

Introduction

The government plan is for the full return of all pupils from September 2020: <https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>

School employers and leaders are required by law to think about the risks the staff and pupils face and do everything reasonably practicable to minimise them, recognising they cannot eliminate the risk of coronavirus (COVID-19). School employers must therefore make sure that a risk assessment has been undertaken to identify the measures needed to reduce the risks from coronavirus (COVID-19) so far as is reasonably practicable and make the school COVID-secure. General information on how to make a workplace COVID-secure, including how to approach a coronavirus (COVID-19) risk assessment, is provided by the [HSE guidance on working safely](#).

This risk assessment checklist/tool is based on Government guidelines on COVID-19 as at 2nd July 2020 and has been updated on later guidance from 27th July 2020. It is provided to help schools to prepare and decide arrangements for an increased number of children attending/returning to school. It remains subject to change at a short notice as updates are received from the Department for Education (DfE) or Birmingham City Council (BCC). [EYFS guidance](#) should be considered for Nursery Schools and Nursery Classes. Separate guidance is available for Special Schools and is not considered in this tool.

Any updates to the Risk Assessment will be identified in the version control table from p6 onwards.

The completion of this tool/checklist should not be undertaken in isolation by one individual and should involve staff who understand the risk assessment process. Once completed, the risk assessment should be shared with the school's workforce. If possible, schools should consider publishing it on their website to provide transparency of approach to parents, carers and pupils (HSE would expect all employers with over 50 staff to do so). A risk assessment should be updated and revisited regularly.

Risk assessment is about identifying reasonably practicable measures to control the risks in a workplace or when undertaking an activity. The process evaluates the threats and risks of a specified issue/situation and enables the likelihood that somebody could be harmed, together with an indication of how serious the harm could be, to be considered.

Likelihood - For each issue/situation, determine the likelihood it will occur.

Severity (outcome) - **determine** the potential injury/health.

Likelihood	Severity
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4 = Certain = common or frequent occurrence	4 = Major risk - death, loss of limbs, etc
3 = Probable = likely to occur sometime	3 = High risk - broken bones, burns, etc
2 = Possible = may occur sometime	2 = Moderate risk - cuts, bruises, sickness, etc.
1 = Improbable = unlikely to occur	1 = Minimal risk - strain, shaken, no injury, etc

The matrix (below) provides a method to determine the level of risk, with the Likelihood and Severity being independently scored and plotted.

RISK LEVEL MATRIX					
PROBABILITY (LIKELIHOOD)	4	Low	High	Very High	Very High
	3	Low	Med	High	Very High
	2	Low	Low	Med	High
	1	Low	Low	Low	Low
		1	2	3	4
		SEVERITY (OUTCOME)			

Once the likelihood and severity of the risk have been assessed they are plotted on the risk profiling grid above and the risk rating defined e.g. If a risk has a likelihood of 3 – Likely and a severity of 1 – Minimal, the risk rating will be $3 \times 1 = 3$. This would mean the risk is low and arrangement would be adequate. Example as follows:

Issue/Area to be addressed (Potential Hazard)	Current Control Measures Good Practice Control Measures Adopted	In place (Yes/No)	Further action/ Comments	Final Risk Rating
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Issue/Area to be addressed (Potential Hazard)	Current Control Measures Good Practice Control Measures Adopted	In place (Yes/No)	Further action/ Comments	Final Risk Rating
Example: Slips, trips and falls <i>There are smooth surfaces and tripping hazards around the school site with the potential to cause persons to fall over injuring themselves with multiple injuries.</i>	<ul style="list-style-type: none"> • <i>Cleaning regime in place.</i> • <i>Correct safe substance used for surfaces.</i> • <i>Signage available.</i> • <i>Cleaners have received training.</i> • <i>Introduce hazard reporting system and ensure that staff are aware of school H&S Policy.</i> • <i>Undertake specific risk assessment on snow and ice.</i> • <i>Remove all trailing cables in admin office.</i> 	Y	Review arrangements for new staff i.e. ensure the H&S policy to shared /communicated	3x1=3 Low

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Links to related published guidance notes to be referred to alongside the Model Risk Assessment	
<p>Links to DfE Guidance</p> <p>As new guidance is produced weekly, please refer to www.gov.uk for updates</p> <p>Note from DfE: Schools are not required to use these guides, and may choose to follow alternative approaches to preparing for wider opening, or to use some sections of this guidance alongside other approaches</p>	<p>https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools</p> <p>https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures/coronavirus-covid-19-early-years-and-childcare-closures</p> <p>https://www.gov.uk/government/publications/coronavirus-covid-19-send-risk-assessment-guidance/coronavirus-covid-19-send-risk-assessment-guidance#updating-risk-assessments</p> <p>https://www.gov.uk/government/publications/guidance-for-parents-and-carers-of-children-attending-out-of-school-settings-during-the-coronavirus-covid-19-outbreak</p> <p>https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care</p> <p>https://www.gov.uk/government/collections/coronavirus-covid-19-guidance-for-schools-and-other-educational-settings</p> <p>https://www.gov.uk/government/publications/what-parents-and-carers-need-to-know-about-early-years-providers-schools-and-colleges-during-the-coronavirus-covid-19-outbreak/what-parents-and-carers-need-to-know-about-early-years-providers-schools-and-colleges-in-the-autumn-term</p> <p>https://www.gov.uk/guidance/ofsted-coronavirus-covid-19-rolling-update</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/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people</p> <p>https://www.gov.uk/government/publications/covid-19-free-school-meals-guidance/covid-19-free-school-meals-guidance-for-schools</p> <p>https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings</p> <p>https://www.gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-for-passengers</p>

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	<p>https://www.gov.uk/guidance/school-reports-on-pupil-performance-guide-for-headteachers</p> <p>https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19</p> <p>https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2/early-years-foundation-stage-coronavirus-disapplications (added in v2)</p> <p>Keeping children safe in education 2020 – comes into force 1st Sept and references keeping children safe online whilst at home: https://www.gov.uk/government/publications/keeping-children-safe-in-education--2 (added in v2)</p> <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 (added in v2)</p> <p>https://www.gov.uk/guidance/remote-education-practice-for-schools-during-coronavirus-covid-19 (added in v4)</p> <p>https://www.gov.uk/guidance/remote-education-during-coronavirus-covid-19 (added in v4)</p> <p>https://www.gov.uk/guidance/supporting-your-childrens-education-during-coronavirus-covid-19 (added in v4)</p> <p>https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools</p> <p>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</p> <p>https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care</p> <p>https://www.gov.uk/government/publications/health-and-safety-on-educational-visits/health-and-safety-on-educational-visits</p> <p>https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-phased-return-of-sport-and-recreation</p> <p>https://www.gov.uk/government/news/update-on-face-coverings-in-schools</p>
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	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	
Governance and other resources	<p>Link to Public Health flowchart in case of coronavirus symptoms within pupils or staff: https://www.birmingham.gov.uk/downloads/download/3527/public_health_flowchart_for_schools (added in v3)</p> <p>Safeguarding policy addendum: https://www.birmingham.gov.uk/downloads/file/16735/covid-19_safeguarding_policy_addendum (added in v3)</p> <p>As ever, if subscribing schools have questions / queries about governance, contact School and Governor Support (S&GS) at governors@birmingham.gov.uk</p> <p>Nursery Schools and Nursery Classes should contact the Early Years' Service for EYFS queries via email: EYDuty@birmingham.gov.uk</p> <p>Education Safeguarding questions please contact the Education Safeguarding Team via email: EducationSafeguarding@birmingham.gov.uk (added in v2)</p> <p>ACAS guidance on mental health: https://www.acas.org.uk/acas-launches-new-guidance-on-mental-health-during-coronavirus</p> <p>HSE guidance on working during coronavirus and related links: https://www.hse.gov.uk/news/working-safely-during-coronavirus-outbreak.htm</p> <p>NAHT guidance on health and safety duties and schools: https://www.naht.org.uk/advice-and-support/management/health-and-safety-duties-and-schools/</p>	
Version No.	Page – Edits (page numbers may alter as later editions are made)	Published
1	Original	07/07/2020
2	P5 weblink for EYFS disapplication doc added P5 weblink for new safeguarding guidance from September 2020 added P5 weblink to new guidance for clinically vulnerable and shielding added P5 added in details to contact Education Safeguarding team P7 weblink to document on shielding added P8 reference to carrying out speedy admissions for particularly vulnerable children P8 NEF contact added	Dated 09/07/2020, Published 10/07/2020

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	<p>P9 EY duty email address added P10 reference to handwashing supervision for EYFS added P12 single child use bedding added P12 hygienic storage or personal items added P13 reminder for staff to be aware of procedures if they or a child show symptoms P15 reference to a new safeguarding model from September 2020; awaiting imminent approval P22 reference to use of PPE if 2m distance cannot be maintained P23 clean shared resources or if taking resources home P29 removal of reference to pending confirmation on NS/NC sustainability P30 correction regarding vulnerable staff shielding in relation to latest DfE guidance P32 reference to a new safeguarding model from September 2020; awaiting imminent approval Reformatted all to black text</p>	
3	<p>P1 reference to location of version control table for latest updates P1 reference to sharing with staff who understand the RA process and identifying 'reasonably practicable' rather than 'sensible' measures P5 weblinks for Public Health flowchart (and p13 & p22, p23) and safeguarding policy addendum (and p15, p31) added P11 consideration into staffing over lunchtime P11 if considering use of alternative sites, contact LA for support in risk assessing the use of and access to alternative sites before any implementation P12 reference to discussing RA with parents of pupils with EHCP P12 supporting families connect Early Help as needed (with weblink) P13 factoring follow-up with families on attendance into workload P17 Additional financial support has been made available to schools to address gaps in learning. P17 revision of exam syllabi where appropriate P17 where EHCP has been adapted considering Covid-19 arrangements, review meetings needed with parents and regular support with services P19 Ensure health & wellbeing policy is in place and available to all staff. Encourage access to support and mental health first aiders P20 use of resources with small group/bubbles to limit cross contamination P20 Other spaces within school have been identified and adapted to accommodate nursing, medical and other essential therapeutic services, particularly if medical rooms etc do not allow for social distancing P21 allowance of enough time for pupils and staff to go to toilet (due to queuing system) P21 cleaning toilets and emptying bins in all breaks or transition periods P21 enhanced deep cleaning before opening of school P22 reference to daily (or more often) cleaning of touchpoints</p>	17/07/2020

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RISK Assessment Tool (V6)
27/08/2020

	<p>P22 cleaning toilets regularly</p> <p>P23 reference large volumes of flammable liquid e.g. sanitisers or cleaning supplies, within the school's Fire Risk Assessment</p> <p>P27 absent fire marshals to be replaced with trained substitutes</p> <p>P28 Water system checks and actions to be undertaken prior to wider opening.</p> <p>P30 members of staff with children who cannot attend school are supported</p> <p>P35 addition of new area of concern under section 18 ref transport capacity for pupils with EHCP</p> <p>P35 addition of section 19 ref contingency planning for local lockdown</p>	
4	<p>P5 weblinks added to DfE guidance on remote learning</p> <p>P19 reference to the need for action planning for local or bubble lockdown</p> <p>P36 weblink added to DfE guidance on remote learning and the need to support parents and carers with home learning</p>	28/07/2020
5	<p>P1 reference to regular review of RA and latest guidance</p> <p>P5 addition of weblinks for full opening, residential settings, safe working in education, educational visits and phased return of PE</p> <p>P8 reference to Test and Trace process</p> <p>P9 increasing size of bubble to allow for specialist teaching, wrap around care and transport</p> <p>P10 movement of staff across classes and year groups</p> <p>P10 temp staff length of contract</p> <p>P10 support for pupils with SEND including deployed staff</p> <p>P12 maximising space to allow for full operation</p> <p>P12 collaboration with other settings e.g. dual roll</p> <p>P13 reasonable break for staffing</p> <p>P13 review of space to allow full operation</p> <p>P13 avoid (rather than prohibit) large gatherings with more than one group</p> <p>P13 immunisation programme</p> <p>P13 additional support for SEND, use of social stories and reference to Annex B of guidance</p> <p>P13 minimising risk from music classes</p> <p>P13 phased increase of physical activity</p> <p>P14 no need for more frequent cleaning of uniforms</p> <p>P17 considering of bubbles for wraparound</p> <p>P17 limiting number of wraparound providers parents' access</p> <p>P19 focus on reintegration and re-engagement of pupils and families</p> <p>P19 addressing gaps in learning and focus on key parts of curriculum, including any gaps in English and maps from Year 6 to Year 7 transition</p>	06/08/2020

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27/08/2020

	<p>P20 incorporating remote learning into day to day delivery P20 suspension of subjects if needed P20 focus on return to normal curriculum by summer 2021 and timescale for assessments. P20 compulsory RHE education P21 delivery of EHCP P24 encouraging children not to touch peers P24, 26 use of e-bug learning from PHE P25 working hours or additional capacity for cleaning to be planned for P26 encouraging 20 second hand washing P26 modification of narrative around shared resources and 48/72-hour period P28 isolation in closed room with window ventilation P28 guidance for residential staff and isolation P28 reference to guidance on use of PPE P35 organisation of queuing and boarding of dedicated school transport P36 washing and hand sanitiser on boarding vehicle and arriving at school, additional cleaning of transport P36 encouraging use of various modes of transports and non-car journeys P38 reference to outbreak or local lockdown planning, and consideration of remote learning for the young/pupils with SEND</p>	
6	<p>Spelling and grammar checks throughout P5 link to latest statement on face coverings in schools P5 link to latest guidance on out of school settings P14 additional information on music classes and events P17 updated information on out of school club group sizes and maintaining records to keep groups under review P40 reference of face coverings for pupils in lockdown circumstances</p>	27/08/2020

Area of concern to be addressed	Current risk rating	Control measures Good Practice Control Measures Adopted	In place? (Yes/No)	Further action/ Comments	Final risk rating
1. Identify likely numbers of pupils returning and agree required staffing resource and approach and liaise with your LA on your plans					

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<p>Lack of certainty over returning numbers</p>		<ul style="list-style-type: none"> • Planning for full attendance of all year groups • Phased return arrangements in place for year groups / pupils • Support for pupil/parent anxiety about return to school and vulnerability to COVID-19 • Requests for support for vulnerable families sent through Early Help Hubs • Any specialist equipment required is returned to school/additional equipment made available to support return • Home to school transport in place where required • Readiness to implement Test and Trace as set out in section 7 the latest guidance. 	<ul style="list-style-type: none"> • Headteacher has provisioned for the return of all students • All students will return 5 days a week, staggered throughout the day, not phased over the week. • All Pupils and Parents are being sent regular newsletters with guidance on supporting anxiety on returning to school. • All vulnerable families have been kept in close contact with Welfare team and any vulnerabilities are known. • All Parents have been sent link from WM Police on travelling to school. • Information on how to engage with the test and trace system will be include in the Student and Pupil/Parent Packs. • Parents of vulnerable pupils, including 'school refusers' and SEND contacted throughout the summer to support reintegration. SENDCo will make necessary requirements for the return of pupils with EHCPs. • Parents of SEND, EHCP and pupils who receive medical support in school will be contacted during the holidays and the week before returning to outline any changes to SENCO/SEND Welfare Officer. • Risk assessments will be amended according to this information. 	
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			<ul style="list-style-type: none"> • All parents are able to contact dedicated school numbers • Pupils who are shielding or selfisolating will continue to have access to remote learning provision. • The school has registered to utilise Gov.Uk Test & Trace system for any individuals with symptoms. Systems are in place to support the process. • Visitor Test and Trace implemented at Reception. (16th Nov 20) All visitors are asked to complete the required information to enable (relevant) immediate contact should an outbreak occur. 	
Number of staff available is lower than that required to teach classes in school (<i>cross reference with risk assessment on staff health and wellbeing</i>)		<ul style="list-style-type: none"> • The health status and availability of every member of staff is known and is regularly updated. Including all teaching and non-teaching staff (EY practitioners, DSL, SENCO, Paediatric 1st Aid (for under 2-year olds)/ 1st Aider or emergency 1st aid for children 3-5 years, domestic/kitchen staff etc • https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19 (added in v2) • Full use is made of those staff who are self-isolating or shielding but who are well enough to teach lessons online. • Flexible and responsive use of teaching assistants and pastoral staff to supervise classes is in place. • A blended model of home learning and attendance at school is utilised until staffing levels improve. • Contingency planning with LA is in place and additional resource identified • All staff receive COVID updates as they are released. All relevant actions taken (MNE). 	<ul style="list-style-type: none"> • Welfare checks on all staff completed weekly and all staff are required to attend school w.c 13th July. Any issues with staff not attending in September will be ironed out then. • All staff unless absent from work through sickness are required to work albeit remotely. A comprehensive remote learning provision is available to pupils which staff deliver. • Teaching Assistants and Pastoral staff have clear roles on how to support pupils. • A structured program utilising teaching assistants and pastoral staff is in place. 	

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		<ul style="list-style-type: none"> • Testing Kits for staff are stocked and stored in school and available when required. • Size of Bubbles is increased, moving from a full class bubble for majority of the classroom time to a year group bubble, where required, allowing for mixed groups for specialist teaching, wrap around care and transport (or full school for small AP schools) • 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) • 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. • 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. • Consideration of available testing for school staff is updated according to latest government advice: https://www.gov.uk/guidance/nhs-test-and-trace-workplace-guidance 	<ul style="list-style-type: none"> • A blended model has been in place since March 2020 ensuring provision for key worker and vulnerable children and also Year 10 bubble teaching. A plan is in place for if pupils or staff are working/learning from home, online learning provision. • Trust has ensured key staff are aware of test and trace to signpost staff as required • Staff will inform the school via the normal staff absence reporting procedure if they are unable to attend work and contingency staffing will be utilised. • Any staff working from home undertake duties to support continued learning options for pupils • Staff with symptoms will be referred by the school for a Covid-19 test using Gov.Uk Test & Trace. Parents of any pupils with symptoms will be instructed to book at test via Gov.Uk and NHS. • Internal Cover and Curriculum Support programme in place to support staff absence utilising all 	
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			<p>pupil-based practitioners.</p> <ul style="list-style-type: none"> The health status and availability of all the Trainee Teachers Trainees is known and is regularly updated in conjunction with Initial-Teacher Training Partners. All teaching areas have been set up in line with social distancing guidance. A comprehensive daily update is provided, monitored and shared to dynamically amend staffing cover / timetables. 	
Schools lose focus on continuing to apply in-year admissions process including admitting 'new' pupils		<ul style="list-style-type: none"> Review in-year school admissions expectation with key admission staff. Ensure key school contact and related resources in place. Ensure timely returns of individual pupil (applications and outcomes through a Pupil Movement Form) and wider cohort data returns. Ensure speedy admission of children in the relevant year groups particularly those more vulnerable children. (added in v2) Many 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. 	<ul style="list-style-type: none"> School has a strong Pastoral team that ensure all admissions are dealt with swiftly, fairly and in accordance with policy. All details of new pupils coming into school have been imported into SIMS. All new Year 7 pupils/parents have had virtual induction evenings. School team includes experienced dedicated admissions officer. <p>Currently 31 students on waiting list, admissions is a regular focus.</p>	

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2. Plan how the whole school will be accommodated and encourage attendance				
<p>Plans are not in place to identify number of classrooms and additional furniture or social distancing measures for each year group</p>		<ul style="list-style-type: none"> • SLT and site management team meeting to review school site and specify entry/exit points and classroom use • 1140 maximum number of children and staff that can be accommodated in school on any given day with a teacher per 'bubble' • 50 designated classrooms being fully utilised for each year group and reorganised to allow front facing desks • 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). • A dynamic approach has been adopted to ensure that if staff feedback concerns or issues a reactive review will result in an immediate remedial response. • In NS/NC where additional space is identified for accommodating 2-year olds and under 2's then the school will need to register the space for use with Ofsted using the current interim process. • Engagement of appropriate services for families not engaging • Curriculum leads in school meet regularly to review impact of plan • NS engage with NS Trust and Teaching Schools Alliance or the Early Years team EYDuty@birmingham.gov.uk (added in v2) 		<ul style="list-style-type: none"> • RMA, MNE and SPR working closely together to ensure all entry/exit are covered. A comprehensive plan highlighting all entry / exit points has been compiled. Signage directing students and marking 'zone boundaries' is in place. School has been 'zoned' for Year group bubbles with some specialist classrooms available to use by all year groups. • Whole school will return observing guidelines as to distancing and bubbles. All desks are forward facing. • All classrooms will be forward facing, with furniture changing where appropriate/achievable. • Classroom furniture / layouts reviewed and amended as required. • All classrooms utilised • SLT and Pastoral team remain in regular contact with all disengaged families and or students. Regular newsletters

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			<p>sent to Parents. A pack will also be sent to Pupils/Parents on last day of the academic term.</p> <p>Curriculum Leads are meeting on a regular basis. INSET for all staff members is given on curriculum changes. A Full broad and balanced curriculum is on offer, no narrowing of the curriculum.</p>	
Classroom and timetable arrangements do not allow for all pupils to attend in line with guidance		<ul style="list-style-type: none"> • Agreed new timetables and confirm arrangements for each year group to allow for reduced interaction between year groups. Potentially consider reducing the need to move between basic class spaces. • Classroom size and numbers reviewed through daily planning. • Classrooms re-modelled and space maximised, with chairs and desks front facing and spaced to allow for social distancing. • Spare furniture removed that will not be used. • Clear signage displayed in classrooms promoting social distancing. • Hand washing facilities identified for each learning zone • Arrangements in place to support pupils when not at school with remote learning at home. • In primary schools, classes stay together with their teacher and do not mix with other pupils. • In secondary schools, assuming that setting is maintained, the year group stays together and does not mix with other pupils. • Collaboration between schools where a child routinely attends more than one setting on a part time basis e.g. dual. • In EYFS handwashing supervision is in place. (added in v2) • Consideration of staffing changes to cover absence. • 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 	<ul style="list-style-type: none"> • Timetables have been designed to ensure year groups stay in zoned areas of school with minimum opportunity of interaction between bubbles. • Size and Numbers have been reviewed with full timetable planned. A maximum of 27 pupils will be based in each classroom. • All rooms spaced to allow for social distancing. Where identified, specialist rooms etc have had bespoke tables removed and replaced with regular to accommodate forward facing / capacity. <p>Spare furniture placed in storage External storage company moving – commencing 14/07/20</p>	

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		<ul style="list-style-type: none"> • Encourage use of outdoor space, weather dependent • Stagger lunchtimes to align with staggered start and finish times. • Limit lunch menus as to offer a set nutritionally balanced menu e.g. One vegetarian, one non-vegetarian option. • Consider lunchtimes in the classroom for younger year groups. • Staffing arrangements for lunchtime also need to be considered to ensure colleagues have a reasonable break. (added in v3) 	<ul style="list-style-type: none"> • Signage throughout school and is displayed in every classroom (MNE). <p>Hygiene measures in place for each area.</p> <ul style="list-style-type: none"> • Online/paper provision in place for students who do not attend school. This includes a full timetable including PE and Form time. • All year groups zoned in areas of the school that do not allow mixing. SLT Duty rota in place to ensure pupils do not leave zones, ifor break and lunch pupils will be escorted by teachers. • Normal absence procedure in place. If a teacher is unable to attend school, a cover rota is in place. A minimum of 6 teachers are available for every period to cover staff absence. • Designated outdoor areas highlighted and cordoned off to prevent cross contamination. This will be encouraged in the staff packs (NJN) • Staggered breaktime / lunchtime schedule per year group to 	
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				<p>ensure that 'bubbles' do not cross over. Detailed duty rota in place</p> <ul style="list-style-type: none"> • New catering contractor starting September and is aware of service requirements. More food stations will be available for pupils to use. Also snacks available for pupils via portable trollies for break times. (MNE/DH) • At least two classrooms will be staffed and available for pupils to use during lunch or break. Activities planned for pupils – debate club, Homework club etc. (DH). Pupils to use indoor classrooms in zones for wet breaks or lunch, duty staff will supervise pupils in classrooms. • Lunchtime staffing rota caters for 'colleagues' lunch break. 	
There is a need for review use of space to allow for the school to fully operational		<ul style="list-style-type: none"> • Identify available large spaces and appropriate timetabling e.g. dining areas, halls, studios, particularly in outdoor areas. • Large gatherings, assemblies or collective worship to be avoided with more than one group. • Design layout and arrangements in place to enable social distancing • The EYFS environment is re-organised to meet requirements of social distancing • Schools should engage with their local immunisation providers to 		<ul style="list-style-type: none"> • All areas of school utilised – space is a premium. Fitness studio and hub will be converted to classrooms. P.E are encouraged to use the outdoors as much as possible. • 5 x Teaching rooms created from two existing areas to provide 	

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		<p>provide the usual immunisation programmes on site, ensuring these will be delivered in keeping with the school's control measures.</p> <ul style="list-style-type: none"> • 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 Annex B of the guidance. • 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. • 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 guidance on phased return of sports. • Encouraging audiences to events to undertake safety measures and maintain social distancing. 		<p>additional teaching space.</p> <ul style="list-style-type: none"> • Zoning and staggering times mean that there is no requirement to look for additional space. • No assemblies / gatherings to take place. Assemblies will be delivered remotely within form rooms. All Staff INSET will be done in bubbles with no more than 30 staff. • Subject specific RAs to be completed by HODs. • SENCO to coordinate intervention and support for individual students. TAs to work within year group bubbles. Space identified for use by external agencies supporting pupils. • Audiences attending 'events' have been deferred until safe to do so. Trust / school events maintain all COVID19 H&S guidelines, practicing safe distancing, hygiene and participant numbers. 	
3. 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					
Parents and carers are not fully informed of		<ul style="list-style-type: none"> • As part of the overall communications strategy parents are kept up to date with information, guidance and the school's expectations on a weekly basis using a range of communication 		<ul style="list-style-type: none"> • All Parents will be sent weekly newsletters on safety measures and guidance as it is updated. 	

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<p>the health and safety requirements for the reopening of the school</p>		<p>tools.</p> <ul style="list-style-type: none"> • A COVID-19 section on the school website is created and updated clearly showing arrangements for arriving/collecting pupils. • Parent and pupil handbooks created reflecting changes to usual school policy • Advice is made available to parents on arrangements testing for COVID-19 in line with the latest guidance. • Clarify arrangements for pick-up/drop-off, breaktimes, as well as expectations for free study periods • NS/NC include arrangements for personal care e.g. nappy changing/feeding/sleep arrangements etc • For pupils with EHCP, discuss RA with parents, and where appropriate, with pupils. • Parents immediately notified if their child or close contact is showing COVID-19 symptoms. 	<p>SIMS parent app will also be resurrected in September to give Parents instant information via their mobile phones. All staff/pupils/parents will be surveyed regularly to adapt practices.</p> <ul style="list-style-type: none"> • Our website contains a COVID19 section that is updated on a regular basis based on DfE guidance/updates (DH) • Pupils/Parents to be given guidance on how to adhere to safety practices in school. This will be included in the September planning packs • Website shows where to get advice if test is required (DH). Numbers for DfE Coronavirus and Test and Trace to be given. 119 to be used and how to book a test online. Parents of children attending will be informed about current CV19 symptoms and what action to take. They will be informed of what will happen if their child develops any CV19 symptoms. • No adults will enter on-site unless through an authorised appointment - site protocols will 	
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		<p style="text-align: center; opacity: 0.5; font-size: 48px; font-weight: bold;">DRAFT</p>	<p>be explained prior to visit</p> <ul style="list-style-type: none"> Weekly newsletters communication system used regularly to communicate with parents of pupils returning to school, including weekly text messages reminding parents of the school's expectations, e.g. Covid-19 symptoms, reporting illness. All COVID-19 19 info will be updated regularly to the website and made available to parents without online access. Relevant policies (e.g. safeguarding, behaviour) have been updated with Covid-19 addendums and posted on the school website. Relevant policies (e.g. safeguarding, behaviour) updated with Covid-19 addendums and posted on the school website. Reactive response to all parents of children and close contacts showing COVID19 symptoms 	
<p>Parents and carers may not fully understand their responsibilities should a child show symptoms of COVID-19</p>		<ul style="list-style-type: none"> 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. Clear procedures in place where a child falls ill whilst at school with reference to the school's infectious diseases policy Ensure contact details of families are up to date. 	<ul style="list-style-type: none"> School website and text alert system used to reinforce key messages. Where needed advice and information can be shared with parents in home languages. Translators available in school to communicate with Parents. All parents and 	

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		DRAFT	<p>pupils will be informed on a weekly basis how adhere to guidelines.</p> <p>SLT on a duty rota for every period and on call SIMS system to be used for any pupil showing COVID19 symptoms. PPE Equipment is available to use in the medical room which will be well ventilated.</p> <p>Information on any child falling ill will be given in the packs this will include remaining pupils being taken to another classroom.</p> <p>Parents to be informed that they must keep their child at home if they or any members of their household show any symptoms.</p> <ul style="list-style-type: none"> • Parents and pupils to advised that they must get tested if they show any symptoms. • SEND families have access to contact with the SENCO via email and phone daily. Dedicated email address available • Information about self-isolating and the different scenarios will be provided in the pupil/Parent and staff packs. 	
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<p>Communications with parents/carers about expectations that must be followed to support pupils and keep the school community safe are not clear or in place</p>		<ul style="list-style-type: none"> • 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. • Refer to school's hygiene policies • Accessing the learning available from DfE: • Clarity around attendance expectations; when COVID-19 is a risk factor within the family • Brokerage of access to FTB resources to support mental health and wellbeing, including anxiety of returning to school for pupils and parents • https://www.forwardthinkingbirmingham.org.uk • Information about how to <u>connect families to local support is available here.</u> • NS/NC arrangements in place for single child use to change bedding regularly to reduce the risk of infection • Consideration given to personal items of children and hygienic storage of items – Soothers, comforters, nappies, personal toys. 	<ul style="list-style-type: none"> • As above – pupils and parents will be informed as to what measures need to be taken to restrict the possibility of infection; and measures to take if symptoms show. • Information regarding the school's expectations will be shared during admission interviews, and through a Covid-19 home-School agreement. Key messages will be communicated regularly using the schools website and newsletters. • Information for parents regarding childrens' mental and emotional health has been put onto the school website and shared with parents and pupils regularly using e.g. Kooth. And forward thinking Birmingham. 30 minute catch up sessions in the morning will be used for support wellbeing and mental health for all pupils. A welfare team is in place for pupils who require further Mental Health support. Parents of children attending will be informed about current CV19 symptoms and what action to take. They will be informed of 	
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			<p>what will happen if their child develops any CV19 symptoms.</p>	
4. The school day This section should be considered in conjunction with https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings				
The start and end of the school day create risks of breaching social distancing guidelines		<ul style="list-style-type: none"> • Start and departure times are staggered. • The number of entrances and exits to be used is maximised; where possible each year group to enter through its own access point. • Different entrances/exits are identified and used for different groups. • Staff and pupils are briefed, and signage provided to identify which entrances, exits and circulation routes to use. • A plan is in place for managing the movement of people on arrival to avoid groups of people congregating and parents are informed that gathering at school gates needs to be minimised. • Floor markings are visible where it is necessary to manage any queuing. • Attendance patterns have been optimised to ensure maximum safety. • A plan is in place for the effective and safe hand over of very young children at the beginning and end of the session - particularly around issues of responding to young children who are showing signs of distress. • Staff receiving students to their lessons are to welcome them at a safe distance and instruct to sanitise upon ingress and egress. 	<p>Start and departure times are staggered for every year group. Yr7 and 8 come in at 8:30am and leave at 2:15pm via different entrances and exits. Years 9, 10 and 11 come in at 9am and leave at 2:45 via different exits and entrances. Four entrances and exits have been identified. Signage around school indicates which pupils should use.</p> <p>Staff have been informed during July training, this will be reiterated in September INSET</p> <p>pupils will be informed of new times and entrances/exits via the pupil/parent packs.</p> <p>Pupils informed by letter which entrance to use.</p> <ul style="list-style-type: none"> • Staff informed in staff briefing of procedures. • Markings on floor indicate 2m 	

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		DRAFT	<p>distance.</p> <ul style="list-style-type: none"> • Floor markings show 2m distance in key areas outside of the classroom; reception, social areas, corridors. • Parents not allowed on site to collect pupils and will be advised not to wait at the school gates with parents from another household and to remain 2m away from other adults/children. This information will be included in the pupil/parent and staff packs (NJN/CKI) • Arrow markers show the direction of the flow of people around the school. • Keep Left' signage and arrows installed in corridors where pupils pass within 'bubbles'. • Students advised to enter classrooms upon arrival, sanitise and proceed to designated seating. 	
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Daily attendance registers for new cohorts are not in place		<ul style="list-style-type: none"> • CKI/KB responsible for completion of school daily attendance registers • CKI/KB responsible for completion of DfE daily submission (if applicable) • Regular reporting and monitoring of attendance to responsible body and follow-up with families factored into workload. 		<ul style="list-style-type: none"> • CKI and KB to ensure that register of onsite pupils is completed and sent to DfE. • Absence phone calls and first day text messages made to pupils not attending school. • CKI ensures that return is submitted on a daily basis • DfE attendance codes used appropriately. • Teachers will be responsible for completing class registers daily on SIMS. Attendance analysis produce weekly and analysed/discussed at SLT every week. 	
Staff may not fully understand their responsibilities if they or a child show symptoms of COVID-19		<ul style="list-style-type: none"> • 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. • Clear procedures in place where a child falls ill whilst at school with reference to the school's infectious diseases policy and flowchart from Public Health • Ensure contact details of families and staff are up to date. 		<ul style="list-style-type: none"> • A simple information and FAQ sheet will be produced for parents, pupils and staff so everyone understands how the school will operate and what should happen in certain situations. • Parents receive regular message alerts via email and twitter to ensure they are aware and comply with government guidance. They are also signposted the school website which is kept up to date with government guidance. • Staff will be regularly reminded of the procedure 	

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				should they become symptomatic, including the process for dealing with any pupils that become symptomatic.	
Resumption of day visits		<ul style="list-style-type: none"> 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"> Protective measures, such as keeping children within their bubble, and the COVID-secure measures in place at the destination. Use of outdoor spaces in the local area to support delivery of the curriculum. Usual full and thorough risk assessments in relation to all educational visits. Schools should consult the health and safety guidance on educational visits when considering visits and seek relevant parental consents. 		All external visits will be subject to rigorous risk assessments by the school and will only be authorised if all safeguarding measures have been fully addressed.	
5. Provision for meals and FSM. Consider alongside https://www.gov.uk/government/publications/covid-19-free-school-meals-guidance/covid-19-free-school-meals-guidance-for-schools					
Pupils eligible for free school meals do not continue to receive vouchers		<ul style="list-style-type: none"> FSM Voucher scheme is continued Issues with food poverty to be addressed through application to Early Help Hubs 		<ul style="list-style-type: none"> All pupils will continue to receive school meals vouchers in line with established provision. FSM email address monitored by admin staff. All queries dealt with swiftly. Business Manager and Assistant Headteacher, Pastoral to oversee process. Safeguarding/Welfare team to 	

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			<p>address instances of food poverty through bids to The resilience fund, Signposting to local foodbanks.</p> <ul style="list-style-type: none"> • In addition to signposting, the school has engaged a number of retail sponsors and organised public donations of food and resources. Those in need are welcomed into Arena each Friday to collect their required resources. • FSM vouchers are given to families to cover the Summer break. Food parcels also being delivered home for those families who need it the most. 	
<p>The school is unable to provide breakfast clubs, lunch clubs and after-school clubs</p>		<ul style="list-style-type: none"> • Feasibility on continuation or reimplementaion of wrap-around provision. Seeking wraparound services from other providers such as PVI's and Childminders. • 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. • 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. • Offer services on rotational basis. • Consideration of use of space for food preparation and consumption • Communicate decisions to parents and encourage parents to limit the number of providers that they are accessing where possible. 	<ul style="list-style-type: none"> • For the first half term in September no before or after school provision will be available. This is to ensure all staff and pupils become accustomed to the new timetable and procedures. Before and afterschool clubs will be introduced in a gradual and controlled manner. This will be communicated to Parents/staff via the packs. • Lunchtime clubs will be used every lunch time. • Before and after school clubs have been reintroduced within their bubbles. 	

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		<ul style="list-style-type: none"> • Collaborate with other schools where there are arrangements in place • Seek support from LA and other voluntary agencies. 	<ul style="list-style-type: none"> • Collaboration with our Trust partners continues, observing strict adherence to COVID-19 policies and procedures. Small groups within year group bubbles are maintained. SLT oversee in every instance. 	
Meals are not available for all children in school		<ul style="list-style-type: none"> • Communication with catering provider to consider options • Procurement plan in place which confirms that suppliers are following social distancing and hygiene measures. • Safe food preparation space, taking account of social distancing • Stagger lunchtimes to align with staggered start and finish times. • Limit lunch menus to offer a set nutritionally balanced menu e.g. One vegetarian, one non-vegetarian option. • Consider lunchtimes in the classroom for younger year groups. • Alternative arrangements in place for provision of school meals • Usual considerations in place for dietary requirements 	<ul style="list-style-type: none"> • Statutory H&S and Hygiene measures are in place within the food preparation areas. A full 'deep clean' will take place during the summer break. Kitchen staff will follow safe distancing rules, touch payment methods will be suspended and kitchen staff will input student codes. Sanitisation stations will be frequented within the dining area. • Catering staff member on rota to thoroughly clean the canteen spaces in between each year group. Staggered lunch time for every year group meaning every year group will have 30 minutes on their own to have their lunch. A full canteen 'deep clean' took place during Oct half-term. 	
6. 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 Consider alongside: https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19				

<p>School safeguarding policy and procedures are not in place, including updated appendix to include arrangements for COVID-19</p>		<ul style="list-style-type: none"> • Safeguarding remains highest priority and policy is updated to reflect changes • All staff are briefed on updated safeguarding arrangements, including those contacting families of pupils that are not attending school • All DSLs have swift access to advice from LA, CSC, school / health visitors and police (LA has provided contact details) • 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 • Expectations to be shared with new staff trainees and pupils in the event of the need to evacuate the building in an emergency • Reference to <u>an addendum for the BCC Model Safeguarding Policy</u>. Link added in v3. A new safeguarding model needs to be adopted from September 2020. 	<ul style="list-style-type: none"> • Safety and welfare of staff and pupils to be the highest priority for all stakeholders. • CKI has reviewed and updated all Safeguarding related policies. • Staff to be updated on any policy changes. • A weekly safeguarding focus with relevant information is given to staff. • DSLs will continue to liaise with LA and other agencies as and when the need arises. • Pupils will be informed of evacuation procedures at the commencement of each session; notices have been displayed in each classroom as to the location of fire points and direction to exit from. • Pastoral staff are fully aware of the potential safeguarding disclosures that may arise when phone calls are being made to those not attending school. Details of calls are recorded and DSL's made immediately aware if there are issues. • DSL is aware of channels to pursue for advice if required. • Fire Evacuation procedures have been updated. Lockdown policy remains unchanged. Procedures shared with all pupils. Practice drills on the day they return to school. 	
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			<p>Increased provision of hard copy work for those that wish to stay at home, but are having problems accessing the online offer. Laptops loaned to parents of vulnerable pupils, including those with EHCPs.</p> <ul style="list-style-type: none"> All students and staff have received and reviewed the updated 'COVID' evacuation procedure. <p>A full Fire Evacuation of the site has been carried out pre and after Oct half-term. Evacuation times are comparable with pre-COVID-19.</p>	
High risk of increased disclosures from returning pupils		<ul style="list-style-type: none"> DSL capacity is factored into staffing arrangements to ensure enough staff are available to deal with the potential increase in disclosures from pupils Contact is maintained with families where there are vulnerable pupils that are not attending school due to parent/carer decision Multi-agency arrangements in place to support early help School is aware of support through Early Help Hubs Advice is available through CASS, BCC Safeguarding and BCC Prevent Team 	<ul style="list-style-type: none"> Identified DSLs on duty each day. Posters around school to inform who DSLs are. This will also be reinforced during the Safeguarding training in September. Pupils are aware of referral procedures and receive weekly reminders through the Pastoral newsletter and the website. Attendance worker and Pastoral Teams are in regular contact with pupils who have been previously identified as vulnerable. Pastoral leaders' and the SENCo complete weekly calls to vulnerable pupils and their parents. Students of concern contacted twice a week. Home visits completed as required. 	

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			<ul style="list-style-type: none"> • DSL to monitor and coordinate early help interventions as required. Support disseminated through pastoral leaders and interventions coordinated by DSL. • The school ensures that all pupils are aware of how to make a disclosure during the period of school closure, Safeguarding advice and support shared via. Form periods • The school has excellent support from the Welfare team to quickly pick up any issues that arise with our pupils of a sensitive nature. • Any serious issues would be discussed with CASS straight away to see if intervention is required. Signposting available for all staff. CPOMS checked daily and discussed in Student Welfare Meeting. Smoothwall ICT monitoring system in place for any safeguarding concerns. This is reported to CKI and RMA immediately. 	
Insufficient staff confidence or awareness of mental health, pastoral support, wider wellbeing support for pupils returning to		<ul style="list-style-type: none"> • 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. • 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 	<ul style="list-style-type: none"> • All staff are reminded weekly of the help and support that is available for their well-being both internally and through external agencies. This is communicated via the weekly safeguarding newsletters. Bereavement training support to be delivered 	

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<p>school</p>		<p>attending school and those still at home.</p> <ul style="list-style-type: none"> 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. 	<p>to all staff during the September INSET sessions (CKI)</p> <ul style="list-style-type: none"> Phone calls are made through staff networks to ensure all staff receive a weekly phone call regarding their wellbeing. Similarly, pupils are aware through daily form time activities how to access both help from school and from external agencies - a list has been provided where help is available. All staff will have work load monitored to ensure that work life balance is taken into account. School calendar has been adjusted to support a reduced workload for staff. Mindfulness sessions arranged for staff Regular weekly safeguarding newsletters for all staff. Weekly wellbeing calls made by line managers. Return to work calls made by HR to identify and address staff concerns. <p>Welfare Team available for online interventions for pupils and staff.</p> <ul style="list-style-type: none"> Westfield health also available to all staff to use for counselling services. KBL to produce a PSHE programme to be delivered 	
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				to all pupils during morning 'catch up' sessions to include anxiety, mental health and well-being.	
7. Behaviour policies reflect the new rules and routines necessary to reduce risk in your setting					
Pupils' behaviour on return to school does not comply with social distancing guidance		<ul style="list-style-type: none"> • 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 young children this is done through age-appropriate methods such as stories and games. • Arrangements for social distancing of younger school children have been agreed and staff are clear on expectations in line with DfE advice • Staff model social distancing consistently. • The movement of pupils around the school is minimised. • Large gatherings are avoided. • Break times and lunch times are structured and closely supervised. • External social and sports areas are divided to maintain bubbles. • 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. • Senior leaders monitor areas where there are breaches of social distancing measures and arrangements are reviewed. • Messages to parents to reinforce the importance of and exhibit social distancing. 		<ul style="list-style-type: none"> • These will highlight the standards and expectation required from them when attending school. • Behaviour policy to be updated to include reflect Covid-19 arrangements. Behaviour blueprint created to ensure that these updates are communicated to pupils. • Staff reminded to implement social distancing both through their own practice and by frequent reminders to children. • All staff and SLT members will be on site each day to monitor the behaviour of pupils especially in conforming to social distance practice. • System in place to sanction pupils who are not following the rules. • There is minimal pupil movement throughout the day. Pupils will move from one room to another within their zones which is normally in the same corridor. External areas have been physically divided along with break / lunchtime rotas to ensure 	

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		DRAFT	<p>that mixing outside 'bubbles' is maintained. Staff are assigned to monitor.</p> <ul style="list-style-type: none"> • Pupils will only use a toilet assigned to their 'bubble' This toilet will also be used by pupils to regularly wash their hands. • Toilet bubbles are clearly defined. Timetabled cleaning of each year group toilet is in place to ensure that is sanitised before use. • The environment includes required markings and posters to reinforce social distancing. For example, floor markings to be done where necessary. • SLT reinforce and model social distancing at all times. • Information regarding social distancing communicated using the school website and weekly newsletters. <p>A new behaviour policy has been created based on the pivotal Ready, Respectful Safe concept. This will be displayed in every classroom so all staff are aware of the rules and rewards. A behaviour INSET Session will be delivered to all staff w.c. 13th July. A refresher to also be done in September.</p>	
<p>8. Identify curriculum priorities, agree revised expectations and required adjustments in practical lessons including any approaches to 'catch up' support</p>				

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<p>Pupils may have fallen behind in their learning during school closures and achievement gaps will have widened</p>	<ul style="list-style-type: none"> • 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. • For pupils in year 7, it may be necessary to address gaps in English and math from the key stage 2 curriculum. • Home (and remote learning) is continuing and is calibrated to complement in-school learning and day to day delivery. Consider digital poverty. • 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. • Schools may consider it appropriate to suspend some subjects for some pupils in exceptional circumstances through discussion with parents. • 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. • 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. • Additional financial support has been made available to schools to address gaps in learning. • Exam syllabi are covered and revised where appropriate. • Plans for intervention are in place for those pupils who have fallen behind in their learning and are supported through home learning 	<ul style="list-style-type: none"> • GL Assessments to be used in first half term to assess where pupils are in terms of learning. • PLCs (Personalised learning checklists) to be used for every child to identify strengths and gaps in knowledge. • A DTT (Diagnosis, Therapy, Testing) approach to be used for every child. • 16 Trainee teachers have been employed to fill in gaps in knowledge during Catch up sessions. • School has subscribed to MyTutor to close any achievement gaps. • Online learning tutoring will carry on to support interventions. • Every child/Parent will be getting a report to highlight where pupils have done well and not so well during online learning/school closure. This data to be used for planning September provision. • An abridged version of the Summer term SoW to be delivered in Autumn 1 term. • A quality assurance exercise to be completed by members of SLT to determine quality of work completed through Autumn term 1.
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		<ul style="list-style-type: none"> • Consider the response to young children who have fallen behind in their self-care skills • School is aware of pupils who are young carers and have targeted support for online learning where they are unable to return to school 		<p>Faculties to determine which elements of the syllabi have not been completed due to nature of subject – especially in practical subjects like TE/Perf Arts/ Art etc.</p>	
School unable to meet full provision required in line with EHCP		<ul style="list-style-type: none"> • Review individual pupil's EHCP to consider what can reasonably be provided whilst in school • 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. • Access support through health and social care offer • Support offered through regular meetings with LA SEND Links and Early Years Inclusion Support Service 		<ul style="list-style-type: none"> • Should a pupil with an EHCP need support in school TAs will be deployed to offer the required support where appropriate. • SENCo to make weekly calls with EHCP pupils and their parents and review their progress. EHCP reviewed and pupil risk assessed on a regular basis. • SENCo to regularly review any children where EHCPs have been adapted to reflect current restrictions. Reintegration plans in place for all EHCP pupils. <p>EHCP review meetings to continue to ensure pupil's needs are fully met.</p>	
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		<ul style="list-style-type: none"> • Access BEP offer for online resources • NS engage with NS Trust and Teaching Schools Alliance to discuss arrangements to support ongoing learning offer for pupils who can't attend school • Review online offer for pupils that are unable to attend school • Learning offer for pupils unable to access online resources • Access Early Help Hub support for those pupils affected by ICT poverty • Differentiate offer for eligible children that can't attend school to support future transition 		<ul style="list-style-type: none"> • BEP is used for support via RMA and Tim Boyes. • RMA is in contact with Ross Trafford from Teaching School Alliance for intervention support. <div style="border: 1px solid black; padding: 5px; width: fit-content;"> <ul style="list-style-type: none"> • As above – laptop loan scheme has been implemented and 'dongles' have now been acquired </div>	

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of school				for those families without internet capability. <ul style="list-style-type: none"> • TITAN and DfE laptops have been issued to all families without devices. All laptops in school have been loaned to families also. • Pupils who cannot attend school will continue to learn through the remote learning provision. A plan is in place for these pupils (CHA) • Remote learning provision is very comprehensive. 		
Pupils moving on to the next phase in their education are ill-prepared for transition		<ul style="list-style-type: none"> • A plan is in place for pastoral staff to speak with pupils and their parents about the next stage in their education and resolve any issues. • There is regular and effective liaison with the destination institutions (e.g. From PVI setting to Nursery School/Nursery Class/Reception, primary, secondary schools, post-16 providers, universities, apprenticeship providers) to assist with pupils' transition. • Regular communications with the parents of incoming pupils are in place, including letters, newsletters and online broadcasts. • Virtual tours of the school are available for parents and pupils. • Online induction days for pupils and parents are planned. 		<ul style="list-style-type: none"> • All year 11 pupils have been offered CareerFit programme and Ready, Next Step programme. 98% of Year 11 pupils are going into Education or employment. • All Year 11 pupils have received a phone call to determine current status and establish whether they have a confirmed place for Sept. • Thorough plans are in place Year 6 into Year 7 transition including virtual tour of the school; one to one parent phone calls; online Q&A sessions with parents; 		

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		DRAFT		<p>summer work booklets.</p> <ul style="list-style-type: none"> • Online induction meetings have been conducted with the yr6 parents and student in transition. Any questions from parents/pupils have been answered. • Form tutors have been introduced and communication is open for any questions or any concerns. • Virtual tours of the school have taken place and online presence, including newsletters and other media interaction is available for parents and students. • A transition micro-website of the school website has been created for pupils and parents, including a range of resources for parents such as virtual tours of the school. • All Year 11 pupils receive regular updates as to how to access college places etc. Career Fit and Ready Next Step programme in place. • A transition plan is in place for Year 6, Transition is led by the pastoral team. Plans will be adapted as instructed by the Local Authority. • The school is working with local feeder primary schools and external agencies (e.g. Titan network hubs and PSS) in order to support identified pupils. This 	
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			<p>is coordinated by the Deputy HT.</p> <ul style="list-style-type: none"> • A welcome letter has been sent to the parents of all Year 6 parents. • Phone calls have been made to all Year 6 parents as part of the induction process. The SENCo will liaise with the parents of SEND pupils and pastoral leaders will liaise with the parents of vulnerable pupils. • A careers advisor is working to support the Year 11 pupils and create an appropriate careers plan. CareerFit and Ready, Next Step Launched with every year 11 pupil. Every Year 11 pupil has had a phone call to determine destinations and welfare check. • SENCo is working with colleges/sixth-forms to ensure EHCP and SEND pupils information is sent over to relevant SENCos. 	
9. Content and timing of staff communications including bringing in staff in advance of pupils returning				
Staffing levels can't be maintained		<ul style="list-style-type: none"> • Contingency planning in place at appropriate levels, e.g. SLT, DSLs, first aid qualified staff • Advice sought from LA to support staffing levels or support eligible children to access provision through another school • Chair of responsible body kept informed throughout 	<ul style="list-style-type: none"> - All staff required to attend school w/c. 13th July to iron out any anxiety or other issues with returning to school. - A plan is in place to deal with a shortage of staffing, Headteacher has ensured we are overstaffed with an 	

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		DRAFT		<p>additional 16 members of new staff starting in September. 16 trainees also starting in September.</p> <ul style="list-style-type: none"> - Regular Governors meetings are held. From September one Governors meeting to be held every half term. Governors are kept up to date with all changes. - Trainee Teachers will be deployed creatively either on their own or jointly with others to help supervise and teach small groups of pupils. - Communication with LA will be ongoing to seek advice on support staffing levels or on how to support eligible children to access learning through another school. - Additional recruitment through summer term. - Curriculum support and internal cover rota in place for short term solutions and immediate response. - Option within some of the year group bubbles to teach in halls and large spaces reducing teacher numbers per group should need arise. - Option for partial closure and blended learning. 	
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Identify staff unable to return to school		<ul style="list-style-type: none"> • 18 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 • Identify specific activities for staff who are vulnerable/shielded • November government Lockdown; there are three identified clinically extremely vulnerable members of staff who unable to attend school. 		<ul style="list-style-type: none"> • Complete register of staff required to work from home is updated on a regular basis – should their situation change staff are required to inform the Headteacher. • Live list categorising medical conditions and needs of staff. Appropriate work to be distributed for those classified as vulnerable/shielding.to undertake from home. If staff are working from home, they will deliver online lessons to pupils via MS Teams. This will be done remotely in the room with an additional staff member to physically supervise the pupils. • Clinically extremely vulnerable staff are working from home. A government return to work date is set for Dec 2nd 2020. 	
Staff are insufficiently briefed on expectations		<ul style="list-style-type: none"> • Staff receive daily/weekly briefings on day to day school matters • Support for mental health and wellbeing is communicated to all staff and there are plans in place to check on staff wellbeing regularly, including senior leaders. • Ensure health & wellbeing policy is in place and available to all staff. Encourage access to support and mental health first aiders. (added in v3) • Flexible working arrangements needed to support any changes to usual working patterns are agreed • Staff workload expectations are clearly communicated • Schedule what staff training is needed to implement any changes 		<ul style="list-style-type: none"> • All staff briefings take place Monday and Friday to update current practice. SLT meetings occur 3 times per week to evaluate current provision. • Regular meetings with RMA and other Headteachers to share ideas. • All staff, governors, visitors and volunteers have access to school policies through the website. and 	

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		<p>that the school plans to make, either delivered remotely or in school</p> <ul style="list-style-type: none"> • Staff have been fully briefed on the action planning for local/bubble lockdown (Please also see Section 19) • <i>Worklife / Balance, recognising the challenges that staff manage during COVID-19.</i> 	<p>relevant policies and procedures include but not limited to:</p> <ul style="list-style-type: none"> • Health and Safety Policy • Medical Policy • Behaviour policy • Staff absence reporting procedures • Risk assessment shared with all stakeholders – each made aware of their responsibility to comply with safety measures. • All staff to receive any necessary training that helps minimise the spread of infection, e.g. infection control training control. • The school will keep up to date with advice issued by, but not limited to, the following: <ul style="list-style-type: none"> • DFE • NHS • PHE & PHB • Department for Health and Social Care. • Risk assessments shared with staff. • Regularly check on staff wellbeing. • All staff received training in June around coping with anxiety and looking after their own wellbeing. • Weekly HOF update (email) and dept Teams Meetings has kept channels of information sharing open. • Staff training to deliver scope of 	
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			<p>expectation for the new academic year. This will also be refreshed in September.</p> <ul style="list-style-type: none"> Weekly T&L Newsletter used to communicate to staff. A new workload and wellbeing policy has been created to support with workload. This includes a working party made up of staff who have volunteered to take part. The policy will be presented to governors in September before being presented to staff. 'Work/Life Balance week' has now been introduced for all staff to recognise the commitment given during exceptional circumstances and challenges. 	
10. Protective measures and hygiene This section should be considered in conjunction with https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings				
Measures are not in place to limit risks and limit movement around the building(s). Social distancing guidance is breached when pupils circulate in corridors as pupils are unable to or do not observe social distancing at break and lunch		<ul style="list-style-type: none"> Consider classroom layouts, entry and exit points, staggered starts at break times, class sizes, lunch queues Circulation plans have been reviewed and amended. One-way systems are in operation where feasible. Corridors are divided where feasible. Circulation routes are clearly marked with appropriate signage. Any pinch points/bottle necks are identified and managed accordingly, with more intensive and regular cleaning of regular touch points The movement of pupils around school is minimised as much as possible. Where possible, pupils stay in classrooms and staff move around. NS/NC children are organised in small groups with a key worker 	<ul style="list-style-type: none"> All staff and pupils are required to wear a face covering when moving around the building. All classroom plans are in place to comply with all guidelines. Circulation plans and one-way systems in place to avoid any bottle necks or pinch points around the school. Separate entrances and exits per year groups are signposted to ensure that any congregation of pupil groups is minimised. Pupils will be informed and 	

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times		<p>and move around with them.</p> <ul style="list-style-type: none"> • Lesson change overs are staggered to avoid overcrowding. • Pupils are briefed regularly regarding observing social distancing guidance whilst circulating. • Appropriate supervision levels are in place. • Agree how safety measures and messages will be implemented and displayed around school • External Leisure and PE zones separated to prevent cross-contamination. 		<p>signage erected to prompt them to go straight home and avoid social gathering before or after school.</p> <ul style="list-style-type: none"> • Comprehensive displays featuring government led safety messages throughout the school and grounds. • Pupils will stay in zones and staff move to the classes. • A detailed break and lunch duty rota is in place to ensure pupils stay within the bubbles • Pupil movement is minimised as pupils stay within their zones. • Lesson changeovers are within zones and an SLT member will be on duty to oversee this. All staff are required to be out on corridors during lesson changeover to ensure smooth movement. This information will be given in the packs • All staff and pupils will be surveyed on a regular basis to adapt our practices. SLT meetings will be used to adapt any practices based on pupil movement etc <p>Outdoor leisure areas and PE zones are divided by physical barriers to prevent cross-contamination.</p>	
The size and configuration of classrooms and teaching spaces		<ul style="list-style-type: none"> • Classroom base arrangements in place. • Net capacity assessment/asset plans reviewed, with each classroom and teaching space compliant with social distancing measures and in line with government guidance 		<ul style="list-style-type: none"> • Capacity of school has been assessed and excess furniture removed from classrooms that are to be used by pupils in 	

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does not support compliance with social distancing measures		<ul style="list-style-type: none"> • All furniture not in use has been removed from classrooms and teaching spaces. Safe storage arranged for unused furniture. • All soft furnishings/toys have been removed in EY environment • Resources are arranged to be used within bubbles to limit the risk of cross contamination. • Arrangements are reviewed regularly. 		<p>school.</p> <ul style="list-style-type: none"> • Specialist room timetables are specified as single use per day per year group 'bubble'. • There is to be no sharing of books and equipment. Pupils will be informed to bring their own basic equipment including pen/pencil/ruler etc. • Pupils will be allocated their own workstation, including computer if appropriate which will be cleaned prior to use by any other person. • Each computer room to have wipes which pupils will use to wipe the keyboard and mouse before use (MNE). • All arrangements will be reviewed regularly by SLT and HoF by weekly meetings. 	
Staff rooms, offices and Medical Rooms do not allow for observation of social distancing guidelines		<ul style="list-style-type: none"> • Staff rooms and offices have been reviewed and appropriate configurations of furniture and workstations have been put in place to allow for social distancing. • Staff have been briefed on the use of these rooms. • Other spaces within school have been identified and adapted to accommodate nursing, medical and other essential therapeutic services • Shield erected in medical room to prevent close quarter contamination. Masks worn in every instance. 		<ul style="list-style-type: none"> • Staffroom will be used less as each faculty now has a working space/office. • Staff to use their own lap tops and not share any similar resources. • Wipes are available for staff to clean the surface after use. • Staff will be advised to follow safer practice (social distancing guidance, washing hands etc) when using staff designated areas and movement around site. 	

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			<ul style="list-style-type: none"> • Staff to raise concerns to HT immediately • Staffroom to be arranged so that social distancing can be observed. (MNE) • Adjacent staffroom seats marked to maintain social distancing. 	
Queues for toilets and handwashing risk non-compliance with social distancing measures		<ul style="list-style-type: none"> • Queuing zones for toilets and hand washing have been established and are monitored. • NS/NC have arrangements in place to meet the staffing requirements when changing nappies and responding to children changing requirements. • Floor markings are in place to promote social distancing. • Pupils and staff know that they can only use the toilet one at a time and enough time is allowed to do so. • Pupils are encouraged to access the toilet during class/throughout the day to help avoid queues. • 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. • Monitoring ensures a constant supply of soap and paper towels. • Bins are emptied regularly for example morning break, lunchtime and the end of the school day, or other transition periods. • Pupils are reminded regularly on how to wash hands and young children are supervised in doing so. Handwashing is incorporated into the daily timetable. • Children are encouraged not to touch peers. • 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. • Promote 'catch it, bin it, Kill it'. Use of <u>e-bug</u> learning from Public Health England. 	<ul style="list-style-type: none"> • Floor markings are in place around the toilet areas. Posters inside and outside toilets reminding staff and pupils about correct hygiene procedures. • Pupils reminded to use the toilet prior to coming to school to minimise usage in school. • Additional cleaners have been employed and follow a comprehensive toilet cleaning rota. • Additional supplies of cleaning and hygiene materials have been ordered to meet current and future need. Signs to tell students that toilets are single use at any one time. • Access only available to toilets during sessions with a staff escort. This will be made clear to staff and pupils from the outset. • Hand sanitiser available to use in every classroom, entrance and exit points. These will be checked on a daily basis. 	

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11. 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				
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		<ul style="list-style-type: none"> • A return-to-work plan for cleaning staff (including any deep cleans) is agreed with contracting agencies prior to September opening. • Enhanced 'deep clean' to take place prior to the wider opening of the school. • An enhanced cleaning schedule is agreed and implemented which minimises the spread of infection, making full use of timetable breaks, between lunch groups, before and after school. • Introduce enhanced daily (or more often if possible) cleaning of doorways, handles and corridor walls and other frequently touched surfaces • More frequent cleaning of rooms / shared areas that are used by different groups • Working hours or additional capacity for cleaning is planned and in agreement with cleaning staff. • Additional cleaning staff employed to ensure directive is met. • Toilets to be cleaned every morning break, lunchtime and at the end of the school day. • Outdoor playground equipment should be more frequently cleaned. • Seek LA support to manage insufficient capacity 	<ul style="list-style-type: none"> • A deep clean will be carried out during the summer holidays in July / Aug • All touch plates, door handles, window locks, doors (including classroom cupboards) throughout the school will be cleaned to the recommended standard each day. This will be done at the end of each school day. • Classroom tables, seats, and surfaces will be cleaned to the recommended standard each day • Student and Staff toilets to be cleaned once daily after school. • Toilet consumables will be topped up as required. • Cleaners are using are using disposable cloths and mops. • All classrooms with sinks will have required soap and handtowels for drying (MNE) • Two additional cleaners have been employed and follow a comprehensive toilet cleaning rota. This ensures that all student toilets are cleaned prior to their specific break / lunch times. In addition; continuous cleaning of 	

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				all touch points is carried out throughout the day in main areas of the building. Specific anti-bacterial supplies are used to clean assigned areas.	
Procedures are not in place for Covid-19 clean following a suspected or confirmed case at school		<ul style="list-style-type: none"> • Cleaning company is aware of the guidance for cleaning of non-healthcare settings COVID-19: cleaning of non-healthcare settings guidance • Plans are in place to identify and clean all areas with which the symptomatic person has been in contact • Sufficient and suitable equipment is available for the required clean • Adequate waste disposal arrangements are in place to dispose of contaminated equipment • Alternative arrangements are in place for vulnerable pupils and key worker families in case the school needs to close for a Covid-19 clean • Seek support from Public Health Birmingham. Use the flowchart if a staff member or pupil displays symptoms. . (added in v3) • For EY suitable PPE equipment is available if 2m from the child cannot be maintained. 		<p>Ongoing negotiations are taking place with cleaning providers to ensure that the site is cleaned in accordance with Government guidelines.</p> <ul style="list-style-type: none"> • Hand sanitizers are in place • Additional supplies of cleaning and hygiene materials have been ordered to meet current and future need. <p>Site Managers will make regular checks on level of supplies and refill if appropriate</p>	
12. Enhanced hygiene for example toilet use, hand washing and decide on policy related to usually shared items e.g. books, toys practical equipment					
Inadequate supplies of soap and hand sanitiser mean that regular hand washing routines cannot be established		<ul style="list-style-type: none"> • An audit of handwashing facilities and sanitiser dispensers is undertaken before the school reopens and additional supplies are purchased if necessary. • Appropriate measures to supervise effective hand washing of young children are in place • Monitoring arrangements are in place to ensure that supplies of soap, hand towels and sanitiser are maintained throughout the day. Large volumes of flammable liquids should be referenced in your Fire Risk Assessment. (added in v3) • 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. 		<ul style="list-style-type: none"> • A full audit has and will continue to take place. Resources purchased to ensure that there will be sufficient / additional products available at all times. • Hand sanitisers are based within every classroom, entry points and at regular intervals around the school. A number of rooms also have hand washing facilities. • Posters upon entry to and 	

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		<ul style="list-style-type: none"> • Reinforce 'catch it, kill it, bin it' message. Use of <u>e-bug</u> learning from Public Health England. • Process is in place for removing and disposing/storing of face coverings when pupils and staff who use them arrive at school. • <u>Staff assigned to monitor / restock hand sanitiser and tissues.</u> 		<p>throughout the school promoting hygiene methods. Verbal enforcement is given regularly throughout the day.</p> <ul style="list-style-type: none"> • Each room and around the school have the poster 'Catch it, Bin it, Kill it'. Site Managers will make regular checks on level of toilet supplies and refill if appropriate. <p><u>Sept 20 – Two Staff assigned to restock sanitiser daily in classrooms, corridors and other relevant areas.</u></p>	
Inadequate supplies and resources mean that shared items are not cleaned after each use		<ul style="list-style-type: none"> • Limit the amount of shared resources that are taken home and limit exchange of take-home resources between children, young people and staff • A plan is in place to clean resources which have been taken home. • Cater for equipment and resources per child and prevent the sharing of stationery and other equipment where possible. • 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. • 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 • Roles and responsibilities identified for each area with cleaning resources, e.g. each class is allocated their own cleaning products • The governing board finance committee is aware of any additional financial commitments 		<ul style="list-style-type: none"> • Shared resources will be limited and this will be communicated to all stakeholders. • Pupils will bring essential equipment to school e.g. pen, pencil, ruler. • Any equipment in specialist subjects, e.g. Art, food technology will be cleaned by the pupils and teacher in the room. Wipes to be made available (MNE) • Specialist rooms will only be used by one year group bubble on a certain day. All rooms are thoroughly cleaned at the end of the day. • 	

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13. School level response should someone fall ill on site in line with govt guidance				
<p>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</p>		<ul style="list-style-type: none"> • Staff, pupils and parents have received clear communications informing them of current government guidance on the actions to take should anyone display symptoms of COVID-19 and how this will be implemented in the school. • Staff caring for young children are vigilant for symptoms of COVID-19 and signs of illness that may be associated to it as per government advice. • This guidance has been explained to staff and pupils as part of the induction process. Use the flowchart from Public Health Birmingham about how to deal with a suspected case within the pupil or staffing cohort. • Staff are aware of the location of the emergency PPE pack. • Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders. • Health and safety governors are satisfied that arrangements are in place and in line with DfE guidelines • Report cases of to the Health Protection Team in Public Health England using the online reporting system available here: https://surveys.phe.org.uk/TakeSurvey.aspx?SurveyID=n4KL97m2l or by telephone to 0344 225 3560 (opt 0 opt 2). Keep up to date with PH updates on responding to cases in schools during the contact tracing phase of the response. • Any teaching and support staff who develop symptoms of COVID-19 are eligible for testing via the essential worker scheme, which can be a home test kit or drive-through test appointment. https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested • Understanding of latest HSE RIDDOR REPORTING guidance for Covid-19 on when and how to report exposure to coronavirus or a diagnosis of COVID 19, in the workplace under RIDDOR. • <i>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</i> 		<ul style="list-style-type: none"> • All staff, pupils and parents will be given a detailed pack containing all relevant information for September reopening (CKI/NJN). • All updates from Government and DfE forwarded to staff. • Staff are aware of what signs to look for in children which may be showing symptoms and follow procedures as outlined previously • All staff to be made aware that Medical room will be the place where children displaying symptoms should be sent to. Staff dealing with such pupils will have to utilise PPE until they are collected and taken home. • PPE Packs are located at strategic points throughout the school. • Additional briefing and information for SLT on site as to the procedures and use of PPE. • Government guidance regarding Covid-19 is regularly shared with staff via. Email. At the beginning of every week parents will be reminded that they should not send their child to school if they are displaying any Covid-19 symptoms. Relevant aspects of the guidance also reinforced with pupils during

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		<p>COVID-19 absence or by informing schoolsafety@birmingham.gov.uk.</p> <ul style="list-style-type: none"> 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). 	<p>daily check-ins</p> <ul style="list-style-type: none"> Staff must be vigilant in identifying pupils who may show symptoms of COVID – 19. Staff are aware of the location of the emergency PPE packs and how to access them. All staff to be made aware of procedures for managing pupils displaying symptoms of COVID-19. This will be done through the INSET day in September. Staff dealing with such pupils must utilise PPE kit until pupils are collected and taken home 	
Arrangements to isolate individuals displaying symptoms of COVID-19 are not in place		<ul style="list-style-type: none"> School's medical room/space has been assessed to ensure social distancing and isolation measures are not compromised For very young children there is a designated area available where a key person can continue to support the child away from the rest of the group until collection by parent/carer. Additional rooms are designated for pupils with suspected COVID-19 whilst collection is arranged. 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. Isolated individuals should be in rooms where door can be closed (age permitting of child) and with windows for ventilation. PPE to be used for accompanying staff where pupil symptomatic and 2m distance cannot be sustained. Isolation for pupils and staff in residential settings should be within the residential setting. Please refer to the follow dedicated guidance: 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 	<ul style="list-style-type: none"> School medical room of sufficient size to enable social distancing to be complied with. Additional rooms to be used will be: HT Office, CKI Office and SPR Office. PPE available as per guidance <p>Cleaning regime is in place and agreed with site SPM's.</p>	

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14. 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	<ul style="list-style-type: none"> Government guidance on wearing PPE is understood and communicated. Read the guidance on safe working in education, childcare and children's social care for more information about preventing and controlling infection and use of PPE. Sufficient PPE has been procured through normal stockist PPE requirements for individual pupils and staff have been risk assessed and sourced through normal stockist Those staff required to wear PPE (e.g. SEND intimate care; receiving/handling deliveries; cleaning staff) have been instructed on how to put on and how to remove PPE carefully to reduce contamination and how to dispose of them safely. Staff are reminded that wearing of gloves is not a substitute for good handwashing. Avoid face to face contact and minimise interaction under 1m with young pupils, except for those with complex needs Seek LA support for emergency PPE stock Appropriate measures are taken on the cleaning of reusable PPE items in line with guidance 			<ul style="list-style-type: none"> PPE equipment is in stock for staff in direct contact with the public i.e Receptionists. Individual risk assessments have been carried out for those staff who required one. Staff to be reminded that wearing of gloves is not a substitute for washing hands in packs. Staff to be informed about how to wear apron, mask and gloves in packs if required for medical room or other instances.
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	<ul style="list-style-type: none"> Requirements for PPE have been assessed in line with DfE guidelines and Public Health Birmingham scenarios Sufficient stock has been ordered using school's usual suppliers Arrangements to seek LA support to obtain PPE in case of an emergency are known and in place Health and safety governors are satisfied that arrangements are in place and in line with DfE guidelines 			<ul style="list-style-type: none"> All staff and pupils must wear a face covering when moving around the building. Face masks not to be worn in classrooms. All staff meetings to be held virtually. Face masks can be worn in offices (optional). Posters installed 'Masks to Move' in all areas of the building. <p>As previously mentioned in section 4 – procedures are in place, and staff</p>

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				will be frequently reminded to adhere safe working practices in dealing with both pupils and adults who may be displaying symptoms	
15. Managing premises related issues					
<p>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</p>		<ul style="list-style-type: none"> Ongoing works and scheduled inspections for schools (e.g. estates related) have been designated as essential work by the government and so are set to continue. An assessment has been carried out to see if any additional control measures are required to keep staff, pupils and contractors safe including distancing and hygiene procedures. Assurances have been sought from the 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. 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. Social distancing is being maintained throughout any such works and where this is not possible arrangements are reviewed. 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. Premises governing board committee is aware of planned works and associated risk assessments 		<ul style="list-style-type: none"> All contractors complete and sign induction plans before site admission. A RAMS is presented and approved before commencement of any works. All contractors on site will comply with the school's social distancing policies and procedures. Should they fail to do so they will be asked to leave the site. All contractors will be informed prior to arrival of standards and expectations of conduct when on site. Contractors working hours to avoid times when pupils are in that area as much as possible. All contractors wear face masks. This is mandatory and enforced. All staff advised of prolonged works taking place. 	

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		<ul style="list-style-type: none"> 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 		
Fire procedures are not appropriate to cover new arrangements		<ul style="list-style-type: none"> Fire procedures have been reviewed and revised where required, due to: <ul style="list-style-type: none"> Reduced numbers of pupils/staff Possible absence of fire marshals - absent fire marshals to be replaced with trained substitutes Social distancing rules during evacuation and at muster points Possible need for additional muster point(s) to enable social distancing where possible Staff, pupils and governors have been briefed on any new evacuation procedures. Incident controller and fire marshals have been trained and briefed appropriately. Fire drill arranged in line with Covid plan. 		<ul style="list-style-type: none"> Every Room has revised Fire Evacuation Plans installed. Plans take note of the revised school layout i.e. Bubbles. Fire Marshals are assigned to each zone / bubble. - Fire drill planned in September Fire drills carried out during September, October and November. All new / trainee teachers inducted with revised evacuation procedures.
Fire evacuation drills - unable to apply social distancing effectively		<ul style="list-style-type: none"> Plans for fire evacuation drills are in place and are in line with social distancing measures, with marked areas if required 		<ul style="list-style-type: none"> Markings on fire evacuation points have been put in place to ensure 2m markings. Sufficient space available on playground to comply with social distancing requirements. Egress points are managed to avoid cross-contamination of bubbles.
Fire marshals absent due to self-isolation		<ul style="list-style-type: none"> An additional staff rota is in place for fire marshals to cover any absences and staff have been briefed accordingly. Staff appropriately trained in fire marshal duties as required. 		<ul style="list-style-type: none"> Trained Fire Marshals along with seconded Marshals (if required) are available to ensure that evacuation is safe and swift.
Statutory compliance has not been		<ul style="list-style-type: none"> All statutory compliance is up to date. Where water systems have not been maintained throughout lockdown, chlorination, flushing and certification by a specialist 		<ul style="list-style-type: none"> Statutory compliance has continued throughout. Reports and sporadic checks have

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completed due to the availability of contractors during lockdown		contractor has been arranged. Water system checks and actions to be undertaken prior to wider opening. <ul style="list-style-type: none"> • LA support is in place 	continued to take place. <ul style="list-style-type: none"> • 'Flushing' has been maintained throughout. • All water coolers have been disconnected to prevent any cross-contamination. Pupils have been requested to bring own bottles of water/drinks and not share with other pupils 	
The costs of additional measures and enhanced services to address COVID-19 when reopening puts the school in financial difficulty		<ul style="list-style-type: none"> • Additional cost pressures due to COVID-19 identified and an end-of-year forecast which factors them in has been produced. • LA or Trust finance team has been consulted to identify potential savings in order to work towards a balanced budget. • Additional COVID-19 related costs are under monitoring and options for reducing costs over time and as guidance changes are under review. • Additional sources of income are under exploration. • The school's projected financial position has been shared with governors and LA or trust. • NS/NC are aware of financial support available to support sustainability 	<ul style="list-style-type: none"> • CORE Trust have been informed and are aware of the additional costs to schools of purchasing additional materials. • Governors Finance Group will be informed at the next 'virtual' Governors meeting 	
16. Ensure you have considered the impact on staff and pupils with protected characteristics including race and disability in developing you approach				
Considerations <ul style="list-style-type: none"> • 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 different between in 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 				

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<p>disease and lead to poorer outcomes</p> <ul style="list-style-type: none"> • The <u>NHS risk assessment</u> 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. • If someone in the household is shielding (part of the 1.5million), the children in that household should not be included in the first wave of students going back to school. Staff may however consider returning if they are able to practice good hand hygiene and follow the national guidelines on <u>living with someone who is shielded</u>. • 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. 				
Measures have not been put in place to protect staff and pupils with underlying health issues, BAME staff, and those who are shielding		<ul style="list-style-type: none"> • An equality impact assessment is undertaken for staff and pupils • All members of staff and parents of pupils with underlying health issues, those within vulnerable groups or who are shielding 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) • Records are kept and regularly updated e.g. check children and staff who have identified as having asthma have up to date care plans. • Members of staff and parents of pupils with underlying health conditions have been asked to seek and act on the advice of their GP/consultant/midwife or current government advice. • Staff and parents of pupils are clear about the definitions and associated mitigating strategies relation to people who are classed as clinically vulnerable and clinically extremely vulnerable. • 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>. • Current government guidance is being applied. 	<p>The BAME resource https://www.bameednetwork.com/wp-content/uploads/2020/05/BAMEed-Network-Schools-and-Covid-19-guidance-for-BAME-staff-and-their-employers-2.pdf informs the school response in addition to DfE guidance and that from Public Health England.</p> <ul style="list-style-type: none"> • All relevant guidelines regarding the definition of critical and vulnerable groups have been sent to staff. • School website to be updated on advice to BAME staff and pupils. Individual Risk Assessments available for those staff who need it. • Staff to be given guidance on where to seek advice on how to further protect themselves. Staff working from home are expected to participate in all remote learning activities and 	

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		<ul style="list-style-type: none"> Consider advice from Public Health England regarding BAME staff in section above. Seek advice from Occupational Health Service 		meetings.	
Staff, particularly those from BAME heritage, are reluctant to attend school due to the media coverage on deaths related to coronavirus.		<ul style="list-style-type: none"> No. of BAME staff - 24 No. of BAME staff risk assessed and requiring to remain shielded at home - 6 No. of BAME staff able to return but requiring additional support - 0 Staff are encouraged to focus on their wellbeing. Line managers are proactive in discussing wellbeing with the staff that they manage, including their workload. Staff briefings and training have included content on wellbeing. Staff briefings/training on wellbeing are provided. Staff have been signposted to useful websites and resources. 		<ul style="list-style-type: none"> HR and other relevant staff are in regular contact with staff to establish individual circumstances, In line with previously mentioned measures on staff well-being staff are constantly reminded where they can access information and support. HR have completed return to work wellbeing calls with all staff. This has provided an opportunity for staff to raise concerns and for SLT to address them effectively. PPE available to staff who request it. All staff signposted to resources that support their wellbeing. <p>- Information pack includes help for BAME pupils and parents. - Our care will be done through the BAMEd resource.</p>	
Parents, particularly those from BAME heritage, are reluctant to send their children to school due to the media coverage		<ul style="list-style-type: none"> There are enough numbers of trained staff available to support pupils and parents with these anxieties. There is access to designated staff for all pupils and parents who wish to talk to someone about their wellbeing and anxieties about attending school School arrangements demonstrating social distancing measures are shared with parents and pupils Resources/websites to support parent and pupil anxiety are 		<ul style="list-style-type: none"> Parents will be discouraged from entering the premises when delivering or collecting their child. Parents encouraged to email or phone for an appointment if it is deemed necessary that they wish to speak to a member of staff. Parents have been 	

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on deaths linked to coronavirus		provided.		informed of expectation around hygiene and social distancing. <ul style="list-style-type: none"> Parents attending the school for a pre-arranged meeting will be reminded of the school's expectations through notices, posters and a visitor's leaflet. Meetings will be socially distanced and parents and visitors will have access to hand washing facilities, hand sanitiser and gloves if they require them. 	
Parents do not follow advice on social distancing when visiting the school		<ul style="list-style-type: none"> Visitors (including parents/carers) to the school may be restricted to one area, or to an allocated appointment time Arrangements for visiting the school are communicated to parents/carers Expectations around hygiene and social distancing are communicated with parents/carers including drop-off/pick-up time to reduce gatherings <ul style="list-style-type: none"> Parents / Carers and visitors to complete mandatory 'Test and Trace'. 		<ul style="list-style-type: none"> Parents and visitors will not be able to access the school site without an allocated appointment. This will be communicated with parents as part of the wider opening of the school. Parents attending the school for a pre-arranged meeting will be reminded of the school's expectations through notices, posters and a visitor's leaflet. Meetings will be socially distanced and parents and visitors will have access to hand sanitiser Parents and visitors are requested to complete the 'Test and Trace' system when visiting the school. 	
17. Work with other school-based provision as necessary e.g. nursery SEN unit to ensure policies are aligned where they need to be					
Existing policies on safeguarding, health and		<ul style="list-style-type: none"> All relevant policies have been revised to take account of government guidance on social distancing and COVID-19 and its implications for the school. 		Addendums to the existing policies to be written to take into account any modified	

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<p>safety, fire evacuation, medical, behaviour, attendance and other policies are no longer fit for purpose in the current circumstances</p>		<ul style="list-style-type: none"> • Staff, pupils, parents and governors have been briefed accordingly. • Arrangements are in place to review the policies in line with further DfE guidance on Early Years, SEN resource base, post 16 etc. • Reference to an addendum for the BCC Model Safeguarding Policy. A new safeguarding model needs to be adopted from September 2020. Link added in v3. 		<p>requirements due to the COVID-19. SLT members responsible for each policy to review and write addendum if applicable.</p>	
<p>Risks are not comprehensively assessed in every area of the school, including nursery and resource base if applicable, considering COVID-19,</p>		<ul style="list-style-type: none"> • 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"> ○ Different areas of the school including any Early Years and Resource Base provision ○ When pupils enter and leave school ○ During movement around school ○ During break and lunch times ○ Delivering aspects of the curriculum, especially for practical subjects and where shared equipment is used 		<ul style="list-style-type: none"> • Full risk assessment of the site has been undertaken by Site manager and SLT Business Manager. The risk assessment is reviewed and revised when relevant. 	

18. Home to School Transport

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.

Keys points include:

- 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.
- 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.
- 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.

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The need to encourage children to walk, cycle or scoot to school sitting alongside the risks posed by a rise in speeding and other dangerous driving on empty roads. http://www.urbantransportgroup.org/resources/types/briefings/transport-challenges-return-schools-and-colleges-following-easing-covid-19				
Pick up and drop off times		<ul style="list-style-type: none"> As per <u>Government guidance</u>: <i>tell parents that if their child needs to be accompanied to the education or childcare setting, only one parent should attend</i> <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> <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> <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> <p>In addition:</p> <ul style="list-style-type: none"> Consider opening school gates earlier so parents can socially distance on the playground Stagger start and finish times to ease pavement congestion 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. Organised queuing and boarding of vehicles and distancing within vehicles wherever possible. 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. If appropriate, consider putting into a place one-way pedestrian system on the street surrounding the school with determined entrance and exits for classrooms and areas of the school. 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 		<ul style="list-style-type: none"> Pupils are encouraged to walk to school. Where parents need to drop/collect children this must be done in line with the staggered start and end times for their child's year group bubble. Parents will be instructed to wait outside school gate and not approach the school building.

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		<p>face coverings in a plastic bag they can take home with them, and then wash their hands again before heading to their classroom.</p> <ul style="list-style-type: none"> • Additional cleaning of designated school transport. 			
Children arriving late as a result of journey to school		<ul style="list-style-type: none"> • As per <u>Government guidance</u>: <ul style="list-style-type: none"> ➢ Children, young people and parents are encouraged to walk or cycle where possible ➢ <i>ensure parents and young people are aware of recommendations on transport to and from education or childcare setting (including avoiding peak times). Read the <u>Coronavirus (COVID-19): safer travel guidance for passengers</u></i> ➢ <i>ensure that transport arrangements cater for any changes to start and finish times</i> • In addition: <ul style="list-style-type: none"> • 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. • 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. • Drivers should be advised to anticipate more pedestrians and cyclists than usual, restrict speeds and avoid parking on (or partially on) pavements. • 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: https://nxbus.co.uk/west-midlands/news/stay-safe-when-travelling-with-us • Use <u>Modeshift STARS</u> to review and update school travel plan considering both staff and pupil travel. Communicate 		<ul style="list-style-type: none"> • A newsletter that encapsulates the advice given will be generated and posted online for parents and students to plan their journeys sensibly. <p>Late arrivals will wait in an allocated area and will be escorted to their bubbles.</p>	

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		<p>revised travel plans clearly to contractors, BCC and parents.</p> <ul style="list-style-type: none"> 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. For further information and guidance regarding any of the above points see: <u>www.birmingham.gov.uk/modeshiftstars</u> or contact: <u>connected@birmingham.gov.uk</u>. For information regarding home to school travel contact: <u>Mark.Hudson@birmingham.gov.uk</u> 			
Transport capacity for pupils with EHCP attending special schools and resource bases is insufficient		<ul style="list-style-type: none"> Schools' individual requirements are discussed with Home to School Transport to prepare for full return. Schools are aware of the proposed routes and vehicle allocations for September opening Travel Assist and Schools will inform parents confirming the transport arrangements well before September opening parents offered Personal Transport budgets temporarily, to relieve the pressure on the transport providers 			
Travel anxiety for new starters to secondary school		<ul style="list-style-type: none"> West Midlands Police have put together some resources to help students feel confident to travel and how to behave responsibly and safely while travelling to and from school. The resources can be covered in class or as an independent activity for students to complete at home. <u>All are available via this link.</u> For reassurance/advice on using public transport and what it looks like to travel please find links below to three short YouTube films covering bus, tram and train journeys: <u>Travelling Safely on bus (social distancing)</u> <u>Travelling Safely on Metro (social distancing)</u> <u>Getting through train stations (social distancing)</u> 		This has been communicated to Parents via the Parental newsletter.	
19. Contingency planning for local lockdown					

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<p>No plan in place if an outbreak or local lockdown should occur</p>		<ul style="list-style-type: none"> • School Business Continuity Plan has been updated • Proposed resourcing model is in place should lockdown and partial or full closure be required • Arrange for communications to be available in readiness for release to staff and families to incorporate any advice from Public Health Birmingham. • Staff have been fully briefed on the action planning for local/bubble lockdown or outbreak. • Preparation for learning continuity in the event of local or bubble lockdown (added in v4) <ul style="list-style-type: none"> ○ Blended learning offer to support continued delivery. ○ 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. <p>https://www.gov.uk/guidance/remote-education-practice-for-schools-during-coronavirus-covid-19</p> <ul style="list-style-type: none"> • Resources have been prepared that take account of online education resources for home learning (published by DfE 24 June 2020) added in v4 <p>https://www.gov.uk/guidance/remote-education-during-coronavirus-covid-19</p> <ul style="list-style-type: none"> • Information and guidance have been shared to support parents and carers of children who are learning at home <p>https://www.gov.uk/guidance/supporting-your-childrens-education-during-coronavirus-covid-19 (added in v4)</p> <ul style="list-style-type: none"> • Resumption of original Risk Assessment to consider phased opening as appropriate • Parents have been informed of the school's procedures for local/bubble lockdown • 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 • In local lockdown areas children in Y7 and above should wear face coverings in communal spaces. Consider use of face 		<p>The school has reviewed and adopted the LA Business Continuity Plan.</p> <ul style="list-style-type: none"> • In the event of a local lockdown the school will follow the protocols outlined by PHB. Staff informed of process and procedure during INSET in September. • Pupils who are affected by the lockdown will have continuity of education as previously identified in this document. • Birmingham has been placed in local lockdown therefore all staff and pupils must wear face coverings when moving around the building. • A national lockdown was announced in Nov 20. All schools remain open. Government guidelines adhered to including the mandatory wearing of masks in all communal areas. 	
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		coverings for pupils outside of local lockdown areas if appropriate.			
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