

**RISK Assessment Tool (V7)**
**08/10/2020**

<b>Lack of certainty over returning numbers</b>	H	<ul style="list-style-type: none"> <li>Planning for full attendance of all year groups and where possible complete the daily DfE attendance return.</li> <li>Phased return arrangements in place for year groups / pupils including details of those who have been isolating. Good record keeping within school, with PH and LA.</li> <li>Support for pupil/parent anxiety about return to school and vulnerability to COVID-19</li> <li>0 number of children remain shielded at home. Pupils no longer required to shield but who generally remain under the care of a specialist health professional are likely to discuss their care with their health professional at their next planned clinical appointment - COVID-19 - 'shielding' guidance for children and young people.</li> <li>Requests for support for vulnerable families sent through Early Help Hubs and individual pupil risk assessments.</li> <li>Any specialist equipment required is returned to school/additional equipment made available to support return</li> <li>Readiness to implement Test and Trace as set out in section 7 the latest guidance.</li> </ul>	Yes	Plans are in place for all Year bands to return in September.  The attendance officer is logging reasons for absence and those isolating on SIMS  Support is available to pupils and parents via the school mentor and parent support adviser  School has provisions in place to notify PHE, LA and DfE in the event of a positive case and processes for children to self isolate and receive online learning.	M
<b>Number of staff available is lower than that required to teach classes in school</b> (cross reference with risk assessment on staff health and wellbeing)	L	<ul style="list-style-type: none"> <li>The health status and availability of every member of staff is known and is regularly updated. Including all teaching and non-teaching staff (EY practitioners, DSL, SENCO, Paediatric 1<sup>st</sup> Aid (for under 2-year olds)/ 1<sup>st</sup> Aider or emergency 1<sup>st</sup> aid for children 3-5 years, domestic/kitchen staff etc</li> <li><a href="https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19">https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19</a> (added in v2, updated 18<sup>th</sup> August)</li> <li>Full use is made of those staff who are self-isolating but who are well enough to teach lessons online.</li> <li>Flexible and responsive use of teaching assistants and pastoral staff to supervise classes is in place.</li> <li>A blended model of home learning and attendance at school is utilised until staffing levels improve.</li> </ul>	Yes	Staffing levels are currently at normal levels and testing has taken place of all staff in school. There is sufficient staff in school to ensure learning can be provided as normal.  Contingency plans are in place to support home learning should the need	L

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		<ul style="list-style-type: none"> <li>Contingency planning with LA is in place and additional resource identified</li> <li>Size of Bubbles is changed, moving from a full class bubble for majority of the classroom time to a year group bubble <b>or vice versa</b>, where required, allowing for mixed groups for specialist teaching, wrap around care and transport (or full school for small AP schools). <b>It is important to limit interaction between bubbles; one positive case can lead to full isolation of bubbles and contacts.</b></li> <li>Staff including temporary/supply personnel can move across different classes and other year groups maintaining social distancing (2m between adult and child where possible, minimising time spent within 1m)</li> <li>To minimise the numbers of temporary staff entering the school premises, schools may wish to use longer assignments with supply teachers and agree a minimum number of hours across the academic year.</li> <li>Schools should ensure that appropriate support is made available for pupils with SEND, for example by deploying teaching assistants and enabling specialist staff from both within and outside the school to work with pupils in different classes or year groups.</li> <li>Consideration of available testing for school staff is updated according to latest government advice: <a href="https://www.gov.uk/guidance/nhs-test-and-trace-workplace-guidance">https://www.gov.uk/guidance/nhs-test-and-trace-workplace-guidance</a></li> </ul>		<p>arise using BGfL 365 software.</p>	
<b>Schools lose focus on continuing to apply in-year admissions process including admitting 'new' pupils</b>	L	<ul style="list-style-type: none"> <li>Review in-year school admissions expectation with key admission staff.</li> <li>Ensure key school contact and related resources in place.</li> <li>Ensure timely returns of individual pupil (applications and outcomes through a Pupil Movement Form) and wider cohort data returns.</li> <li>Ensure speedy admission of children in the relevant year groups particularly those more vulnerable children. (added in v2)</li> <li>XXX pupils risk assessed and discussed at regular SEND, ISEY or Fair Access panel. Any issues addressed through SLT and in</li> </ul>	Yes	<p>There is a 3 person team of office staff who are able to ensure that in-year admissions processes continue</p>	L

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		discussion with families. LA support for individual or complex cases.			
<b>Nursery School (NS) and Nursery Classes (NC) lose focus on continuing to apply termly admissions process including admitting 'new' pupils</b>	L	<ul style="list-style-type: none"> <li>Review EEE termly admissions process</li> <li>Funding questions are emailed to <a href="mailto:NEF@Birmingham.gov.uk">NEF@Birmingham.gov.uk</a> (added in v2)</li> <li>Ensure key school contact and related resources in place</li> <li>Ensure parental declarations are completed and signed each term</li> <li>Pupils risk assessed and discussed at regular SEND, ISEY or Fair Access panel. Any issues addressed through SLT and in discussion with families. LA support for individual or complex cases.</li> </ul>	Yes	There is a 3 person team of office staff who are able to ensure that in-year admissions processes continue	L
<b>1. Plan how the whole school will be accommodated and encourage attendance</b>					
<b>Plans are not in place to identify number of classrooms and additional furniture or social distancing measures for each year group</b>	L	<ul style="list-style-type: none"> <li>SLT and site management team meeting to review school site and specify entry/exit points and classroom use</li> <li>750 maximum number of children and staff that can be accommodated in school on any given day with a teacher per 'bubble'</li> <li>25 designated classrooms being fully utilised for each year group and reorganised to allow front facing desks</li> <li>Furniture items to be arranged to be front facing (may need to acquire additional more suitable furniture e.g. replacing round tables with front facing desks) <b>and to enable distance between teaching staff and pupils.</b></li> <li>All classrooms are utilised</li> <li>Engagement of appropriate services for families not engaging</li> <li>Curriculum leads in school meet regularly to review impact of plan</li> <li>NS engage with NS Trust and Teaching Schools Alliance or the Early Years team <a href="mailto:EYDuty@birmingham.gov.uk">EYDuty@birmingham.gov.uk</a> (added in v2)</li> </ul>	Yes	Classes are organised to accommodate class sets with children facing the front.	L
<b>Classroom and timetable</b>	L	<ul style="list-style-type: none"> <li>Agreed new timetables and confirm arrangements for each year group to allow for reduced interaction between year groups.</li> </ul>	Yes	Staggered playtime and lunchtimes have	L

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<b>arrangements do not allow for all pupils to attend in line with guidance</b>		<p>Potentially consider reducing the need to move between basic class spaces.</p> <ul style="list-style-type: none"> <li>• Classroom size and numbers reviewed through daily planning.</li> <li>• Classrooms re-modelled and space maximised, with chairs and desks front facing and spaced to allow for social distancing.</li> <li>• Spare furniture removed that will not be used.</li> <li>• Clear signage displayed in classrooms promoting social distancing.</li> <li>• Hand washing facilities identified for each learning zone</li> <li>• Arrangements in place to support pupils when not at school with immediate access to remote learning at home, this includes where a pupil is unable to attend school because they are complying with clinical or public health advice.</li> <li>• In primary schools, classes stay together with their teacher unless for setting within their year band and do not mix with other pupils.</li> <li>• In EYFS handwashing supervision is in place. (added in v2)</li> <li>• Consideration of staffing changes to cover absence.</li> <li>• The EYFS environment is re-organised to meet requirements of social distancing including groups who do not mix with other children or other small groups</li> <li>• Encourage use of outdoor space, weather dependent</li> <li>• Stagger lunchtimes to align with staggered start and finish times.</li> <li>• Limit lunch menus as to offer a set nutritionally balanced menu e.g. One vegetarian, one non-vegetarian option.</li> <li>• Consider lunchtimes in the classroom for younger year groups.</li> <li>• Staffing arrangements for lunchtime also need to be considered to ensure colleagues have a reasonable break. (added in v3)</li> <li>• Regular review of control measures and their implementation and continuous updating of risk assessment or any changes to risk profiles or measures.</li> </ul>		<p>been implemented to ensure that interaction between year groups is minimised.</p> <p>All classrooms have desks facing the front which allow for social distancing.</p> <p>There is signage around school promoting social distancing and handwashing</p> <p>Arrangements are in place for the use of BGfL 365 to support remote learning</p>	
<b>There is a need for review use of space to allow for the</b>	L	<ul style="list-style-type: none"> <li>• Identify available large spaces and appropriate timetabling e.g. dining areas, halls, studios, particularly in outdoor areas.</li> <li>• Large gatherings, assemblies or collective worship to be avoided with more than one group.</li> </ul>	Yes	Revised classroom arrangements allow for the curriculum to be delivered without	L

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<b>school to fully operational</b>		<ul style="list-style-type: none"> <li>• Design layout and arrangements in place to enable social distancing</li> <li>• The EYFS environment is re-organised to meet requirements of social distancing</li> <li>• Schools should engage with their local immunisation providers to provide the usual immunisation programmes on site, ensuring these will be delivered in keeping with the school's control measures.</li> <li>• Some pupils with SEND will need specific help and preparation for the changes to routine that this will involve, so teachers and special educational needs coordinators should plan to meet these needs, for example using social stories. More information on pupils with education, health and care plans can be found in <a href="#">Annex B</a> of the guidance.</li> <li>• Careful consideration of how to minimise risk from music classes e.g. singing outside, chanting, playing wind or brass instruments or shouting and encouraging social distancing.</li> <li>• Outdoor sports should be prioritised where possible, and large indoor spaces used where it is not, maximising distancing between pupils and paying scrupulous attention to cleaning and hygiene contact sports avoided. See <a href="#">guidance</a> on phased return of sports. <b>A separate Risk Assessment from any external provider operating on site is required and reviewed.</b></li> <li>• Encouraging audiences to events to undertake safety measures and maintain social distancing.</li> </ul>		<p>the need for extra space.</p> <p>A one way system has been established around the school site to enable social distancing.</p> <p>The EYFS environment has been organised for the children to work within their Bubble and allow for staff to remain socially distanced.</p>	
<b>2. Content and timing of communications to parents and pupils including discussing attendance expectations and other specific things that parents should do to help prepare returning pupils</b>					
<b>Parents and carers are not fully informed of the health and safety requirements for the reopening of the school</b>	H	<ul style="list-style-type: none"> <li>• As part of the overall communications strategy parents are kept up to date with information, guidance and the school's expectations on a fortnightly basis using a range of communication tools.</li> <li>• A COVID-19 section on the school website is created and updated clearly showing arrangements for arriving/collecting pupils.</li> </ul>	Yes	Information regarding school opening and health and safety requirements is communicated to parents via the school newsletter, which is emailed to	M

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		<ul style="list-style-type: none"> <li>Advice is made available to parents on arrangements testing for COVID-19 in line with the latest guidance.</li> <li>Clarify arrangements for pick-up/drop-off, breaktimes, as well as expectations for free study periods</li> <li>NS/NC include arrangements for personal care e.g. nappy changing/feeding/sleep arrangements etc</li> <li>For pupils with EHCP, discuss RA with parents, and where appropriate, with pupils.</li> </ul>		parents and via the school website.	
<b>Parents and carers may not fully understand their responsibilities should a child show symptoms of COVID-19</b>	H	<ul style="list-style-type: none"> <li>Key messages in line with government guidance are reinforced on a weekly basis via email, text and the school's website and verbally. Community languages are considered.</li> <li>Clear procedures in place where a child falls ill whilst at school with reference to the school's infectious diseases policy</li> <li>Ensure contact details of families are up to date.</li> </ul>	Yes	<p>Key messages regarding government guidance are reinforced to parents.</p> <p>Procedures are in place to be able to isolate a child should they become ill and be cared for whilst waiting parents to collect. Should a child test positive for COVID-19 then procedures are in place to ensure pupils and staff isolate for the required period of time.</p>	M
<b>Communications with parents/carers about expectations that must be followed to support pupils and keep the school community</b>	L	<ul style="list-style-type: none"> <li>Request daily changes of clothes where possible to reduce the risk of infection. Uniforms do not need to be cleaned any more often than or differently to usual.</li> <li>Refer to school's hygiene policies</li> <li>Accessing the learning available from DfE:</li> </ul>	Yes	Reminders will be sent to parents via email regarding the expectations that should be followed.	L

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safe are not clear or in place		<ul style="list-style-type: none"> <li>• Clarity around attendance expectations; when COVID-19 is a risk factor within the family</li> <li>• Brokerage of access to FTB resources to support mental health and wellbeing, including anxiety of returning to school for pupils and parents</li> <li>• <a href="https://www.forwardthinkingbirmingham.org.uk">https://www.forwardthinkingbirmingham.org.uk</a></li> <li>• Information about how to <u>connect families to local support is available here</u>.</li> <li>• .</li> </ul>			
<b>3. The school day</b> <b>This section should be considered in conjunction with <a href="https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings">https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings</a></b>					
The start and end of the school day create risks of breaching social distancing guidelines		<ul style="list-style-type: none"> <li>• Start and departure times are extended.</li> <li>• The number of entrances and exits to be used is maximised; where possible each year group to enter through its own access point.</li> <li>• Different entrances/exits are identified and used for different groups.</li> <li>• Staff and pupils are briefed, and signage provided to identify which entrances, exits and circulation routes to use.</li> <li>• A plan is in place for managing the movement of people on arrival to avoid groups of people congregating and parents are informed that gathering at school gates needs to be minimised.</li> <li>• Floor markings are visible where it is necessary to manage any queuing.</li> <li>• Attendance patterns have been optimised to ensure maximum safety.</li> <li>• A plan is in place for the effective and safe hand over of very young children at the beginning and end of the session - particularly around issues of responding to young children who are showing signs of distress.</li> <li>• DSLs should maintain a focus on vulnerable children, particularly if preparing for bubble isolation and should notify key workers (social workers, family support).</li> </ul>	Yes	<p>A one way system has been established to enter and exit the school site. There is signage to remind about social distancing requirements.</p> <p>Members of the SLT are visible on the playground and at the entrances to ensure social distancing takes place.</p> <p>Young children are only handed over to named adults one at a time at the end of the school day.</p>	M

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<b>Daily attendance registers for new cohorts are not in place</b>	L	<ul style="list-style-type: none"> <li>Class teachers are responsible for completion of school daily attendance registers</li> <li>Office staff are responsible for completion of DfE daily submission (if applicable)</li> <li>Regular reporting and monitoring of attendance to responsible body and follow-up with families factored into workload.</li> <li>There's separate guidance on recording attendance at <a href="#">addendum: recording attendance in relation to coronavirus (COVID-19) during the 2020 to 2021 academic year.</a></li> </ul>	Yes	Attendance registers for the new academic year have been created on the schools MIS system ready for September. Attendance will continue to be monitored by the school attendance officer.	L
<b>Staff may not fully understand their responsibilities if they or a child show symptoms of COVID-19</b>	M	<ul style="list-style-type: none"> <li>Key messages in line with government guidance are reinforced on a weekly basis via email, text and the school's website and verbally. Community languages are considered.</li> <li>Clear procedures in place where a child falls ill whilst at school with reference to the school's infectious diseases policy and <a href="#">flowchart from Public Health</a></li> <li>Ensure contact details of families are up to date.</li> </ul>	Yes		M
<b>Resumption of day visits</b>	M	<ul style="list-style-type: none"> <li>In the autumn term, schools can resume non-overnight domestic educational visits. These trips should include any trips for pupils with SEND connected with their preparation for adulthood (for example, workplace visits, travel training etc.). <ul style="list-style-type: none"> <li>Protective measures, such as keeping children within their bubble, and the COVID-secure measures in place at the destination.</li> <li>Use of outdoor spaces in the local area to support delivery of the curriculum.</li> <li>Usual full and thorough risk assessments in relation to all educational visits.</li> <li>Schools should consult the <a href="#">health and safety guidance on educational visits</a> when considering visits and seek relevant parental consents.</li> </ul> </li> </ul>	Yes	Where trips are planned a comprehensive risk assessment is carried out first and agreed with the EVC before any trip can take place	L
<b>4. Provision for meals and FSM.</b>					

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Consider alongside <a href="https://www.gov.uk/government/publications/covid-19-free-school-meals-guidance/covid-19-free-school-meals-guidance-for-schools">https://www.gov.uk/government/publications/covid-19-free-school-meals-guidance/covid-19-free-school-meals-guidance-for-schools</a>					
<b>Pupils eligible for free school meals do not continue to receive vouchers</b>	L	<ul style="list-style-type: none"> <li>FSM Voucher scheme is continued</li> <li>Issues with food poverty to be addressed through application to Early Help Hubs</li> </ul>	Yes	Children entitled to a FSM will receive a cooked meal at school.	L
<b>The school is unable to provide breakfast clubs, lunch clubs and after-school clubs</b>	L	<ul style="list-style-type: none"> <li>Feasibility on continuation or reimplementation of wrap-around provision. Seeking wraparound services from other providers such as PVIs and Childminders.</li> <li>Children to be grouped with the same children each time wherever possible (in groups of 15 children max) and at least one staff member, depending on the type of provision or size of the group. If it is not possible to maintain bubbles being used during the school day then schools should use consistent groups.</li> <li>Maintain up-to-date records of the children attending for at least 21 days, including the schools or early years setting that they attend and the specific groups and members of staff they have been assigned to in your setting in order to review groups.</li> <li>Offer services on rotational basis.</li> <li>Consideration of use of space for food preparation and consumption</li> <li>Communicate decisions to parents and encourage parents to limit the number of providers that they are accessing where possible.</li> <li>Collaborate with other schools where there are arrangements in place</li> <li>Seek support from LA and other voluntary agencies</li> </ul>	Yes	School will resume provision of a breakfast club ensuring that pupils that attend remain socially distanced.	L
<b>Meals are not available for all children in school</b>	L	<ul style="list-style-type: none"> <li>Communication with catering provider to consider options</li> <li>Procurement plan in place which confirms that suppliers are following social distancing and hygiene measures.</li> <li>Safe food preparation space, taking account of social distancing</li> <li>Stagger lunchtimes to align with staggered start and finish times.</li> </ul>	Yes	Discussion has taken place with the catering provider to ensure that meals can be provided	L

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		<ul style="list-style-type: none"> <li>Limit lunch menus to offer a set nutritionally balanced menu e.g. One vegetarian, one non-vegetarian option.</li> <li>Consider lunchtimes in the classroom for younger year groups.</li> <li>Alternative arrangements in place for provision of school meals</li> <li>Usual considerations in place for dietary requirements</li> </ul>		safely and in line with social distancing requirements.	
<b>5. Safeguarding provision is needed in school to support returning children and consider any necessary changes and referrals as more children return to school including those with problems accessing online offer</b> <b>Consider alongside:</b> <a href="https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19">https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19</a>					
<b>School safeguarding policy and procedures are not in place, including updated appendix to include arrangements for COVID-19</b>	L	<ul style="list-style-type: none"> <li>Safeguarding remains highest priority and policy is updated to reflect changes</li> <li>All staff are briefed on updated safeguarding arrangements, including those contacting families of pupils that are not attending school</li> <li>All DSLs have swift access to advice from LA, CSC, school / health visitors and police (LA has provided contact details)</li> <li>School to consider any changes to day to day health and safety policies including changes to evacuation arrangements depending on the use of classrooms, entry and exit points and Critical Incident and Lockdown procedures, factoring in social distancing requirements</li> <li>Expectations to be shared with pupils in the event of the need to evacuate the building in an emergency</li> <li>Reference to an addendum for the BCC Model Safeguarding Policy. Link added in v3. A new safeguarding model needs to be adopted from September 2020.</li> </ul>	Yes	Safeguarding policy is currently up-to-date. Fire drills/ evacuation will be practised with children in September to ensure that social distancing is maintained in the playground when children line up.	L
<b>High risk of increased disclosures from returning pupils</b>	M	<ul style="list-style-type: none"> <li>DSL capacity is factored into staffing arrangements to ensure enough staff are available to deal with the potential increase in disclosures from pupils</li> <li>Contact is maintained with families where there are vulnerable pupils that are not attending school due to parent/carers decision</li> <li>Multi-agency arrangements in place to support early help</li> <li>School is aware of support through Early Help Hubs</li> </ul>	Yes	There is a sufficient number of DSLs within school to deal with any increase in disclosures. Staff are aware of procedures to follow should any	M

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		<ul style="list-style-type: none"> <li>Advice is available through CASS, BCC Safeguarding and BCC Prevent Team</li> </ul>		disclosures be made.	
<b>Insufficient staff confidence or awareness of mental health, pastoral support, wider wellbeing support for pupils returning to school</b>	M	<ul style="list-style-type: none"> <li>Staff are aware of the offer from the LA and partners so support pupil wellbeing, including initiatives such as 'You've Been Missed' bereavement support and any changes that have occurred in children's lives since they have been away from school.</li> <li>Staff have access to a range of support services and feel well prepared to support pupils with issues that are impacting on their health and wellbeing. This is differentiated for pupils attending school and those still at home.</li> <li>Staff are aware of how to access support for issues such as anxiety, mental health, behaviour, young carers, behaviour in addition to safeguarding in general.</li> </ul>	Yes	<p>The pastoral team are able to offer pastoral support to returning pupils. On return to school pupils will complete a well-being scale to see if any underlying issues can be identified</p> <p>The learning mentor within school is able to offer pastoral support to pupils within school and underwent training on 09/07/20 with regard to supporting pupils return to school.</p> <p>She also underwent training with regard to young carers on 15/07/20.</p> <p>Staff have access to the Education Support Partnership to support their own well-being</p>	L
<b>6. Behaviour policies reflect the new rules and routines necessary to reduce risk in your setting</b>					
<b>Pupils' behaviour on return to school does not comply</b>	M	<ul style="list-style-type: none"> <li>Clear messaging to pupils on the importance and reasons for social distancing, reinforced throughout the school day by staff and through posters, electronic boards, and floor markings. For</li> </ul>	Yes	Pupils will be reminded on return of behaviour	M

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with social distancing guidance		<p>young children this is done through age-appropriate methods such as stories and games.</p> <ul style="list-style-type: none"> <li>• Arrangements for social distancing of younger school children have been agreed and staff are clear on expectations in line with DfE advice</li> <li>• Staff model social distancing consistently.</li> <li>• The movement of pupils around the school is minimised.</li> <li>• Large gatherings are avoided.</li> <li>• Break times and lunch times are structured and closely supervised.</li> <li>• The school's behaviour policy has been revised to include compliance with social distancing and this has been communicated to staff, pupils and parents, and a focus on reintegration and re-engagement with support for pupils to do so.</li> <li>• Senior leaders monitor areas where there are breaches of social distancing measures and arrangements are reviewed.</li> <li>• Messages to parents to reinforce the importance of and exhibit social distancing.</li> </ul>		expectations and the need for social distancing	
<b>7. Identify curriculum priorities, agree revised expectations and required adjustments in practical lessons including any approaches to 'catch up' support</b>					
Pupils may have fallen behind in their learning during school closures and achievement gaps will have widened	H	<ul style="list-style-type: none"> <li>• Gaps in learning and starting points are addressed in teachers' planning and assessed through regular learning e.g. quizzes. Focus on communication and language, personal, social and emotional development (PSED) and physical development for nursery pupils and language, reading and mathematics for primary pupils and sciences, languages, humanities, the arts, physical education/sport, religious education and relationships, sex and health education for secondary aged.</li> <li>• Home (and remote learning) is continuing and is calibrated to complement in-school learning and day to day delivery. Consider digital poverty.</li> <li>• Up to and including key stage 3, prioritisation within subjects of the most important components above removing subjects e.g. consider how all subjects can contribute to the filling of gaps in core knowledge, for example through an emphasis on reading.</li> </ul>	Yes	Pupils were assessed on their return to school to identify any gaps in knowledge which will then be addressed through teachers planning.	M

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		<ul style="list-style-type: none"> <li>• Schools may consider it appropriate to suspend some subjects for some pupils in exceptional circumstances through discussion with parents.</li> <li>• Focus on returning to normal curriculum by summer term 2021, with statutory primary assessments taking place in summer 2021 and reception baseline assessment in September 2021. Planning on the basis that GCSEs and A levels will take place in summer 2021 but with adaptations.</li> <li>• Relationships and health education (RHE) for primary aged pupils and relationships, sex and health education (RSHE) for secondary aged pupils becomes compulsory from September 2020, with teaching expected to start by the start of the summer term 2021.</li> <li>• Additional financial support has been made available to schools to address gaps in learning.</li> <li>• Plans for intervention are in place for those pupils who have fallen behind in their learning and are supported through home learning</li> <li>• Consider the response to young children who have fallen behind in their self-care skills</li> <li>• School is aware of pupils who are young carers and have targeted support for online learning where they are unable to return to school</li> <li>• Ensure that key workers with vulnerable children are notified if children are not attending school when not in an isolating bubble</li> </ul>			
<b>School unable to meet full provision required in line with EHCP</b>	M	<ul style="list-style-type: none"> <li>• Review individual pupil's EHCP to consider what can reasonably be provided whilst in school</li> <li>• Where EHCPs have been adapted to make any allowances for the restrictions of COVID-19, these plans are reviewed with parents and, where appropriate, pupils to include the interim arrangements under the recovery plan. Note the duty to secure and deliver the provision in the EHCP remains and will only be modified, potentially, where a local outbreak occurs.</li> <li>• Access support through health and social care offer</li> </ul>	Yes		M

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		<ul style="list-style-type: none"> <li>Support offered through regular meetings with LA SEND Links and Early Years Inclusion Support Service</li> </ul>			
<b>Operational needs of school create insufficient resource to support ongoing learning offer for eligible pupils who can't attend school, as well as those that continue to be out of school</b>	L	<ul style="list-style-type: none"> <li>Access BEP offer for online resources</li> <li>NS engage with NS Trust and Teaching Schools Alliance to discuss arrangements to support ongoing learning offer for pupils who can't attend school</li> <li>Review online offer for pupils that are unable to attend school</li> <li>Learning offer for pupils unable to access online resources</li> <li>Access Early Help Hub support for those pupils affected by ICT poverty</li> <li>Differentiate offer for eligible children that can't attend school to support future transition</li> </ul>	Yes	<p>All pupils are expected to return.</p> <p>Where it is deemed necessary for pupils not to attend then online learning will be provided.</p> <p>Packs will continue to be made for pupils who do not have access to the internet</p>	L
<b>Pupils moving on to the next phase in their education are ill-prepared for transition</b>	H	<ul style="list-style-type: none"> <li>A plan is in place for pastoral staff to speak with pupils and their parents about the next stage in their education and resolve any issues.</li> <li>There is regular and effective liaison with the destination institutions (e.g. From PVI setting to Nursery School/Nursery Class/Reception, primary, secondary schools, post-16 providers, universities, apprenticeship providers) to assist with pupils' transition.</li> <li>Regular communications with the parents of incoming pupils are in place, including letters, newsletters and online broadcasts.</li> <li>Online induction days for pupils and parents are planned.</li> </ul>	Yes	<p>Secondary schools have been in contact with Year 6 pupils regarding transition.</p> <p>A transition, one page profile, will be created for other year bands within school to introduce their new teacher and will contain photographs of the teacher and classroom.</p>	L
<b>8. Content and timing of staff communications including bringing in staff in advance of pupils returning</b>					
<b>Staffing levels can't be maintained</b>	L	<ul style="list-style-type: none"> <li>Contingency planning in place at appropriate levels, e.g. SLT, DSLs, first aid qualified staff</li> <li>Advice sought from LA to support staffing levels or support eligible children to access provision through another school</li> <li>Chair of responsible body kept informed throughout</li> </ul>	Yes	<p>There are sufficient numbers of staff within school to cover should a member of staff fall ill.</p>	L

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<b>Identify staff unable to return to school</b>	L	<ul style="list-style-type: none"> <li>• 0 staff clinically vulnerable or living with someone who is clinically extremely vulnerable, unable to attend school and social distancing cannot be adhered to on site, but can work effectively from home, for example supporting remote education, or safeguarding calls</li> <li>• Identify specific activities for staff who are vulnerable/shielded</li> </ul>	Yes	All staff have currently returned to work.	L
<b>Staff are insufficiently briefed on expectations</b>	L	<ul style="list-style-type: none"> <li>• Staff receive daily/weekly briefings on day to day school matters</li> <li>• Support for mental health and wellbeing is communicated to all staff and there are plans in place to check on staff wellbeing regularly, including senior leaders. <b>Information about the extra mental health support for pupils and teachers.</b></li> <li>• Ensure health &amp; wellbeing policy is in place and available to all staff. Encourage access to support and mental health first aiders. (added in v3)</li> <li>• Flexible working arrangements needed to support any changes to usual working patterns are agreed</li> <li>• Staff workload expectations are clearly communicated</li> <li>• Schedule what staff training is needed to implement any changes that the school plans to make, either delivered remotely or in school</li> <li>• Staff have been fully briefed on the action planning for local/bubble lockdown (Please also see Section 19)</li> </ul>	Yes	Staff briefed regarding the return of all pupils Further updates are given to staff as and when needed and at least on a weekly basis.	L
<b>9. Protective measures and hygiene</b> <b>This section should be considered in conjunction with <a href="https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings">https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings</a></b>					
<b>Measures are not in place to limit risks and limit movement around the building(s). Social distancing guidance is breached when pupils circulate in corridors as pupils are unable to or do</b>	M	<ul style="list-style-type: none"> <li>• Consider classroom layouts, entry and exit points, staggered starts at break times, class sizes, lunch queues</li> <li>• Circulation plans have been reviewed and amended.</li> <li>• One-way systems are in operation where feasible.</li> <li>• Corridors are divided where feasible.</li> <li>• Circulation routes are clearly marked with appropriate signage.</li> <li>• Any pinch points/bottle necks are identified and managed accordingly, with more intensive and regular cleaning of regular touch points</li> </ul>	Yes	Where possible pupils enter and exit through classroom doors directly on to the playground. Other classrooms where this is not possible are allocated an entry and exit point to	L

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<b>not observe social distancing at break and lunch times</b>		<ul style="list-style-type: none"> <li>• The movement of pupils around school is minimised as much as possible.</li> <li>• Where possible, pupils stay in classrooms and staff move around.</li> <li>• NS/NC children are organised in small groups with a key worker and move around with them.</li> <li>• Lesson change overs are staggered to avoid overcrowding.</li> <li>• Pupils are briefed regularly regarding observing social distancing guidance whilst circulating.</li> <li>• Appropriate supervision levels are in place.</li> <li>• Safety measures and messages will be implemented and displayed around school</li> </ul>		increase social distancing measures. Where possible classes will remain in classrooms with little movement required throughout the school building. Pupils are escorted through the building to ensure social distancing is maintained.	
<b>The size and configuration of classrooms and teaching spaces does not support compliance with social distancing measures</b>	L	<ul style="list-style-type: none"> <li>• Classroom base arrangements in place.</li> <li>• Net capacity assessment/asset plans reviewed, with each classroom and teaching space compliant with social distancing measures and in line with government guidance</li> <li>• All furniture not in use has been removed from classrooms and teaching spaces. Safe storage arranged for unused furniture.</li> <li>• All soft furnishings/toys have been removed in EY environment</li> <li>• Resources are arranged to be used within bubbles to limit the risk of cross contamination.</li> <li>• Arrangements are reviewed regularly.</li> </ul>	Yes	Each child will be given an allocated workstation which is forward facing and socially distanced from others as much as possible.	L
<b>Staff rooms, offices and Medical Rooms do not allow for observation of social distancing guidelines</b>	L	<ul style="list-style-type: none"> <li>• Staff rooms and offices have been reviewed and appropriate configurations of furniture and workstations have been put in place to allow for social distancing.</li> <li>• Staff have been briefed on the use of these rooms.</li> <li>• Other spaces within school have been identified and adapted to accommodate nursing, medical and other essential therapeutic services</li> </ul>	Yes		L
<b>Queues for toilets and handwashing risk non-compliance</b>	M	<ul style="list-style-type: none"> <li>• Queuing zones for toilets and hand washing have been established and are monitored.</li> </ul>	Yes		L

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with social distancing measures		<ul style="list-style-type: none"> <li>• NS/NC have arrangements in place to meet the staffing requirements when changing nappies and responding to children changing requirements.</li> <li>• Floor markings are in place to promote social distancing.</li> <li>• Pupils and staff know that they can only use the toilet one at a time and enough time is allowed to do so.</li> <li>• Pupils are encouraged to access the toilet during class/throughout the day to help avoid queues.</li> <li>• The toilets are cleaned frequently to take account for the number of pupils accessing the facilities, for example after every morning break, lunchtime and at the end of the school day.</li> <li>• Monitoring ensures a constant supply of soap and paper towels.</li> <li>• Bins are emptied regularly for example morning break, lunchtime and the end of the school day, or other transition periods.</li> <li>• Pupils are reminded regularly on how to wash hands and young children are supervised in doing so. Handwashing is incorporated into the daily timetable.</li> <li>• Children are encouraged not to touch peers.</li> <li>• Provision of hand gel is made available where there are no handwashing facilities, e.g. reception areas and entry and exit points. Supervised use for young pupils.</li> <li>• Promote 'catch it, bin it, Kill it'. Use of <u>e-bug</u> learning from Public Health England.</li> </ul>			
<b>10. Enhanced cleaning and how it will be implemented in your school for example how often, when/if additional clean is necessary and how you will ensure sufficiency of supplies</b>					
Cleaning capacity is reduced so that an initial deep-clean and ongoing cleaning of surfaces and touch points are not undertaken to the standards required	L	<ul style="list-style-type: none"> <li>• A return-to-work plan for cleaning staff (including any deep cleans) is agreed with contracting agencies prior to September opening.</li> <li>• Enhanced 'deep clean' to take place prior to the wider opening of the school.</li> <li>• An enhanced cleaning schedule is agreed and implemented which minimises the spread of infection, making full use of timetable breaks, between lunch groups, before and after school.</li> </ul>	Yes	Extra cleaning of surfaces and touch points is arranged daily. Classes have been provided with hand sanitiser, cleaning product and disposable paper	L

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		<ul style="list-style-type: none"> <li>• Introduce enhanced daily (or more often if possible) cleaning of doorways, handles and corridor walls and other frequently touched surfaces</li> <li>• More frequent cleaning of rooms / shared areas that are used by different groups</li> <li>• Working hours or additional capacity for cleaning is planned and in agreement with cleaning staff.</li> <li>• Toilets to be cleaned every morning break, lunchtime and at the end of the school day.</li> <li>• Outdoor playground equipment should be more frequently cleaned.</li> <li>• Seek LA support to manage insufficient capacity</li> </ul>		towel to wipe down surfaces.	
<b>Procedures are not in place for Covid-19 clean following a suspected or confirmed case at school</b>	L	<ul style="list-style-type: none"> <li>• Cleaning company is aware of the guidance for cleaning of non-healthcare settings <u>COVID-19: cleaning of non-healthcare settings guidance</u></li> <li>• Plans are in place to identify and clean all areas with which the symptomatic person has been in contact</li> <li>• Sufficient and suitable equipment is available for the required clean</li> <li>• Adequate waste disposal arrangements are in place to dispose of contaminated equipment</li> <li>• Alternative arrangements are in place for vulnerable pupils and key worker families in case the school needs to close for a Covid-19 clean</li> <li>• Seek support from Public Health Birmingham. Use the <u>flowchart</u> if a staff member or pupil displays symptoms. . (added in v3)</li> <li>• For EY suitable PPE equipment is available if 2m from the child cannot be maintained.</li> </ul>	Yes	Cleaning contractor is aware of guidance	L
<b>11. Enhanced hygiene for example toilet use, hand washing and decide on policy related to usually shared items e.g. books, toys practical equipment</b>					
<b>Inadequate supplies of soap and hand sanitiser mean that regular hand</b>	L	<ul style="list-style-type: none"> <li>• An audit of handwashing facilities and sanitiser dispensers is undertaken before the school reopens and additional supplies are purchased if necessary.</li> </ul>	Yes	Extra supplies of soap and hand sanitiser have been ordered.	L

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<b>washing routines cannot be established</b>		<ul style="list-style-type: none"> <li>• Appropriate measures to supervise effective hand washing of young children are in place</li> <li>• Monitoring arrangements are in place to ensure that supplies of soap, hand towels and sanitiser are maintained throughout the day. Large volumes of flammable liquids should be referenced in your Fire Risk Assessment. (added in v3)</li> <li>• Posters and electronic messaging boards reinforce the need to wash hands regularly and frequently, including on arrival at school. Handwashing for 20 seconds minimum encouraged.</li> <li>• Reinforce 'catch it, kill it, bin it' message. Use of <u>e-bug</u> learning from Public Health England.</li> <li>• Process is in place for removing and disposing/storing of face coverings when pupils and staff who use them arrive at school.</li> </ul>			
<b>Inadequate supplies and resources mean that shared items are not cleaned after each use</b>	L	<ul style="list-style-type: none"> <li>• Limit the amount of shared resources that are taken home and limit exchange of take-home resources between children, young people and staff</li> <li>• A plan is in place to clean resources which have been taken home.</li> <li>• Cater for equipment and resources per child and prevent the sharing of stationery and other equipment where possible.</li> <li>• Resources that are shared between classes or bubbles, such as sports, outdoor playground equipment, art and science equipment should be cleaned frequently and meticulously and always between bubbles, or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles or wraparound care.</li> <li>• Practical lessons can go ahead if equipment can be cleaned thoroughly and the classroom or other learning environment is occupied by the same children or young people in one day, or properly cleaned between cohorts</li> <li>• Roles and responsibilities identified for each area with cleaning resources, e.g. each class is allocated their own cleaning products</li> <li>• The governing board finance committee is aware of any additional financial commitments</li> </ul>	Yes	<p>Pupils are allocated their own workstation and pencil and ruler etc. to use throughout the day.</p> <p>Any shared resources e.g. computers are wiped down after use.</p> <p>The school library is used for pupils to select reading books, however, pupils will have to sanitise their hands on entry. Books returned will be left for a period of 48 hours before being returned to the shelves.</p>	L

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<b>12. School level response should someone fall ill on site in line with govt guidance</b>					
<b>Staff, pupils and parents are not aware of the school's procedures (including on self-isolation and testing) should anyone display symptoms of COVID-19 or should there be a confirmed case of COVID-19 in the school</b>	M	<ul style="list-style-type: none"> <li>Staff, pupils and parents have received clear communications informing them of current government guidance on the actions to take should anyone display symptoms of COVID-19 and how this will be implemented in the school.</li> <li>Staff caring for young children are vigilant for symptoms of COVID-19 and signs of illness that may be associated to it as per government advice.</li> <li>This guidance has been explained to staff and pupils as part of the induction process.</li> <li>Regular review of the latest information across senior leadership and staff members: <a href="https://www.birmingham.gov.uk/COVID-19_schools_faqs">https://www.birmingham.gov.uk/COVID-19_schools_faqs</a></li> <li>Use the flowchart from Public Health Birmingham about how to deal with a suspected or confirmed case within the pupil or staffing cohort.</li> <li>Staff are aware of the location of the emergency PPE pack.</li> <li>Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders.</li> <li>Health and safety governors are satisfied that arrangements are in place and in line with DfE guidelines</li> <li>Report cases of to the Health Protection Team in Public Health England using the online guidance and <a href="#">checklist</a>.</li> <li>Keep up to date with PH updates on responding to cases in schools during the contact tracing phase of the response.</li> <li>Any teaching and support staff who develop symptoms of COVID-19 are eligible for testing via the essential worker scheme, which can be a home test kit or drive-through test appointment. <a href="https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested">https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested</a></li> <li>Understanding of latest HSE RIDDOR REPORTING guidance for Covid-19 on when and how to report exposure to coronavirus or a diagnosis of COVID 19, in the workplace under RIDDOR.</li> </ul>	Yes	Additional PPE has been ordered for any first aiders who may have to deal with someone displaying symptoms of COVID-19	L

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		<ul style="list-style-type: none"> <li>For maintained schools where the council is the employer of staff and schools who are subscribed to the service from the council's safety team, any RIDDOR reporting requirements will be done for you by the safety team. If you have informed the council (by inputting sick absence data into SAP using the specific codes for COVID-19 absence or by informing <a href="mailto:schoolsafety@birmingham.gov.uk">schoolsafety@birmingham.gov.uk</a>).</li> <li>For schools who do not subscribe to the service from the council's safety team and where the council is not the employer of staff you will need to check with your employer and/or provider of safety support regards your arrangements for undertaking RIDDOR reports and how coronavirus is reported (for those cases meeting the HSE defined criteria).</li> </ul>			
<b>Arrangements to isolate individuals displaying symptoms of COVID-19 are not in place</b>	L	<ul style="list-style-type: none"> <li>School's medical room/space has been assessed to ensure social distancing and isolation measures are not compromised</li> <li>For very young children there is a designated area available where a key person can continue to support the child away from the rest of the group until collection by parent/carer.</li> <li>Additional rooms are designated for pupils with suspected COVID-19 whilst collection is arranged.</li> <li>Procedures are in place for medical rooms or other spaces to be cleaned after suspected COVID-19 cases, along with other affected areas, including toilets.</li> <li>Isolated individuals should be in rooms where door can be closed (age permitting of child) and with windows for ventilation.</li> <li>PPE to be used for accompanying staff where pupil symptomatic and 2m distance cannot be sustained.</li> <li>Isolation for pupils and staff in residential settings should be within the residential setting. Please refer to the follow dedicated guidance: <a href="https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-isolation-for-residential-educational-settings/coronavirus-covid-19-guidance-on-isolation-for-residential-educational-settings">https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-isolation-for-residential-educational-settings/coronavirus-covid-19-guidance-on-isolation-for-residential-educational-settings</a></li> </ul>	Yes		Low

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13. Plan for personal protective equipment for staff providing intimate care for any children and young people and for cases where a child becomes unwell with symptoms of coronavirus and needs direct personal care until they can return home					
Provision of PPE for staff where required is not in line with government guidelines	L	<ul style="list-style-type: none"> <li>Government guidance on wearing PPE is understood and communicated. Read the guidance on <a href="#">safe working in education, childcare and children's social care</a> for more information about preventing and controlling infection and use of PPE.</li> <li>Sufficient PPE has been procured through normal stockist</li> <li>PPE requirements for individual pupils and staff have been risk assessed and sourced through normal stockist</li> <li>Those staff required to wear PPE (e.g. SEND intimate care; receiving/handling deliveries; cleaning staff) have been instructed on how to put on and how to remove PPE carefully to reduce contamination and how to dispose of them safely.</li> <li>Staff are reminded that wearing of gloves is not a substitute for good handwashing.</li> <li>Avoid face to face contact and minimise interaction under 1m with young pupils, except for those with complex needs</li> <li>Seek LA support for emergency PPE stock</li> <li>Appropriate measures are taken on the cleaning of reusable PPE items in line with guidance</li> </ul>	Yes	Additional PPE has been ordered	L
PPE provision is not in place for staff providing intimate care and for cases where a child becomes unwell with symptoms of coronavirus and needs direct personal care until they can return home	L	<ul style="list-style-type: none"> <li>Requirements for PPE have been assessed in line with DfE guidelines and Public Health Birmingham scenarios</li> <li>Sufficient stock has been ordered using school's usual suppliers</li> <li>Arrangements to seek LA support to obtain PPE in case of an emergency are known and in place</li> <li>Health and safety governors are satisfied that arrangements are in place and in line with DfE guidelines</li> </ul>	Yes	Additional PPE has been ordered	L
14. Managing premises related issues					

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<b>There is no agreed approach to any scheduled or ongoing building works therefore contractors on-site whilst school is in operation may pose a risk to social distancing and infection control</b>	M	<ul style="list-style-type: none"> <li>• Ongoing works and scheduled inspections for schools (e.g. estates related) have been designated as essential work by the government and so are set to continue.</li> <li>• An assessment has been carried out to see if any additional control measures are required to keep staff, pupils and contractors safe including distancing and hygiene procedures.</li> <li>• Assurances have been sought from the contractors that they are familiar with the <u>symptoms associated with Coronavirus covid-19</u>, all staff attending the setting will be in good health (symptom-free) and that contractors have procedures in place to ensure effective social distancing is always maintained.</li> <li>• Alternative arrangements have been considered such as using a different entrance for contractors and organising classes so that contractors and staff/pupils are kept apart.</li> <li>• Social distancing is being maintained throughout any such works and where this is not possible arrangements are reviewed.</li> <li>• In addition to arrangements for COVID-19, normal contractor procedures are being applied and have been updated considering COVID-19 (including contractor risk assessments and method statements, and contractor induction), including contractors who works across sites or schools.</li> <li>• Premises governing board committee is aware of planned works and associated risk assessments</li> <li>• Where BCC is the building owner the <i>landlord approval process</i> has been undertaken when required i.e. any works likely to disturb the fabric of the building</li> </ul>	Yes	Any contractors entering site will agree to adhere to social distancing and infection control measures that will be communicated from school before work commences on site.	L
<b>Fire procedures are not appropriate to cover new arrangements</b>	M	<ul style="list-style-type: none"> <li>• Fire procedures have been reviewed and revised where required, due to: <ul style="list-style-type: none"> <li>◦ Reduced numbers of pupils/staff</li> <li>◦ Possible absence of fire marshals - absent fire marshals to be replaced with trained substitutes</li> <li>◦ Social distancing rules during evacuation and at muster points</li> </ul> </li> </ul>	Yes	A fire drill will be undertaken to ensure pupils and staff are aware of new arrangements so that social	L

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		<ul style="list-style-type: none"> <li>○ Possible need for additional muster point(s) to enable social distancing where possible</li> <li>• Staff, pupils and governors have been briefed on any new evacuation procedures.</li> <li>• Incident controller and fire marshals have been trained and briefed appropriately.</li> <li>• Fire drill arranged in line with Covid plan.</li> </ul>		distancing can be maintained	
<b>Fire evacuation drills - unable to apply social distancing effectively</b>	M	<ul style="list-style-type: none"> <li>• Plans for fire evacuation drills are in place and are in line with social distancing measures, with marked areas if required</li> </ul>	Yes		L
<b>Fire marshals absent due to self-isolation</b>	M	<ul style="list-style-type: none"> <li>• An additional staff rota is in place for fire marshals to cover any absences and staff have been briefed accordingly.</li> <li>• Staff appropriately trained in fire marshal duties as required.</li> </ul>	Yes		L
<b>Statutory compliance has not been completed due to the availability of contractors during lockdown</b>	L	<ul style="list-style-type: none"> <li>• All statutory compliance is up to date.</li> <li>• Where water systems have not been maintained throughout lockdown, chlorination, flushing and certification by a specialist contractor has been arranged. Water system checks and actions to be undertaken prior to wider opening.</li> <li>• LA support is in place</li> </ul>	Yes	Statutory compliance checks have been maintained throughout.	L
<b>The costs of additional measures and enhanced services to address COVID-19 when reopening puts the school in financial difficulty</b>	L	<ul style="list-style-type: none"> <li>• Additional cost pressures due to COVID-19 identified and an end-of-year forecast which factors them in has been produced.</li> <li>• LA or Trust finance team has been consulted to identify potential savings in order to work towards a balanced budget.</li> <li>• Additional COVID-19 related costs are under monitoring and options for reducing costs over time and as guidance changes are under review.</li> <li>• Additional sources of income are under exploration.</li> <li>• The school's projected financial position has been shared with governors and LA or trust.</li> <li>• NS/NC are aware of financial support available to support sustainability</li> </ul>	Yes		L

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**15. Ensure you have considered the impact on staff and pupils with protected characteristics including race and disability in developing your approach**
**Considerations**

- Nationally the [ONS analysis](#) has identified an increased risk of death among some ethnic groups, although this increased risk reduces when age, gender and long term conditions like type 2 diabetes, high blood pressure and kidney disease, but doesn't disappear completely and further research is needed to explore this.
- There doesn't appear to be any difference between ethnic groups in terms of infection rates, i.e. who catches it, the difference is in the proportion who die.
- In light of this it is important for risk assessments of individuals, staff and pupils, take this into account, the main risks are around health conditions such as **diabetes, kidney disease** and **high blood pressure**, especially if poorly controlled and also obesity has been identified as a significant risk factor. The risk of death is also higher in older people over 65yrs and men have a slightly higher rate than women. Those with respiratory conditions like asthma and chronic obstructive pulmonary disease also pose higher risks, along with auto-immune conditions. Smoking can also exacerbate the disease and lead to poorer outcomes
- The [NHS risk assessment](#) suggests BAME individuals have a higher risk at a younger age, so as a rough guide consider a BAME 55yr old's risk in the same way you would consider White 65yrs old, but the biggest risk factor is existing health conditions.
- Once risks are identified then it would be sensible to work with your occupational health provider on how then to look at adjustments and whether staff can, for the remainder of term, support remote teaching or telephone support roles. This assessment will need to be on a case by case basis.
- It is less clear cut for children who are living in households with other vulnerable adults or siblings who are not shielded, however it is worth noting that the risk is less from younger children than older children and can be reduced through good hand hygiene. This however will be a decision that parents will need to make individually based on their personal circumstances.

<b>Measures have not been put in place to protect staff and pupils with underlying health issues, BAME staff</b>	L	<ul style="list-style-type: none"> <li>An equality impact assessment is undertaken for staff and pupils</li> <li>All members of staff and parents of pupils with underlying health issues, those within vulnerable groups have been instructed to make their condition or circumstances known to the school, and members of staff with children who cannot attend school/nursery/childminder etc are supported. (added in v3)</li> <li>Records are kept and regularly updated e.g. check children and staff who have identified as having asthma have up to date care plans.</li> <li>Members of staff and parents of pupils with underlying health conditions have been asked to seek and act on the advice of their GP/consultant/midwife or current government advice.</li> <li>Staff and parents of pupils are clear about the definitions and associated mitigating strategies relation to people who are</li> </ul>	Yes		L
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		<p>classed as clinically vulnerable and clinically extremely vulnerable.</p> <ul style="list-style-type: none"> <li>• All staff who were clinically extremely vulnerable and received a letter advising them to shield are now advised that they can return to work from 1 August if they maintain social distancing. Advice for those who are extremely clinically vulnerable can be found in the <u>guidance on shielding and protecting people who are clinically extremely vulnerable from COVID-19</u>.</li> <li>• Current government guidance is being applied.</li> <li>• Consider advice from Public Health England regarding BAME staff in section above.</li> <li>• Seek advice from Occupational Health Service</li> </ul>			
<b>Staff, particularly those from BAME heritage, are reluctant to attend school due to the media coverage on deaths related to coronavirus.</b>	M	<ul style="list-style-type: none"> <li>• No. of BAME staff = 9</li> <li>• No. of BAME staff risk assessed and requiring to remain shielded at home =0</li> <li>• No. of BAME staff able to return but requiring additional support =0</li> <li>• Staff are encouraged to focus on their wellbeing.</li> <li>• Line managers are proactive in discussing wellbeing with the staff that they manage, including their workload.</li> <li>• Staff briefings and training have included content on wellbeing.</li> <li>• Staff briefings/training on wellbeing are provided.</li> <li>• Staff have been signposted to useful websites and resources.</li> </ul>	Yes		L
<b>Parents, particularly those from BAME heritage, are reluctant to send their children to school due to the media coverage on deaths linked to coronavirus</b>	M	<ul style="list-style-type: none"> <li>• No of BAME pupils =370</li> <li>• No of BAME pupils risk assessed and requiring to remain shielded at home =0</li> <li>• No of BAME pupils able to return but requiring additional support =0</li> <li>• There are enough numbers of trained staff available to support pupils and parents with these anxieties.</li> <li>• There is access to designated staff for all pupils and parents who wish to talk to someone about their wellbeing and anxieties about attending school</li> </ul>	Yes		L

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		<ul style="list-style-type: none"> <li>School arrangements demonstrating social distancing measures are shared with parents and pupils</li> <li>Resources/websites to support parent and pupil anxiety are provided.</li> </ul>			
<b>Parents do not follow advice on social distancing when visiting the school</b>	H	<ul style="list-style-type: none"> <li>Visitors (including parents/carers) to the school may be restricted to one area, or to an allocated appointment time</li> <li>Arrangements for visiting the school are communicated to parents/carers</li> </ul> <p>Expectations around hygiene and social distancing are communicated with parents/carers including drop-off/pick-up time to reduce gatherings</p>	Yes	<p>There is signage around school reminding of the need for social distancing.</p> <p>Members of the SLT are on the playground before and after school to ensure social distancing is followed.</p> <p>Entry into school is via appointment only where visitors will be reminded about social distancing requirements.</p> <p>Parents are requested to wear a mask when on the school site</p>	M
<b>16. Work with other school-based provision as necessary e.g. nursery SEN unit to ensure policies are aligned where they need to be</b>					
<b>Existing policies on safeguarding, health and safety, fire evacuation, medical, behaviour, attendance and other policies are no longer fit for purpose in the current circumstances</b>	L	<ul style="list-style-type: none"> <li>All relevant policies have been revised to take account of government guidance on social distancing and COVID-19 and its implications for the school.</li> <li>Staff, pupils, parents and governors have been briefed accordingly.</li> <li>Arrangements are in place to review the policies in line with further DfE guidance on Early Years, SEN resource base, post 16 etc.</li> <li>New safeguarding model has been adopted from September 2020. Link added in v3.</li> </ul>	Yes		L

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<b>Risks are not comprehensively assessed in every area of the school, including nursery and resource base if applicable, considering COVID-19,</b>	L	<ul style="list-style-type: none"> <li>Risk assessments are updated or undertaken before the school reopens and mitigation strategies are put in place and communicated to staff covering: <ul style="list-style-type: none"> <li>Different areas of the school including any Early Years and Resource Base provision</li> <li>When pupils enter and leave school</li> <li>During movement around school</li> <li>During break and lunch times</li> <li>Delivering aspects of the curriculum, especially for practical subjects and where shared equipment is used</li> </ul> </li> </ul>	Yes		L
<b>17. Home to School Transport</b>					
<p>Urban Transport Group released a briefing (27 May) urgently requesting the Government to lead joined-up dialogue between the education and transport sectors on how best to resolve the operational challenges and to meet the full additional transport costs of the return to schools and colleges.</p> <p><b>Keys points include:</b></p> <ul style="list-style-type: none"> <li>Promote the use of sustainable travel and transport (i.e. modes that improve physical wellbeing for users and/or environmental quality) for journeys to and from education and training establishments for children and young people or compulsory school age in the local authority area.</li> <li>As part of their overarching role to keep cities regions moving in a manner that protects health, the environment and quality of life, transport authorities also have an interest in ensuring that the return to school and college does not create congestion, contribute to air pollution or pose a risk in terms of the health and safety of children and their parents or of transport staff and the wider public, including passengers travelling on mainstream routes that serve schools.</li> <li>In line with this, transport authorities will be looking to ensure that children are able to safely walk, cycle or scoot to school where possible. Indeed, in normal times, transport authorities invest considerable resources in promoting mode shift for school transport and in supporting and training children to travel safely and sustainably.</li> </ul> <p>The need to encourage children to walk, cycle or scoot to school sitting alongside the risks posed by a rise in speeding and other dangerous driving on empty roads. <a href="http://www.urbantransportgroup.org/resources/types/briefings/transport-challenges-return-schools-and-colleges-following-easing-covid-19">http://www.urbantransportgroup.org/resources/types/briefings/transport-challenges-return-schools-and-colleges-following-easing-covid-19</a></p>					
<b>Pick up and drop off times</b>	M	<ul style="list-style-type: none"> <li>As per <u>Government guidance</u>:</li> <li><i>tell parents that if their child needs to be accompanied to the education or childcare setting, only one parent should attend</i></li> <li><i>tell parents and young people their allocated drop off and collection times and the process for doing so, including protocols for minimising adult to adult contact (for example, which entrance to use)</i></li> </ul>	Yes	Procedures for pick up and drop off have been communicated to parents prior to children returning in September.	L

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		<ul style="list-style-type: none"> <li><i>make clear to parents that they cannot gather at entrance gates or doors, or enter the site (unless they have a pre-arranged appointment, which should be conducted safely)</i></li> <li><i>talk to staff about the plans (for example, safety measures, timetable changes and staggered arrival and departure times), including discussing whether training would be helpful</i></li> </ul> <p><b>In addition:</b></p> <ul style="list-style-type: none"> <li>Consider opening school gates earlier so parents can socially distance on the playground</li> <li>Extend start and finish times to ease pavement congestion</li> <li>Consider the use of simple signage to highlight the need for social distancing: stickers (could be customised versions e.g. using pupils' designs) or simple spray, tape or chalk markings.</li> <li>Organised queuing and boarding of vehicles and distancing within vehicles wherever possible.</li> <li>Consideration of emergency school streets measures as identified in the <u>Emergency Birmingham Transport Plan</u> including Car Free School Streets, parking restrictions and reducing speed limits.</li> <li>If appropriate, consider putting into a place one-way pedestrian system with the school ground with determined entrance and exits for classrooms and areas of the school.</li> <li>Pupils/staff must wash their hands/use hand sanitiser on boarding and 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.</li> <li>Additional cleaning of designated school transport.</li> </ul>		Times of drop of and pick up have been extended to allow pupils to filter into school and ensure social distancing	
<b>Children arriving late as a result of journey to school</b>	M	<ul style="list-style-type: none"> <li>As per <u>Government guidance</u>: <ul style="list-style-type: none"> <li>➤ <b><i>Children, young people and parents are encouraged to walk or cycle where possible</i></b></li> <li>➤ <i>ensure parents and young people are aware of recommendations on transport to and from education or childcare setting (including avoiding peak times). Read</i></li> </ul> </li> </ul>	Yes		L

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		<p><i>the <u>Coronavirus (COVID-19): safer travel guidance for passengers</u></i></p> <p>➤ <i>ensure that transport arrangements cater for any changes to start and finish times</i></p> <p><b>In addition:</b></p> <ul style="list-style-type: none"> <li>• Advise parents/carers to use various modes of transport including driving to school being mindful of the need to socially distance around the school safely. Encourage walking, cycling or scooting to their education setting where possible.</li> <li>• Identify possible park and stride sites - parents and others who do have to drive can then park (legally) nearby and walk the last part of their journey.</li> <li>• Drivers should be advised to anticipate more pedestrians and cyclists than usual, restrict speeds and avoid parking on (or partially on) pavements.</li> <li>• If travelling by public transport: check website or live bus app for revised timetables before travel; try to keep 2 metres away from people not in their household while waiting in the queue; carry and use hand sanitiser; wear a face covering if they can; sit in the window seat, leaving the seats in front and behind empty. For further information and guidance visit: <a href="https://nxbus.co.uk/west-midlands/news/stay-safe-when-travelling-with-us">https://nxbus.co.uk/west-midlands/news/stay-safe-when-travelling-with-us</a></li> <li>• Consider using social media messaging to inform the local community that parents/pupils may be travelling at specific times in order to avoid pavement congestion.</li> <li>• <b>For further information and guidance regarding any of the above points see:</b></li> <li>• <b><a href="http://www.birmingham.gov.uk/modeshiftstars">www.birmingham.gov.uk/modeshiftstars</a> or contact: <a href="mailto:connected@birmingham.gov.uk">connected@birmingham.gov.uk</a>. For information regarding home to school travel contact: <a href="mailto:Mark.Hudson@birmingham.gov.uk">Mark.Hudson@birmingham.gov.uk</a></b></li> </ul>			
<b>18. Contingency planning for local lockdown</b>					

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<b>No plan in place if an outbreak or local lockdown should occur</b>	L	<ul style="list-style-type: none"> <li>• School Business Continuity Plan has been updated</li> <li>• Proposed resourcing model is in place should lockdown and partial or full closure be required</li> <li>• Arrange for communications to be available in readiness for release to staff and families to incorporate any advice from Public Health Birmingham.</li> <li>• Staff have been fully briefed on the action planning for local/bubble lockdown or outbreak.</li> <li>• Preparation for learning continuity in the event of local or bubble lockdown (added in v4) <ul style="list-style-type: none"> <li>○ Blended learning offer to support continued delivery.</li> <li>○ Remote learning packages ready to offer where there is an outbreak within a bubble or wider as part of business continuity. Consideration of remote learning for young pupils or those with SEND.</li> </ul> </li> </ul> <p><a href="https://www.gov.uk/guidance/remote-education-practice-for-schools-during-coronavirus-covid-19">https://www.gov.uk/guidance/remote-education-practice-for-schools-during-coronavirus-covid-19</a></p> <ul style="list-style-type: none"> <li>• Resources have been prepared that take account of online education resources for home learning (published by DfE 24 June 2020) added in v4</li> </ul> <p><a href="https://www.gov.uk/guidance/remote-education-during-coronavirus-covid-19">https://www.gov.uk/guidance/remote-education-during-coronavirus-covid-19</a></p> <ul style="list-style-type: none"> <li>• Information and guidance have been shared to support parents and carers of children who are learning at home</li> </ul> <p><a href="https://www.gov.uk/guidance/supporting-your-childrens-education-during-coronavirus-covid-19">https://www.gov.uk/guidance/supporting-your-childrens-education-during-coronavirus-covid-19</a> (added in v4)</p> <ul style="list-style-type: none"> <li>• Resumption of original Risk Assessment to consider phased opening as appropriate</li> <li>• Parents have been informed of the school's procedures for local/bubble lockdown</li> <li>• Response has taken account of the information, guidance and support for teachers and leaders on educating children during the coronavirus outbreak published on 22 May 2020</li> <li>• <b>Consider impact of isolation for vulnerable children and ensure that key workers are notified of isolation and expected</b></li> </ul>	Yes	The school has procedures in place to contact parents and to offer online learning to pupils should another lockdown occur by using BGfL resources.	L
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		date of return and whether an individual risk assessment would be beneficial.			
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