSESSMENT

VERSION 3



EXAMPLE RISK ASSESSMENT – PRIMARY SCHOOLS DURING CORONAVIRUS PANDEMIC (COVID-19) for return in the Autumn 2020 Term

School:			
Headteacher:	<i>Insert</i>	Persons undertaking the assessment:	Headteacher/ Senior Leadership Team/ School Business Manager
Work Activity being assessed:	Risk Assessment for Schools in response to Coronavirus in the Autumn 2020 term	Risk Assessment Number:	<i>Insert</i>
Date of assessment:	<i>Insert</i>	Date of next review:	<i>Suggest review in one month or sooner if Government advice changes</i>

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SCOPE OF OPERATION, LOCATION AND PERIOD (i.e., AUTUMN TERM)	ASSOCIATED GUIDANCE
<p>SCOPE OF OPERATION (description of tasks being undertaken): <i>facilities/activities relevant to your school</i></p> <p>Education settings must be able to achieve the following controls as defined by the Department of Education guidance, before schools return full-time from the beginning of the Autumn term. https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools</p> <p>Separate guidance is available for early years, further education colleges and for special schools.</p> <p>What you should do</p> <p>The current Risk Assessment must be updated and reviewed by the Headteacher, taking into account any practices and outcomes which have been developed. Consideration should be given to the additional risks and control measures so as to enable a return to full capacity in the Autumn term.</p> <p>Where points are not completed but will need to be addressed, they should be placed in Further Actions Required column with a time frame for completion. Items that are not applicable to the school's specific settings should be deleted.</p>	<p>NHS 111 https://111.nhs.uk/covid-19</p> <p>https://www.hse.gov.uk/coronavirus/working-safely/index.htm</p> <p>https://www.hse.gov.uk/mothers/index.htm</p> <p>Government guidance: By the end of the summer term, Public Health England will publish revised guidance for cleaning non-healthcare settings to advise on general cleaning required in addition to the current advice on COVID-19: cleaning of non-healthcare settings guidance.</p> <p>https://www.gov.uk/guidance/nhs-test-and-trace-how-it-works#people-who-develop-symptoms-of-coronavirus</p> <p>https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance</p> <p>https://www.gov.uk/guidance/coronavirus-covid-19-</p>

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<p>Reference should be made to the various guidance documents available from GOV.UK as on the left-hand side of this document.</p> <p>The guidance from UK GOV is constantly updated and changes frequently so best practice requires that attention to these guidance notes and their updates is required.</p> <p>Please note that when using this model template comments on hazards and control measures can be amended, deleted or added to depending on the individual school setting.</p> <p>It is a model that you can use as is or use to verify if you are using another preferred format.</p>	<p>getting-tested</p> <p>https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe</p> <p>https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings</p> <p>https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care</p>
<p>LOCATION:</p> <p><i>Name of school</i></p>	<p>https://www.gov.uk/guidance/contacts-phe-health-protection-teams</p>
<p>WHEN DOES THE ACTIVITY TAKE PLACE (<i>early hours, during normal hours, after 6pm or at weekends</i>)</p> <p><i>Add in any other hours/days</i></p>	<p>https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested</p> <p>https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance/stay-at-home-guidance-for-households-with-possible-coronavirus-covid-19-infection</p> <p>https://www.nhs.uk/conditions/coronavirus-covid-19/testing-and-tracing/</p> <p>https://www.gov.uk/government/publications/covid-19-</p>

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NOTES:

As an employer, you must protect people from harm. This includes taking **reasonable steps** to protect your workers and others (pupils, visitors, contractors, delivery staff) from coronavirus. This is a COVID-19 model risk assessment and it'll help you manage risk and protect people. Applying the risk assessment process for COVID 19 requires that you must:

- identify what work activity or situations might cause transmission of the virus
- think about who could be at risk
- decide how likely it is that someone could be exposed
- act to remove the activity or situation, or if this isn't possible, control the risk

This model risk assessment is designed to fulfil those requirements and is in line with the recommended process using the Health and Safety Executive's (HSE) approach as laid down in their 'Five Steps to Risk Assessment' This is a step-by-step process for controlling health and safety risks caused by hazards in the workplace- in this to reduce risks from COVID 19.

You can use this document to help you make sure you have covered what you need to do to keep teachers, workers, pupils and others safe. Once you have completed your risk assessment you will also have to monitor to make sure that what you have put in place is working as expected.

[stay-at-home-guidance](#)

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

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

<https://www.rcpch.ac.uk/resources/covid-19-shielding-guidance-children-young-people#children-who-should-be-advised-to-shield>

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

<https://www.gov.uk/government/publications/covid-19-review-of-disparities-in-risks-and-outcomes>

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

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

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The Layout

This risk assessment is laid out in two sections; ‘ Part 1 – General Risk Assessment for School and ‘ Part 2 – School Settings’.

This document model aims to look at and use guidance and advice from authoritative sources, in this case the HSE and UK GOV. (DofE).

Part 1 – General Risk Assessment for School, is taken from the HSE’s general guidance on risk management and example risk assessment for COVID 19. The content in this section is taken directly from the HSE model and points raised are recommended areas to cover in all workplaces. By checking through this it will enable you to; make sure you are looking at areas or groups that may not be necessarily covered in a straightforward school risk assessment, provide assessment for non-school activity e.g. building work etc, and can be used to consider if it can be applied to your school setting.

Part 2- School Settings, is as stated and is specifically centred on normal school operation. The information here is sourced from UK GOV documents and the links for these are listed in the main body and on the left of this document.

LEGAL REQUIREMENT

The legal requirement in a nutshell is to reduce risk ‘as low as reasonably practicable’ (ALARP). You are required to do this using risk assessment and this document provides a model process for this. By so doing you are also meeting with the strong moral obligations to reduce risk in a school environment.

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

<https://www.hse.gov.uk/coronavirus/legionella-risks-during-coronavirus-outbreak.htm>

<https://www.cibse.org/coronavirus-covid-19/emerging-from-lockdown>

<https://www.hse.gov.uk/coronavirus/equipment-and-machinery/air-conditioning-and-ventilation.htm>

<https://www.gov.uk/government/publications/health-and-safety-on-educational-visits/health-and-safety-on-educational-visits>

<https://www.gov.uk/government/publications/protective-measures-for-holiday-or-after-school-clubs-and-other-out-of-school-settings-for-children-during-the-coronavirus-covid-19-outbreak/protective-measures-for-out-of-school-settings-during-the-coronavirus-covid-19-outbreak>

<https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-phased-return-of-sport-and-recreation>

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REMEMBER;

THIS DOCUMENT IS THERE TO BE USED AS A MODEL AND SHOULD BE ADAPTED FOR YOUR SCHOOL SETTING AND ITS NEEDS.

<https://www.gov.uk/coronavirus>

[Coronavirus \(COVID-19\): implementing protective measures in education and childcare settings](#)

[What parents and carers need to know about schools and other education settings during the coronavirus outbreak](#)

<https://www.nursingtimes.net/news/research-and-innovation/paper-towels-much-more-effective-at-removing-viruses-than-hand-dryers-17-04-2020/>

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Coronavirus Risk Assessment

Activity:	Risk Assessment for Schools in response to Coronavirus	No. of pages:		Page number:	
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What are the hazards?	Who is at risk and How would they be harmed? (e.g. staff, public, contractors – trip, slip, fall, assault)	CONTROLS What is currently done to reduce / control the risk?	What further action do you need to consider to control the risks? -What more can be done to reduce risk?	Action by whom, by when?
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PART 1 – GENERAL RISK ASSESSMENT FOR SCHOOL

Getting or spreading coronavirus by not washing hands or not washing them adequately	Workers Customers Contractors Drivers coming to your business Drivers going out for your business Visitors	Follow the HSE guidance on cleaning, hygiene and hand sanitiser https://www.hse.gov.uk/coronavirus/working-safely/cleaning.htm - Provide water, soap and drying facilities at wash stations - Provide information on how to wash hands properly and display posters - Based on the number of workers and the number of people who come into your workplace decide: ➤ how many wash stations are needed ➤ where wash stations need to be located	- Put in place monitoring and supervision to make sure people are following controls - Put signs up to remind people to wash their hands - Provide information to your workers about when and where they need to wash their hands - Identify if and where additional hand washing facilities may be needed	
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		<p>You may already have enough facilities</p> <ul style="list-style-type: none"> - Provide hand sanitiser for the occasions when people can't wash their hands - There's a legal duty to provide welfare facilities and washing facilities for visiting drivers - You should talk to managers at any sites your drivers are visiting to ensure they are provided with hand washing facilities 	<ul style="list-style-type: none"> - If people can't wash hands, provide information about how and when to use hand sanitiser - Identify how you are going to replenish hand washing/sanitising facilities - Make sure people are checking their skin for dryness and cracking and tell them to report to you if there is a problem 	
Getting or spreading coronavirus in common use high traffic areas such as canteens, corridors, rest rooms, toilet facilities, entry/exit points to facilities, lifts, changing rooms and other communal areas	<p>Workers</p> <p>Customers</p> <p>Visitors</p> <p>Contractors</p> <p>Drivers coming to your business</p>	<p>Follow HSE guidance on welfare facilities, canteens etc:</p> <p>Identify:</p> <ul style="list-style-type: none"> > areas where people will congregate, eg rest rooms, canteens, changing rooms, reception, meeting rooms, smoking areas, tea points, kitchens etc > areas where there are pinch points meaning people can't meet the social distancing rules, e.g. narrow corridors, doorways, customer service points, storage areas > areas and equipment where people will touch the same surfaces, such as in kitchens, eg kettles, shared condiments etc > areas and surfaces that are frequently 	<ul style="list-style-type: none"> - Put in place monitoring and supervision to make sure people are following controls put in place, eg following hygiene procedures, washing hands, following one-way systems - Near-miss reporting may also help identify where controls cannot be followed or people are not doing what they should 	

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		<p>touched but are difficult to clean</p> <ul style="list-style-type: none"> ➤ communal areas where air movement may be less than in other work areas, eg kitchens with no opening windows or mechanical ventilation <p>Agree the combination of controls you will put in place to reduce the risks. This can include but is not limited to:</p> <ul style="list-style-type: none"> ➤ limiting the number of people in rooms so that social distancing rules can be met, eg stagger breaks, have maximum occupancy numbers for meeting rooms ➤ reorganise facilities in communal areas such as spacing out tables in meeting rooms, canteens etc so social distancing rules can be met ➤ where possible put in place physical impervious barriers (eg Perspex in reception areas) to reduce contact ➤ increase the use of online meeting facilities, even for people working in the same building, to reduce the number of people moving around ➤ put in place one-way systems in corridors 		
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		<p>or regularly used pedestrian traffic routes to manage the flow of people moving around workplaces and to allow social distancing rules to be met</p> <ul style="list-style-type: none"> > leave non-fire doors open to reduce the amount of contact with doors and also potentially improve workplace ventilation > provide lockers for people to keep personal belongings in so that they aren't left in the open > keep surfaces, such as kitchen sides and tables, in communal areas clear for people to sit and eat at to make cleaning easier > provide washing facilities and hand sanitiser at accessible places near to where people will have contact with high traffic communal areas, eg sanitiser/washing facilities at the entrance/exit to canteens > put signs up to remind people to wash and sanitise hands and not touch their faces > put in place cleaning regimes to make sure high traffic communal areas are kept clean – consider frequency, level of cleaning and who should be doing it 		
Getting or spreading	Workers	– Identify groups of workers who live together	Discuss with workers who	

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<p>coronavirus through workers living together and/or travelling to work together</p>		<p>and group them into a work cohort</p> <ul style="list-style-type: none"> - Identify groups of workers who travel to work together and group them into a work cohort 	<p>live and/or travel to work together to agree how to prevent the risks of spreading coronavirus</p>	
<p>Getting or spreading coronavirus by not cleaning surfaces, equipment and workstations</p>	<p>Workers Customers Visitors Contractors Drivers coming to your business Drivers going out for your business</p>	<p>Use the guidance on cleaning and hygiene during the coronavirus outbreak https://www.hse.gov.uk/coronavirus/working-safely/cleaning.htm</p> <ul style="list-style-type: none"> - Identify surfaces that are frequently touched and by many people (often common areas), eg handrails, door handles, vehicle door handles (inside and outside), shared equipment etc and specify the frequency and level of cleaning and by whom - Train people how to put on and remove personal protective equipment (PPE) that is used for normal work hazards and how to keep it clean - Reduce the need for people to move around your site as far as possible. This will reduce the potential spread of any contamination through touched surfaces - Avoid sharing work equipment by allocating it on personal issue or put cleaning regimes in place to clean between each user - Identify where you can reduce the contact of 	<ul style="list-style-type: none"> - Put in place monitoring and supervision to make sure people are following controls, ie are implementing the cleaning regimes implemented - Provide information telling people who needs to clean and when - Provide instruction and training to people who need to clean. Include information on: <ul style="list-style-type: none"> ➢ the products they need to use ➢ precautions they need to follow ➢ the areas they need to clean - Identify how you are going to replenish cleaning products 	

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		<p>people with surfaces, e.g. by leaving open doors that are not fire doors, providing contactless payment, using electronic documents rather than paperwork</p> <ul style="list-style-type: none"> - Identify other areas that will need cleaning to prevent the spread of coronavirus, e.g. canteens, rest areas, welfare facilities, vehicles and specify the frequency and level of cleaning and who will do it - Identify what cleaning products are needed (e.g. surface wipes, detergents and water etc) and where they should be used, e.g. wipes in vehicles, water and detergent on work surfaces etc - Keep surfaces clear to make it easier to clean and reduce the likelihood of contaminating objects - Provide more bins and empty them more often - Provide areas for people to store personal belongings and keep personal items out of work areas - clean things like reusable boxes regularly - Put in place arrangements to clean if someone develops symptoms of coronavirus at work. <p>https://www.gov.uk/government/publications/c</p>		
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		ovid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings		
Mental health and wellbeing affected through isolation or anxiety about coronavirus	Workers	<p>Follow HSE guidance on stress and mental health</p> <ul style="list-style-type: none"> - Have regular keep in touch meetings/calls with people working at home to talk about any work issues - Talk openly with workers about the possibility that they may be affected and tell them what to do to raise concerns or who to go to so they can talk things through - Involve workers in completing risk assessments so they can help identify potential problems and identify solutions - Keep workers updated on what is happening so they feel involved and reassured - Discuss the issue of fatigue with employees and make sure they take regular breaks, are encouraged to take leave, set working hours to ensure they aren't working long hours 	<p>Further advice and support</p> <ul style="list-style-type: none"> - Share information and advice with workers about mental health and wellbeing - Consider an occupational health referral if personal stress and anxiety issues are identified - Where you have an employee assistance programme encourage workers to use it to talk through supportive strategies 	
Contracting or spreading the virus by not social distancing	Workers Customers Contractors	<ul style="list-style-type: none"> - Identify places where, under normal circumstances, workers would not be able to maintain social distancing rules - Identify how you can keep people apart in line with social distancing rules in the first 	<ul style="list-style-type: none"> - Put in place arrangements to monitor and supervise to make sure social distancing rules are followed - Provide information, 	

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	<p>Delivery drivers to/from your workplace</p> <p>Visitors</p>	<p>instance.</p> <p>This may include:</p> <ul style="list-style-type: none"> ➤ using marker tape on the floor ➤ one-way systems ➤ holding meetings virtually rather than face-to-face ➤ staggering start/end times ➤ limiting the number of people on site at one time ➤ having allocated time slots for customers ➤ rearrange work areas and tasks to allow people to meet social distancing rules ➤ using empty spaces in the building for additional rest break areas where safe to do so ➤ implementing 'drop zones' for passing materials between people ➤ providing more parking areas or controlling parking spaces ➤ providing facilities to help people walk or cycle to work, eg bike racks ➤ minimising contact at security offices for drivers <p>- Identify where it isn't possible to meet social distancing rules and identify other physical measures to separate people. This can include:</p> <ul style="list-style-type: none"> ➤ physical screens and splash barriers – if they are used in vehicles they must be safe, 	<p>instruction and training to people to understand what they need to do</p> <p>- Provide signage and ways to communicate to non-employees what they need to do to maintain social distancing</p>	
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		<p>not impair visibility and will probably need approval from the vehicle manufacturer to ensure they don't compromise safety</p> <ul style="list-style-type: none"> > place markers on the floor (eg in lifts) to indicate where people should stand and the direction they should face > reducing the numbers of people using lifts - If it isn't possible to meet social distancing rules and physical measures can't be used then put in place other measures to protect people. This can include: <ul style="list-style-type: none"> > enhanced cleaning regimes > increase in hand washing > limiting the amount of time people spend on the task > placing workers back-to-back or side-by-side rather than face-to-face when working > 'cohorting' work teams so they consistently work together > improving ventilation - Display signs to remind people to socially distance (Please note – personal protective equipment is needed in a limited number of workplaces to protect from the risk of coronavirus) <p>https://www.hse.gov.uk/coronavirus/ppe-face-masks/index.htm</p>		
Musculoskeletal disorders as a result of	Workers	Follow HSE guidance on display screen equipment in our Protect homeworkers page	Further information on how to set up a workstation for	

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<p>using DSE at home for a long period of time</p>		<p>https://www.hse.gov.uk/toolbox/workers/home.htm</p> <p>There is no increased risk for people working at home temporarily but if this arrangement becomes long term the risks should be assessed</p> <ul style="list-style-type: none"> - For all people working at home using display screen equipment (DSE) put in place information and training on how to protect themselves, eg take regular breaks, stretching exercises, set the equipment up properly - For people working at home longer term complete a DSE assessment with them and identify what equipment is needed to allow them to work safely at home 	<p>short duration home working and also what to do for long term home working can be found on HSE's https://www.hse.gov.uk/toolbox/workers/home.htm</p>	
<p>Poor workplace ventilation leading to risks of coronavirus spreading https://www.cibse.org/coronavirus-covid-19/emerging-from-lockdown</p>	<p>Workers Customers Contractors</p>	<p>Follow HSE guidance on heating ventilation and air conditioning (HVAC) https://www.cibse.org/coronavirus-covid-19/coronavirus,-sars-cov-2,-covid-19-and-hvac-systems</p> <ul style="list-style-type: none"> - Identify if you need additional ventilation to increase air flow in all or parts of your workplace - Fresh air is the preferred way of ventilating your workplace so opening windows and doors (that are not fire doors) can help 	<ul style="list-style-type: none"> - maintain air circulation systems in line with manufacturers' recommendations 	

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		<ul style="list-style-type: none"> - If you need additional ventilation provide it, eg mechanical ventilation, desk fans, air movers etc - Switch heating ventilation and air conditioning (HVAC) systems to drawing in fresh air where they can be, rather than recirculating air <p>https://www.cibse.org/coronavirus-covid-19/coronavirus,-sars-cov-2,-covid-19-and-hvac-systems</p>		
Increased risk of infection and complications for vulnerable workers	Workers	<ul style="list-style-type: none"> - Identify who in your work force fall into one of the following categories: <ul style="list-style-type: none"> ➢ Clinically extremely vulnerable <p>https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19</p> <ul style="list-style-type: none"> ➢ People self-isolating ➢ People with symptoms of coronavirus <ul style="list-style-type: none"> - Discuss with employees what their personal risks are and identify what you need to do in each case - Identify how and where someone in one of these categories will work in line with current government guidance - If they are coming into work identify how you will protect them through social distancing and hygiene procedures 	<ul style="list-style-type: none"> - Put systems in place so people know when to notify you that they fall into one of these categories, eg they start chemotherapy or are pregnant 	

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<p>Exposure to workplace hazards because it isn't possible to get normal</p> <p>https://www.hse.gov.uk/coronavirus/ppe-face-masks/non-healthcare/index.htm</p>	<p>Workers</p>	<p>Follow HSE guidance on PPE during the outbreak</p> <p>https://www.hse.gov.uk/coronavirus/ppe-face-masks/index.htm</p> <p>There are a very limited number of settings where PPE is needed for protection from coronavirus, eg healthcare. This line only considers PPE for workplaces that don't need it for protection from coronavirus</p> <ul style="list-style-type: none"> - Identify tasks where exposures to hazardous workplace substances may happen and put in place measures to protect people – PPE should not be the first choice, it should be the last. Substitution or engineering controls should be put in place in the first instance - Identify which tasks you need PPE for and specify the right protection factor needed for those tasks - Provide the right protection factor for each task rather than the highest protection factor respiratory protection equipment (RPE) for all tasks - Where required, ensure that those using RPE are face-fit tested. <p>https://www.hse.gov.uk/respiratory-protective-equipment/fit-testing-basics.htm</p>	<p>Put systems in place to keep PPE supplies under review so you can take action if necessary before you run out</p>	
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		<p>- Where supplies are difficult to obtain follow the HSE guidelines and put in place controls suitable to your workplace https://www.hse.gov.uk/coronavirus/ppe-face-masks/non-healthcare/supply-issues-and-working-safely.htm</p> <p>(Please note – face coverings are not PPE and are not required to be worn in the workplace. https://www.hse.gov.uk/coronavirus/ppe-face-masks/non-healthcare/supply-issues-and-working-safely.htm</p>		
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PART 2 – SCHOOL SETTINGS				
What are the hazards?	Who is at risk and How would they be harmed? (e.g. staff, public, contractors – trip, slip, fall, assault)	CONTROLS What is currently done to reduce / control the risk?	What further action do you need to consider to control the risks? -What more can be done to reduce risk?	Action by whom, by when?
<i>Preparation of the school before re-opening</i>	Pupils Staff	<p>Premises and utilities have been health and safety checked and building is compliant (use usual compliance checklist)</p> <ul style="list-style-type: none"> • Usual premises checks • Water treatments/checks (eg legionella) • Fire alarm testing • Repairs • Grass cutting • Portable Appliance Testing • Fridges and freezers • Boiler/ heating servicing • Internet services • Any other statutory inspections • Insurance covers reopening arrangements <p>Moving desks to be side to side and front facing, and if possible, allow social distancing</p> <p>Posters erected about handwashing and persons with COVID symptoms not to enter the school</p> <p>Review evacuation routes and signage</p>	<p>Carry out a formal / recorded full pre-opening premises inspection.</p> <p>Consider if there is space and ability to clean between lettings. Consider if lettings should be suspended at the current time.</p>	

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		<p>Consideration given to premises lettings and approach in place.</p> <p>DofE advise against domestic (UK) overnight and overseas educational visits at this stage see coronavirus: travel guidance for educational settings.</p> <p>In the autumn term, schools can resume non-overnight domestic educational visits and conduct a risk assessment.</p>		
<i>Increased risk of infection and complications for vulnerable pupils and staff</i>	Pupils/staff who are shielding	<p>Shielding advice for all adults and children will pause on 1 August, subject to a continued decline in the rates of community transmission of coronavirus (COVID-19). This means that even the small number of pupils who will remain on the shielded patient list can also return to school, as can those who have family members who are shielding. Please read current shielding advice</p> <p>Some pupils no longer required to shield but who generally remain under the care of a specialist health professional may need to discuss their care with their health professional before returning to school. Please read advice here</p>	Put systems in place so people know when to notify you if they fall into one of these categories	
<i>Staff who have a protected characteristic (eg disability, pregnant or</i>	WHO Staff with protected characteristics	<p>Will need to consider staff that have protected characteristics.</p> <p>Managers to discuss with and consider needs</p>	Put systems in place so people know when to notify you that they fall into one of these categories, e.g. they	

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<p><i>new mothers)</i></p> <p><i>Use of the building by staff with protected characteristics (e.g. disability, pregnancy & new mothers, religion)</i></p>	<p>HOW</p> <p>Disability might impact on how staff can move around the building or use the adjusted workplace</p>	<p>of staff with protected characteristics and how the adjustments in the school will impact on them or might pose a new or different risk to them.</p> <p>Pregnant women are in the ‘clinically vulnerable’ category and are advised to follow the relevant guidance available for clinically vulnerable people</p> <p>Please review the New and Expectant Mother’s guidance https://www.hse.gov.uk/mothers/index.htm</p> <p>Considering whether you need to put in place any particular measures or reasonable adjustments to take account of duties under the equalities legislation. Carry out or employee needs risk assessments.</p> <p>Please consider evacuation procedure for such staff that might be needed in an emergency.</p>	<p>start chemotherapy or are pregnant</p>	
<p><i>Staff who may otherwise be at increased risk from coronavirus (COVID-19)</i></p>	<p>Staff</p>	<p>Some people with particular characteristics may be at comparatively increased risk from coronavirus (COVID-19), as set out in the COVID-19: review of disparities in risks and outcomes report. If people with significant risk factors are concerned, schools should discuss their concerns and explain the measures the school is putting in place to reduce risks, and as far as practically possible to accommodate additional measures where appropriate.</p>		

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<p>Potential transmission of Covid-19 Coronavirus from staff/pupils with symptoms</p>	<p>WHO</p> <ul style="list-style-type: none"> • Pupils • Staff • Visitors to School Premises • Cleaners • Contractors • Drivers • Vulnerable groups (i.e., pregnant workers, those with underlying health conditions, elderly etc. <p>HOW The virus is spread by droplets from coughs and sneezes and droplets picked up from surfaces</p>	<p>Schools must ensure they understand the NHS Test and Trace process and how to contact their local Public Health England health protection team if they become aware of staff or pupil who has tested positive. Records of staff and pupils in each bubble (see later) must be kept to assist Track and Trace.</p> <p>Schools must ensure that staff members and parents/carers understand that they will need to be ready and willing to undertake the actions below.</p> <p>Anyone with symptoms of COVID-19 should not attend School and report to their relevant School Liaison.</p> <p>Refer to guidance above, current advice is; Staff/pupils who become symptomatic, or have tested positive in the last 7 days, should self-isolate for 7 days.</p> <p>If a staff member or pupil is a household contact of someone who becomes symptomatic (the case) the staff member or pupil should self-isolate for 14 days from when the case first had symptoms. If the staff member or pupil starts symptoms, they need to self-isolate for 7 days from that date.</p> <p>If staff/pupil develop symptoms whilst at work,</p>	<p>Daily Staff Briefings, Internal communication channels and cascading of messages through Senior Leadership Team will be carried out regularly to reassure and support staff, parents and carers in a fast-changing situation.</p> <p>Line managers will offer support to staff who are affected by Coronavirus or has a family member affected.</p> <p>Consistent monitoring of staff absence because of covid-19 contact / symptoms to ensure prompt return to work</p> <p>Staff, pupils to be reminded on a regular basis to wash their hands for 20 seconds with water and soap and the importance of proper drying with disposable towels.</p> <p>Also reminded to catch coughs and sneezes in tissues – Follow Catch it, Bin it, kill it and to avoid</p>	
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		<p>inform Staff Liaison at school and immediately go home. Staff liaison should provide information of how to get tested and provide information about returning to work when safe to do so. By the autumn term, all schools will be provided with a small number of home testing kits that they can give directly to parents/carers collecting a child who has developed symptoms at school, or staff who have developed symptoms at school, where they think providing one will significantly increase the likelihood of them getting tested.</p> <p>Provide details of anyone they have been in close contact with if they were to test positive for COVID-19 or if asked by NHS Test and Trace</p> <p>If a child is awaiting collection, they should be moved, if possible, to a room where they can be isolated behind a closed door, depending on the age and needs of the child, with appropriate adult supervision if required. Ideally, a window should be opened for ventilation. If it is not possible to isolate them, move them to an area which is at least 2 metres away from other people.</p> <p>If they need 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 usual cleaning products and normal household bleach before being used by anyone else.</p>	<p>touching face, eyes, nose or mouth with unclean hands. Consider making tissues will be made available throughout the School.</p> <p>To help reduce the spread of coronavirus (COVID-19) reminding everyone of the public health advice</p> <p>Internal communication channels and cascading of messages through Senior Leadership Team will be communicated to all staff concerned.</p> <p>Staff to be reminded that wearing of gloves is not a substitute for good hand washing.</p>	
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		<p>Please see advice on cleaning if someone develops symptoms in school https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings</p> <p>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). More information on 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.</p> <p>Schools should ask parents and staff to inform them immediately of the results of a test:</p> <ul style="list-style-type: none"> • if someone tests negative and they feel well and no longer have symptoms similar to COVID-19, they can stop self-isolating • if someone tests positive they should self isolate for 7 days from onset of the symptoms and only return to school once symptoms have stopped (except for loss of smell/taste or a cough which can persist even when the infection has gone) 		
Getting or spreading coronavirus by not	Staff	Follow the HSE guidance on cleaning, hygiene and hand sanitiser https://www.hse.gov.uk/coronavirus/working-	Put in place monitoring and supervision to make sure pupils and staff are	

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<p>washing hands or not washing them adequately</p>	<p>Pupils Contractors Visitors Drivers</p>	<p>safely/cleaning.htm</p> <ul style="list-style-type: none"> - Provide water, soap and drying facilities at wash stations <p>Hands should be washed for 20 secs with soap and running water, or use hand sanitiser where this is not readily available.</p> <ul style="list-style-type: none"> - Provide information on how to wash hands properly and display posters <p>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.</p> <p>Avoid touching people, surfaces and objects where possible and regular handwashing.</p> <p>Based on the number of staff and pupils decide:</p> <ul style="list-style-type: none"> ➤ how many wash stations are needed ➤ where wash stations need to be located <p>You may already have enough facilities</p> <ul style="list-style-type: none"> - Provide hand sanitiser for the occasions when people can't wash their hands - There's a legal duty to provide welfare facilities and washing facilities for visiting drivers 	<p>following controls</p> <ul style="list-style-type: none"> - Put signs up to remind people to wash their hands - Provide information to your workers about when and where they need to wash their hands - Identify if and where additional hand washing facilities may be needed - If people can't wash hands, provide information about how and when to use hand sanitiser - Identify how you are going to replenish hand washing/sanitising facilities - Make sure people are checking their skin for dryness and cracking and tell them to report to you if there is a problem 	
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		<p>Cough and sneeze into a tissue and dispose of immediately into the bin and wash hands afterwards. Have tissues available and sufficient bins and empty them regularly</p>		
<p>Potential transmission of virus from working within enclosed spaces, including</p> <p>Reception Office Classroom Staff Kitchen areas/Staff rooms Printers Meeting rooms Toilets</p>		<p>Where there are Staff and Pupil Individual Risk Assessments should be reviewed in consultation with the member of staff, or parents in the case of the pupil, in light of the information and circumstances regarding COVID-19.</p> <p>Minimising contact – as much as possible endeavour to group pupils into a grouping ('bubble) of one full class size and keep each 'bubble' separate. If in primary schools it is not possible to deliver the full range of subjects or logistically possible, then a full year group might need to form a 'bubble'.</p> <p>It might be less possible to achieve separation of bubbles for wrap around care or specialist teaching but trying to keep bubbles at least partially separate and minimising contacts between children will still reduce possible transmission.</p> <p>Where possible teachers should try to maintain distance from children and ideally 2 metres distance from adults. If teachers need to come into close contact, avoid face to face contact and try to minimise the amount of time spent within 1 metre of children. This might not be possible with children who have</p>	<p>Put in place monitoring and supervision to make sure people are following controls put in place, e.g. following hygiene procedures, washing hands, following one-way systems</p> <p>Put in place monitoring and supervision to make sure people are following controls, e.g. are implementing the cleaning regimes implemented</p> <p>Contact cleaning company to discuss cleaning regime.</p> <p>Check capacity of cleaning staff is adequate to enable enhanced cleaning regime.</p> <p>Ensure that soap, sanitiser and paper towels are checked and are replenished regularly</p>	

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		<p>complex needs or need close contact. Encourage pupils to maintain social distancing within their bubble, although it is recognised this might not be possible with younger children.</p> <p>Identify staff who live together and group them into a bubble if possible.</p> <p>Classrooms – desks placed side to side and front facing</p> <p>Avoid large gatherings such as assemblies or worship with more than one bubble.</p> <p>Enhanced cleaning of school.</p> <p>Frequently cleaning and disinfecting objects and surfaces, play equipment that are touched regularly particularly in areas of high use such as door handles, light switches, etc. using appropriate cleaning products and methods.</p> <p>Premises Staff should carry out their usual health and safety checks (i.e., fire safety checks, regular flushing regime) to ensure the building remains safe.</p> <p>When timetabling, bubbles should be kept apart and movement around the school kept to a minimum. Passing briefly in the corridor or playground is low risk, but avoid creating busy corridors, entrances and exits.</p>	<p>Provide information telling people who needs to clean and when</p> <p>Provide instruction and training to people who need to clean. Include information on:</p> <ul style="list-style-type: none"> > the products they need to use > precautions they need to follow > the areas they need to clean and how often <p>Identify how you are going to replenish cleaning products</p>	
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		<p>Consider limiting the number of people in rooms so that social distancing rules can be met, e.g. stagger breaks, have maximum occupancy numbers for meeting rooms</p> <p>Reorganise facilities in communal areas such as spacing out tables in meeting rooms, canteens etc so social distancing rules can be met</p> <p>Where possible put in place physical impervious barriers (e.g. Perspex in reception areas) to reduce contact</p> <p>Consider putting in place one-way systems in corridors or regularly used pedestrian traffic routes to manage the flow of people moving around the school and to allow social distancing rules to be met</p> <p>Consider staggered break times and lunch times (and time for cleaning surfaces in the dining hall between groups).</p> <p>Fixed/standalone sanitiser stations or containers of hand sanitiser will be set up at various locations including entry and exit points.</p> <p>If possible open windows to ventilate rooms/corridors.</p> <p>Toilets - operate social distancing if possible.</p>		
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		<p>Maintain hot water and soap at wash hand basins.</p> <p>Staff to refrain from using hot air dryers and use paper towels instead if possible.</p> <p>Meeting rooms – will have signage with maximum number of occupants to maintain 2 metre distance.</p> <p>Reduce face to face meetings where possible and use other digital/remote means.</p> <p>Consider use of shared staff spaces to help distance staff. Minimise use of staff rooms but ensure sufficient rest breaks for staff.</p> <p>Printers - social distancing if possible, Cleaning wipes available at printers for touch points.</p> <p>Using back-to-back or side-to-side working (rather than face-to-face) where possible.</p> <p>Regulating use of locker rooms:</p> <ul style="list-style-type: none"> • Social distancing if possible • Encouraging storage of personal items and clothing in personal lockers during shifts. • Staff to avoid sharing the lockers. Where this is not possible the lockers to be cleaned between uses. 		
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		<p>Access classroom via outside door if possible using one-way system.</p> <p>Hand washing on entering all classrooms to have soap and sanitiser. Wipes and hand sanitisers available in class and pupils reminded to clean/wash their hands frequently.</p> <p>No unnecessary equipment to be brought into school. Pupils encouraged to bring their own pencil cases from home.</p> <p>Pupils to be reminded regularly of the importance of social distancing both in the School and outside. Additional support for SEND and children with challenging behaviour may need to be considered.</p> <p>Plan activities which can be undertaken outdoors with the pupils.</p> <p>Regular cleaning regime of classrooms and outdoor play equipment.</p> <p>Classroom based resources, such as books and games, can be used and shared within the bubble; these should be cleaned regularly.</p> <p>Resources that are shared between classes or bubbles, such as sports, art and science equipment should be cleaned frequently and meticulously and always between bubbles, or</p>		
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		<p>rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubble</p> <p>Staff to raise any concerns with the management as soon as possible.</p>		
Poor workplace ventilation leading to risks of coronavirus spreading	<p>Workers</p> <p>Customers</p> <p>Contractors</p>	<p>Follow HSE guidance on heating ventilation and air conditioning (HVAC)</p> <p>https://www.hse.gov.uk/coronavirus/equipment-and-machinery/air-conditioning-and-ventilation.htm?utm_source=govdelivery&utm_medium=email&utm_campaign=coronavirus&utm_term=intro-1&utm_content=aircon-22-jun</p> <p>Identify if you need additional ventilation to increase air flow in all or parts of the school</p> <p>Fresh air is the preferred way of ventilating, so opening windows and doors (that are not fire doors) can help</p> <p>If you need additional ventilation provide it, eg mechanical ventilation, desk fans, air movers etc</p> <p>Switch heating ventilation and air conditioning (HVAC) systems to drawing in fresh air where they can be, rather than recirculating air</p> <p>https://www.cibse.org/coronavirus-covid-19/coronavirus,-sars-cov-2,-covid-19-and-</p>	- maintain air circulation systems in line with manufacturers' recommendations	

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		hvac-systems		
Potential transmission of virus from pupils presenting complex needs or challenging behaviours (e.g. spitting and biting)		Consider what measures are needed to manage behaviour and/or personal protective equipment that might be needed.		
Potential exposure to Coronavirus – Use of PPE		<p><i>Attention should be paid to any guidance that may be changed with regard to PPE in schools.</i></p> <p>The majority of staff in education settings will not require PPE beyond what they would normally need for their work. PPE is only needed in a very small number of cases including:</p> <ul style="list-style-type: none"> • Where a child becomes ill with covid-19 symptoms and 2 metres distance cannot be maintained • Children, young people, and students whose care routine already involves the use of PPE due to their intimate care needs should continue to receive their care in the same way. 		
Potential transmission of virus from Welfare office		<p>Staff to adhere to infection control policy.</p> <p>Regular medication protocols to be followed.</p> <p>Washing facility and sanitisers available in the welfare room.</p>		

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		<p>Staff to frequently wash their hands.</p> <p>Avoid/reduce close contact with pupils where possible.</p> <p>Use face mask/gloves where appropriate or close contact is unavoidable.</p>		
<p>Potential transmission of virus from desks, monitors, keyboards and mouse</p>		<p>Desks to be located 2 metres apart if possible.</p> <p>If appropriate, staff to be provided with their own portable keyboard and mouse for use (take with them to use at whichever desk is made available) or clean between use by different users.</p> <p>Clear desk policy will be robustly applied so as to enable effective cleaning</p> <p>Enhanced cleaning regime - including desks every night.</p> <p>Cleaning wipes available on each desk to clean desks and equipment as needed before and after use desk and throughout day as needed</p> <p>Regular handwashing by staff and pupils, or use a sanitiser if not near a wash hand basin.</p> <p>Above applies to the ICT suite for pupil</p>		

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		use as well.		
Kitchen Operations/food preparation		<p>The expectation is that kitchens will be fully open from the start of the autumn term.</p> <p>School kitchens can continue to operate, but must comply with the guidance for food businesses on covid-19 guidance for food businesses on coronavirus (COVID-19).</p>	<p>Online refresher training for all staff including food hygiene for kitchen staff</p> <p>Consistent monitoring of staff absence because of covid-19 symptoms/contact to ensure prompt return to work.</p>	
Potential transmission of virus during lunch/play breaks / food served in the dining hall		<p>Staggered lunch breaks for pupils and limiting the dining hall to use of each bubble with cleaning between use by each bubble.</p> <p>Where possible pupils to queue and collect lunch and eat it outdoors. Seek to maintain 2 metre separation in dining hall if possible.</p> <p>Separate entry and exits to the dining hall where possible with one way in and out. Mark out queuing arrangements.</p> <p>Pupils encouraged to dispose of their left-over food in the bins.</p> <p>Bins provided at various location in the dining hall.</p> <p>Pupils will be supervised as normal.</p>		
		Considering methods to reduce frequency of		

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<p>Handling Deliveries</p>		<p>deliveries, for example by ordering larger quantities less often.</p> <p>Local arrangements to be made whether deliveries made external to the building or to pre-allocated area as appropriate.</p> <p>Staff wiping the outer surfaces of delivery boxes before handling/relocating/sorting the delivery</p> <p>Wash hands after handling deliveries/packages.</p>		
<p>Potential transmission of virus from visitors/parents</p>		<p>Parents to observe social distancing when dropping and picking children from school.</p> <p>Where possible, only one parent to pick/drop the children.</p> <p>Staggered school start and finish timings to avoid crowding by the school gates. Parents visiting reception office to wait outside. When queues are likely, parents to maintain 2 metre distance.</p> <p>Social distancing arrangements put in place with good signage, floor markings etc</p> <p>Parent will be allowed into the school by appointment.</p> <p>Fixed/standalone sanitiser stations will be set up at various locations including entry and</p>	<p>Where parents wish to discuss any concerns with the teacher, this to be done outdoors maintaining social distance.</p> <p>Notices displayed in Reception office reminding the parents not to send their child to school if they or anyone in the household have symptoms and to remind the public to practice social distancing when on school site.</p> <p>Pre-recorded advisory message on the school phone line about the COVID-19 symptoms and</p>	

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		<p>exit points.</p> <p>Screens installed at reception desk.</p> <p>Staff are to regularly wash hands or use hand gel frequently i.e. on arriving at work, after handling parcels/post/books, moving from room to room.</p> <p>Reduce intake of any paper documentation from parents. Advise parents to email any documentation. Where it is unavoidable, staff to ensure wash and sanitise hands regularly.</p>	<p>isolation.</p>	
<p>Potential transmission of virus from contractors attending the school site</p>		<p>Contractors to be notified in advance not to attend the premises if they have symptoms</p> <p>Attendance by contractors notified to reception desk in advance</p> <p>Contractors to sign in at reception desk and declare they do not have symptoms.</p> <p>Site manager to ensure area of the work is clear before-hand. Any pupils and staff to leave that area.</p> <p>Site manager to liaise with and monitor the contractor maintaining social distancing where possible.</p> <p>Sanitisers stations will be set up at various locations including entry and exit points.</p>	<p>Staff to observe and ask any contractors to leave the building if they have symptoms</p>	

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		<p>Supervised and limited access to other parts of the building</p> <p>Regular cleaning regime of public/communal areas.</p>		
Potential Spread of virus from School Library		<p>Staff to make use of any digital resources for pupils.</p> <p>Once operational only limited number of pupils can attend the library at any one time.</p> <p>Online reservation/book catalogue available to help pupils to reserve books.</p> <p>Pupils encouraged to drop the returning items in a collection box/trolley.</p> <p>Returned items to be quarantined for 72 hours.</p>		
Potential enhanced infection risk from music (eg singing, playing wind/brass instruments)		<p>Consider physical distancing and playing outside wherever possible, limiting group sizes to no more than 15, positioning pupils back-to-back or side-to-side, avoiding sharing of instruments, and ensuring good ventilation. Singing, wind and brass playing should not take place in larger groups such as school choirs and ensembles, or school assemblies.</p> <p>More detailed DfE guidance will be published shortly.</p>		

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<p>Physical education, sport and physical activity (enhanced risk via exhalation during exercise)</p>		<p>Pupils should be kept in consistent groups, sports equipment thoroughly cleaned between each use by different individual groups, and contact sports avoided.</p> <p>Outdoor sports should be prioritised where possible, and large indoor spaces used where it is not, maximising distancing between pupils and enhanced cleaning and handwashing</p>		
<p>Accidents, security and other incidents:</p>		<p>In an emergency, for example, an accident or fire, people do not have to stay 2m apart if it would be unsafe.</p> <p>People involved in the provision of assistance to others should pay attention to sanitation measures immediately afterwards including washing hands.</p>		
<p>Potential stress/anxiety caused by COVID-19</p>		<p>Reassurance to staff of measures taken seriously to protect their safety.</p> <p>Communication of message that for most people Covid 19 results in mild illness. Also, that transmission of the virus is more likely if in contact with someone with symptoms at less than 2 metres for 15 minutes or more. The incidence of covid-19 is lower than it was.</p> <p>Regular communications from Headteacher.</p> <p>Mental Health</p>	<p>Regular communication of mental health information should be communicated to all staff.</p>	

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		<p>Senior Leadership Team will promote mental health & wellbeing awareness to staff and will offer whatever support they can to help.</p> <p>Regular contact with managers and colleagues</p> <p>One to one supervision meetings with manager</p> <p><i>Insert school's own arrangements for access to Employee assistance line/occupational health service.</i></p> <p>The Education Support Partnership provides mental health & wellbeing support to the Education sector.</p> <p><i>Insert school's own arrangements for any access to computer- based training on coronavirus, stress etc (e.g. through schools SLA)</i></p> <p><i>Signpost to any online guidance regarding bereavement during the coronavirus period</i></p>		
<p>Travel between schools or other travel whilst at work</p>		<p>Supply teachers, peripatetic teachers and/or other temporary staff can move between schools. They should ensure they minimise contact and maintain as much distance as possible from other staff.</p> <p>Where a pupil routinely attends more than one setting on a part time basis (for example</p>		

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<p>Travelling to and from school</p>		<p>because they are dual registered at a mainstream school and an alternative provision setting or special school) schools should 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.</p> <p>Consider staggered starts or adjusting start and finish times to keep bubbles apart as they arrive and leave school (without reducing overall teaching time).</p> <p>If pupils or staff wear face coverings when they arrive at school, they must be instructed not to touch the front of their face covering during use or when removing them. They must 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 heading to their classroom. Guidance on safe working in education, childcare and social services provides more advice.</p> <p>Identify staff groups of workers who travel to work together and group them into bubble. Staff should be discouraged from sharing vehicles unless part of the same bubble.</p>		
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		<p>Dedicated school transport (services that are used only to carry pupils to school): The advice for passengers on public transport to adopt a social distance of two metres from people outside their household or support bubble, or a 'one metre plus' approach where this is not possible, will <u>not</u> apply from the autumn term on dedicated transport. The approach to dedicated transport will need to consider:-</p> <ul style="list-style-type: none"> • Where possible reflect the bubbles adopted within the 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 use of face coverings for children over the age of 11, where appropriate, for example, if they are likely to come into very close contact with people outside of their group or who they do not normally meet <p>DfE will shortly publish new guidance to local authorities on providing dedicated school transport.</p> <p>Public transport services (routes which are also used by the general public):</p>		
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		<ul style="list-style-type: none"> • consider staggered start times to enable more journeys to take place outside of peak hours • Encourage greater use of walking, cycling or own car rather than public transport if possible • Families using public transport should refer to the safer travel guide for passengers 		
Extra-curricular provision		<p>Schools should consider resuming any breakfast and after-school provision, where possible, from the start of the autumn term. Try to keep pupils within their year groups or bubbles where possible. If it is not possible to maintain bubbles being used during the school day then schools should use small, consistent groups.</p> <p>Schools can consult the guidance produced for summer holiday childcare, available at Protective measures for out-of-school settings during the coronavirus (COVID-19) outbreak</p>		

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Date	Number of primary/secondary schools with one or more open cases	Positive Cases STAFF	Positive Cases STUDENTS	Others impacted by having to self-isolate STAFF	Others impacted by having to self-isolate STUDENTS	CLOSURES	TOTAL NUMBER OF SCHOOLS REPORTED ONE OR MORE CASES SINCE SEPT 2020		
							Secondary	Primary	Special
06-Oct	26	16	15						
12-Oct	20	15	10	15	712				
20-Oct	40	55	36	155	2267	1 primary			
26-Oct	43	57	41	158	2647	1 primary			
02-Nov	28	27	24	56	1258	1 primary			
09-Nov	23	12	27	63	931		24	47	3
16-Nov	42	53	67	197	3238	3 primary 1 secondary	24	53	3
23-Nov	47	64	96	238	4794	4 primary 1 secondary	24	58	3
30-Nov	45	34	102	118	3670	1 primary	24	58	3
07-Dec									
14-Dec									
21-Dec									

