

Birmingham City Council's Risk Assessment Template

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Introduction

The government plan is for the full return of all pupils from March 2021 (updated in line with government guidance from February 2021): <https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>

This document has been refreshed from its previous iterations. Any hyperlinks will be identified by underlining.

Much of the content in this guidance will be familiar to you however has been updated in light of latest DfE guidance and Birmingham now being an Enhanced Area of Response (June 2021). Specific updates include:

- CEV staff (a correction to previous narrative)
- Visits/Day trips
- Sports days
- Leavers events
- Work experience

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](#).

We recommend all school leaders and staff members to regularly review the latest information produced by Public Health: https://www.birmingham.gov.uk/COVID-19_schools_faqs.

The latest checklist and flowchart can be found here for guidance on dealing with suspected or confirmed cases within staff or pupil cohorts, and their contacts: https://www.birmingham.gov.uk/downloads/download/3527/public_health_flowchart_for_schools

This risk assessment checklist/tool is based on Government guidelines on COVID-19. 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. Additional guidance for [Special Schools](#) (and specialist provision) should also be considered as appropriate.

Any updates to the previous Risk Assessment template going forward will be identified in the version control table from p7 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.

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RISK Assessment Tool (V5)
03/01/2021

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
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) to determine the the Likelihood and Severity being independently scored and plotted.

provides a method level of risk, with

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)			

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Links to related published guidance notes to be referred to alongside the Model Risk Assessment

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
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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<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>Full opening (updated May 2021): https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools</p> <p>Early Years and Childcare: https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures/coronavirus-covid-19-early-years-and-childcare-closures</p> <p>Special Schools: https://www.gov.uk/government/publications/guidance-for-full-opening-special-schools-and-other-specialist-settings</p> <p>Out of School settings: 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</p> <p>Testing in primary and nursery schools: https://www.gov.uk/government/publications/coronavirus-covid-19-asymptomatic-testing-for-staff-in-primary-schools-and-nurseries/rapid-asymptomatic-coronavirus-covid-19-testing-for-staff-in-primary-schools-school-based-nurseries-and-maintained-nursery-schools</p> <p>Safe working in education and childcare: https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care</p> <p>Compilation of all guidance notes for schools: https://www.gov.uk/government/collections/coronavirus-covid-19-guidance-for-schools-and-other-educational-settings</p> <p>Advice for parents: 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</p> <p>Advice for parents attending Out of School settings: 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>Ofsted guidance and update: https://www.gov.uk/guidance/ofsted-coronavirus-covid-19-rolling-update</p> <p>Providing meals to pupils: https://www.gov.uk/government/publications/covid-19-free-school-meals-guidance/covid-19-free-school-meals-guidance-for-schools</p> <p>School reports: https://www.gov.uk/guidance/school-reports-on-pupil-performance-guide-for-headteachers</p> <p>Safeguarding and remote learning: https://www.gov.uk/guidance/safeguarding-and-remote-education-during-</p>
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	<p>coronavirus-covid-19</p> <p>EYFS disapplication: https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2/early-years-foundation-stage-coronavirus-disapplications</p> <p>Keeping children safe in education for schools and staff: https://www.gov.uk/government/publications/keeping-children-safe-in-education--2</p> <p>Shielding and guidance for CEV: https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19</p> <p>Curriculum and teaching guidance: https://www.gov.uk/guidance/remote-education-practice-for-schools-during-coronavirus-covid-19</p> <p>Remote learning support for schools and staff: https://www.gov.uk/guidance/remote-education-during-coronavirus-covid-19</p> <p>Remote learning support for parents: https://www.gov.uk/guidance/supporting-your-childrens-education-during-coronavirus-covid-19</p> <p>Transport to schools: https://www.gov.uk/government/publications/transport-to-school-and-other-places-of-education-autumn-term-2020/transport-to-school-and-other-places-of-education-autumn-term-2020</p> <p>General travel guidance: https://www.gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-for-passengers</p> <p>Recording attendance: https://www.gov.uk/government/publications/school-attendance/addendum-recording-attendance-in-relation-to-coronavirus-covid-19-during-the-2020-to-2021-academic-year</p> <p>Enhanced area of response: https://www.gov.uk/government/news/further-support-for-birmingham-blackpool-cheshire-east-cheshire-west-and-chester-liverpool-city-region-and-warrington-to-tackle-delta-b16172-v</p> <p>BCC: https://www.birmingham.gov.uk/news/article/890/covid-19_birmingham_listed_as_enhanced_response_area</p>
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>

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<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	26 – 27 Use of face covering 44 – 47 Section added on LFD testing	5/03/2021
3	9-10 Pupils who are abroad 15 Use of face coverings 16 Music and Performance 19 Educational Visits 20 Wraparound provision and extra-curricular activity 22 Pupil wellbeing and support 26-27 Transition days 42 Transport	10/06/2021
4	6 Link to Enhanced Area of Response narrative 11 CEV staff 19 Educational visits / day trips 20 Sports Days 20 Leavers Events	17/06/2021 and 21/06/2021

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	21 Work Experience 28 Transition days – removal of word ‘personal’ from ‘teacher/staff video profiles’ and considering resourcing any additional email address for prospective parents following union feedback, transitions for vulnerable pupils	
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Area of concern to be addressed	Current risk rating	Control measures Good Practice Control Measures Adopted	In place? (Yes/No)	Further action/ Comments	Final risk rating
1. Identify likely numbers of pupils returning and agree required staffing resource and approach and liaise with your LA on your plans					
Lack of certainty over returning numbers	2x1=2	<ul style="list-style-type: none"> Planning for full attendance of all year groups and complete the daily DfE attendance return. Good record keeping for attendance. Collaboration between schools where a child routinely attends more than one site or setting. Continue to engage with families and LA to accurately report situations where pupil is recorded as abroad and plan for their return (including any quarantine restrictions). Vulnerable, critical workers and year groups 10 – 13 are prioritised for onsite LFD testing. Arrangements are in place to carry out 3 tests (3 to 5 days apart) upon return to school. Testing is voluntary and requires consent. Sufficient access/supply is available to carry out the 3 tests at school for each pupil. Home testing arrangements for pupils are understood and communicated to parents/carers (to commence bi-weekly after the 3 tests at school). Children aged 11 attending a secondary school should be tested by an adult. Adolescents aged 12 to 17 should self-test and report with adult supervision. The adult may conduct the test if necessary. Pupils aged 18 and over should self-test and report the result, with assistance if needed. Staff, pupils and families are clear on reporting 	Yes Yes Yes Yes Yes Yes Yes Yes Yes	<ul style="list-style-type: none"> Provision made for the return of all students All students will return 5 days a week, staggered with staggered starts and ends to the day along with different entrances will be used across the 2 sites. Phased return planned for September Attendance team will closely monitor individual students attendance in case students are shielding despite the lifting of the shield 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. Information on how to engage with the test and trace system will be shared with families. 	2x1=2

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		<p>arrangements following the outcome of the tests. Pupils should share their result, whether void, positive or negative, with their school to help with contact tracing. Pupils with positive tests will need to self-isolate.</p> <ul style="list-style-type: none"> • Arrangements are in place for pupils testing positive in school to be isolated until they are collected from school by a member of their family or household (travel on public transport is not advised). In exceptional circumstances, if parents or carers are safe to do so the child should walk, cycle or scoot home following a positive test result. If this is not possible, alternative arrangements may need to be organised by the school. • Good record keeping on testing within school and with PH. • Support for pupil/parent anxiety about return to school whilst enforcing mandatory attendance (testing is voluntary and requires consent). • Children whose doctors have confirmed they are still clinically extremely vulnerable are advised not to attend school and arrangements should be made to continue education at home. <u>A copy of letter has been issued and can be requested from parents.</u> Children who live with someone who is clinically extremely vulnerable, but who are not clinically extremely vulnerable themselves, should still attend school. • Requests for support for vulnerable families sent through Early Help Hubs and individual pupil risk assessments carried out. Efforts continue to improve the attendance of vulnerable pupils and those from disadvantaged backgrounds. • Parents who have opted to home educate their child should be encouraged to send their children to school, particularly those who are vulnerable. • Any specialist equipment required is returned to school site. Additional equipment is made available to support return if required. • Some pupils with SEND will need specific help and preparation for the changes to routine that this will involve, 	<p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>N/A</p> <p>N/A</p> <p>N/A</p>		
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		<p>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 Section 8 of the guidance for special schools.</p> <ul style="list-style-type: none"> • Home to School transport in place where required. Preparedness to implement Test and Trace as set out the latest guidance. Remote education should be provided where possible for pupils that are abroad. 			
<p>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>)</p>	<p>3x2=6</p>	<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. • CEV staff are advised to work from home where possible, but can attend their place of work if they cannot work from home. • Those living with someone who is CEV can still attend work where home working is not possible. • Full use is made of those staff who are isolating but who are well enough to teach lessons remotely. • Consideration of staffing changes to cover absence. • You may need to alter the way in which you deploy your staff and use existing teaching and support staff more flexibly. Use of teaching assistants and pastoral staff to supervise classes. • A blended model of home learning and attendance at school is utilised until staffing levels improve. • If your school is struggling with a shortfall in staffing and this may be more likely for infant schools, you will need to consider possible solutions with your local authority and/or trust. • Contingency planning with LA is in place and additional resource identified, for example bringing additional teachers in to help, for example supply teachers, teachers on 	<p>Yes</p> <p>N/A</p> <p>Yes</p> <p>No</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p>	<ul style="list-style-type: none"> • Welfare checks on all staff completed and all staff were required to attend school wb.6th and 13th July. Any issues with staff not attending in September were resolved • All staff unless absent from work through sickness are required to work on site from September. Online teaching for pupils can be implemented which staff can deliver from home if necessary. • Teaching Assistants and Pastoral staff have clear roles on how to support pupils. • A blended model has been in place since March 2020 ensuring provision for key worker and vulnerable children. In the event of a local closure, online learning will be resumed. • Year group bubbles are in place with different entrances, start and finishing times. • Timetable planned to minimise staff movement across 	<p>2x1=2</p>

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		<p>temporary agreed loan from other schools, or teachers provided by your trust or local authority (considering the guidance about consistent staffing across the week). Using some senior leadership time to cover groups if this is manageable.</p> <ul style="list-style-type: none"> • Maintain distinct groups or 'bubbles' that do not mix to identify those who may need to self-isolate quicker and to keep that number as small as possible. • 'Bubbles' of an appropriate size are implemented (and under review) to achieve the greatest reduction in contact and mixing. Make sure this will not affect the quality and breadth of teaching or access for support and specialist staff and therapists. Staff including temporary/supply/peripatetic personnel can move across different classes and other year groups minimising contact and maintaining as much distance from other staff as possible. • 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 as well as pupils isolating at home or considered to be clinically extremely vulnerable. Consider deploying teaching assistants and enabling specialist staff from both within and outside the school to work with pupils in different classes or year groups. • Home testing for school staff is communicated in line with the latest guidance. 	<p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p>	<p>different year groups to minimise the risk of spreading COVID19.</p> <ul style="list-style-type: none"> • Social distancing posters displayed around the school, Staff will be reminded about social distancing and wearing of masks on INSET training days and in weekly briefings. • SENDCO has planned for provision for SEND students • Trust ensured key staff are aware of test and trace to signpost staff as required 	
<p>For special schools, specialist post-16, alternative provision and hospital schools</p>		<ul style="list-style-type: none"> • All pupils risk assessed and discussed at panel. Pupil level risk assessments could be helpful to prioritise the provision a child or young person can get if full-time provision for all is not possible • On site and remote learning arrangements in place for each pupil 	<p>For special schools, specialist post-16, alternative provision</p>	<ul style="list-style-type: none"> • N/A 	

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		<ul style="list-style-type: none"> • Home to school transport mitigations in place • Specialist equipment returned to school/additional equipment made available to support return • XXX number of children remain shielded at home • Efforts continue to improve the attendance on site of vulnerable pupils and those from disadvantaged backgrounds, working with families and social workers • Review latest national lockdown guidance specific to special schools • Hospital schools should continue to provide full-time education where it is safe and feasible to so, in line with hospital infection prevention and control (IPC) measures • Alternative arrangements for delivering provision should be considered on a case-by-case basis which takes account of the needs of, and circumstances specific to, the child or young person, avoiding a 'one size fits all' approach. • Therapists and other professionals may continue to visit education settings to provide therapies and support, where this is reasonably necessary. • Where children and young people with EHC plans are not attending their education setting, multi-agency professionals should collaborate to agree how the provision set out in the EHC plan can be delivered. This may include face-to-face visits to the home, or virtual support by means of video or telephone calls, or via email. 	and hospital schools		
Resource base provision within mainstream setting		<ul style="list-style-type: none"> • All pupils risk assessed and discussed at panel • On site and remote learning arrangements in place for each pupil • Therapists and other professionals may continue to visit education settings to provide therapies and support, where this is reasonably necessary. • Where children and young people with EHC plans are not attending their education setting, multi-agency professionals should collaborate to agree how the provision set out in the EHC plan can be delivered. This may include face-to-face visits to the home, or virtual support by means of video or 		<ul style="list-style-type: none"> • N/A 	

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		telephone calls, or via email.			
Schools lose focus on continuing to apply in-year admissions process including admitting 'new' pupils	2x1=2	<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) 10 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. 	Yes Yes Yes Yes	<ul style="list-style-type: none"> M.Whing is responsible for processing admissions. RSM oversees M.Whing in this role. 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 been contacted by a member of SLT and virtual induction evening was held in July. Induction day was held for SEND and vulnerable students at the Langley Walk site. School team includes experienced dedicated admissions officer. EHCP and managed move students routinely discussed. 	2x1=2
2. Plan how the whole school will be accommodated and encourage attendance					
Plans are not in place to identify number of classrooms and additional furniture or social	3x2=6	<ul style="list-style-type: none"> SLT and site management team meeting to review school site and specify entry/exit points and classroom use Full cohort of children and staff that can be accommodated in school on any given day with a teacher per 'bubble' 	Yes Yes	<ul style="list-style-type: none"> School site has been reviewed and specific entry/exit points and classrooms identified. Year groups will be housed on different floors of the school 	1x1=1

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distancing measures for each year group		<ul style="list-style-type: none"> • Various 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). • Unused classrooms that could be utilised • Engagement of appropriate services for families not engaging • Curriculum leads in school meet regularly to review impact of plan 	<p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p>	<p>with minimal staff movement between bubbles. This is the case for both sites.</p> <ul style="list-style-type: none"> • Students and staff to wear masks in communal areas and in classrooms. Windows to remain open in classrooms. • Classrooms have been reorganised to allow for all student desks to be front facing in classrooms. 2m distancing tape on classroom floors to mark teacher's area. • Excess furniture has been removed from classrooms to maximise the number of student desks. • Some specialist classrooms will also be used by different year groups on different days which will allow cleaning to take place before use. Science labs on Langley walk site and Creative Arts rooms on the Newhall site. • Pastoral team and DSLs remain in regular contact with all disengaged families and or students. Regular newsletters sent to Parents. 	
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				<ul style="list-style-type: none"> Curriculum Leads meeting and line management meetings held discussing curriculum plans. INSET for all staff members will be given on any curriculum changes. A Full broad and balanced curriculum is on offer, no narrowing of the curriculum. 	
Classroom and timetable arrangements do not allow for all pupils to attend in line with guidance	3x3=9	<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. This will change to age-related bubbles during lockdown. 	Yes	<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. 	2x1=2
		<ul style="list-style-type: none"> Classroom size and numbers reviewed through daily planning. Consideration of bubble sizes to accommodate as many vulnerable pupils and critical workers as safely as possible. 	No	<ul style="list-style-type: none"> Size and Numbers have been reviewed with full timetable planned. A maximum of 30 pupils will be based in each classroom. 	
		<ul style="list-style-type: none"> Classrooms re-modelled and space maximised, with chairs and desks front facing and spaced to allow for social distancing. 	Yes	<ul style="list-style-type: none"> 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. 	
		<ul style="list-style-type: none"> Spare furniture removed that will not be used. 	Yes	<ul style="list-style-type: none"> Spare furniture placed in storage 	
		<ul style="list-style-type: none"> Clear signage displayed in classrooms promoting social distancing. 	Yes	<ul style="list-style-type: none"> Signage throughout school 	

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		<ul style="list-style-type: none"> • Hand washing facilities identified for each learning zone • Arrangements in place to support pupils when not at school with remote learning at home. • In secondary schools, assuming that setting is maintained, the year group stays together and does not mix with other pupils. This will change to age -related bubbles during lockdown. • Consideration of staffing changes to cover absence. • 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 eg. One vegetarian, one non-vegetarian option. • Staffing arrangements for lunchtime also need to be considered to ensure colleagues have a reasonable break. 	<p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p>	<p>and is will be displayed in every classroom</p> <ul style="list-style-type: none"> • Hygiene measures in place for each area. • Online/paper provision to be 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. Oncall Duty rota to ensure pupils do not leave zones. • Normal absence procedure in place. If a teacher is unable to attend school, a cover rota is in place. • Designated outdoor areas highlighted and cordoned off to prevent cross contamination. • Staggered break/lunchtime schedule per year group to ensure that 'bubbles' do not cross over. Detailed duty rota to be in place • 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 	
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		(added in v3)	Yes	pupils via portable trollies for break times. (MNE/DH)	
There is a need for review use of space to allow for the school to fully operational	2x1=2	<ul style="list-style-type: none"> Identify available large spaces and appropriate timetabling e.g, dining areas, halls, studios, particularly in outdoor areas. 	Yes	<ul style="list-style-type: none"> All areas of school utilised – space is a premium. P.E are encouraged to use the outdoors as much as possible. 	2x1=2
		<ul style="list-style-type: none"> Large gatherings, assemblies or collective worship to be avoided with more than one group. 	Yes	<ul style="list-style-type: none"> Assemblies will continue to be delivered through Teams 	
		<ul style="list-style-type: none"> Design layout and arrangements in place to enable social distancing 	Yes	<ul style="list-style-type: none"> Staggered start times, distancing markers on floors and separate staircases will enable social distancing to take place. 	
		<ul style="list-style-type: none"> Schools should engage with their local immunisation providers to provide the usual immunisation programmes on site, ensuring these will be delivered in keeping with the school's control measures. 	Yes	<ul style="list-style-type: none"> Students and staff to wear masks in communal areas and in classrooms. Windows to remain open in classrooms. 	
		<ul style="list-style-type: none"> Consider participation in the Asymptomatic (mass) Testing Programme that has been announced by the Department for Education (DfE) for commencement in January 2021, currently for staff. See additional annexe to RA (under review). 	Yes	<p>Asymptomatic (mass) testing to take place on site during the week commencing 1/3/2021. Families have been contacted and consent gained</p> <ul style="list-style-type: none"> TOB to contact immunisation team to ensure immunisation programmes can be delivered. 	
		<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. 	Yes	<ul style="list-style-type: none"> SENDCO has plans to support SEND students. 	

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		<ul style="list-style-type: none"> • Careful consideration of how to minimise risk from music classes eg. singing, chanting, playing wind or brass instruments or shouting. • 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. • If planning an indoor or outdoor face-to-face performance in front of a live audience, you should follow the latest advice in the “working safely during COVID-19 in the performing arts” guidance. • Consider alternatives such as live streaming and recording performances, subject to the usual safeguarding considerations and parental permission. 	<p>Yes</p> <p>Yes</p>	<ul style="list-style-type: none"> • Music lessons will be modified to ensure that risks are minimised. • PE lessons will be modified in accordance with guidance. Offsite provision being explored. • No large gatherings to take place. All Staff INSET will be done in bubbles, across the 2 sites. 	
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 the health and safety requirements for the reopening of the school	3x4=12	<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 tools. • A COVID-19 section on the school website is created and updated clearly showing arrangements for arriving/collecting pupils, as well as the remote learning offer available. • Parent and pupil handbooks created reflecting changes to usual school policy 	<p>Yes</p> <p>Yes</p> <p>Yes</p>	<ul style="list-style-type: none"> • All Parents will be updated on safety measures and guidance as it is updated. Letters will be placed on school website. • Our website will contains a COVID19 section that is updated on a regular basis based on DfE guidance/updates. • Pupils/Parents have been given a letter outlining the arrangements for September. 	2x2=4

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		<ul style="list-style-type: none"> • 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. • For pupils with EHCP, discuss RA with parents, and where appropriate, with pupils. • Support for individual pupils is planned through risk assessment and any issues addressed through SLT discussion • Support for pupil/parent anxiety about return to school and vulnerability to COVID-19 • Bring any support requests to weekly LA SEND Panel • Requests for support for vulnerable families sent through Early Help Hubs • LA support for individual or complex cases • NS/NC bring any support requests to weekly LA ISEY Panel 	<p>Yes</p> <p>Yes</p> <p>Yes</p>	<p>They will be given further guidance on how to adhere to safety practices in school. This will be included in the September planning packs</p> <ul style="list-style-type: none"> • Information is displayed under the COVID-19 updates page on website. • No adults will enter on-site unless through an authorised appointment - site protocols will be explained prior to visit • Letters sent 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. • Relevant policies (e.g. safeguarding, behaviour) have been updated with Covid-19 addendums and posted on the school website. 	
Parents and carers may not fully understand their responsibilities should a child show symptoms of COVID-19	4x3=12	<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. 	<p>Yes</p>	<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 	2x2=4

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		<ul style="list-style-type: none"> • Clear procedures in place where a child falls ill whilst at school with reference to the school's infectious diseases policy 	Yes	<p>parents and pupils will be informed on how adhere to guidelines via letters</p> <ul style="list-style-type: none"> • On call system to be used for any pupil showing COVID19 symptoms. PPE Equipment is available to use in the medical room. Information on any child falling ill will be given in the packs this will include remaining pupils being taken to another classroom. • Parents to be informed that they must keep their child at home if they or any members of their household show any symptoms. . • 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. • Parents reminded to notify the school of any changes to contact details. 	
		<ul style="list-style-type: none"> • Ensure contact details of families are up to date. 	Yes		

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RISK Assessment Tool (V5)
03/01/2021

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	3x3=9	<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; in particular when COVID-19 is a risk factor within the family and remote learning offer 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> Consideration given to personal items of children and hygienic storage of items – Soothers, comforters, nappies, personal toys. 	Yes Yes Yes Yes Yes	<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 shared with parents via newsletter and with students in form time e.g. Kooth. And forward thinking Birmingham. A welfare team is in place for pupils who require further Mental Health support. 	2x2=4
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	4x3=12	<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 	Yes Yes Yes	<ul style="list-style-type: none"> Start and departure times are staggered for across the 2 sites. Where different year groups arrive at the same time, different entrances will 	1x2=2

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<p>guidelines on site</p>		<p>groups.</p> <ul style="list-style-type: none"> • 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. 	<p>Yes</p> <p>Yes</p> <p>Yes</p>	<p>be used by different year groups. Signage around school indicates which pupils should use. Students wear facemasks on entry to the building and when moving around the school.</p> <ul style="list-style-type: none"> • Families have been informed of new times and entrances/exits via letters. Reminder text messages will be sent in September. • Pupils informed by letter which entrance to use. • Staff informed in staff briefing of procedures. • Markings on floor indicate 2m distance. • 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 a letter/newsletter • Students and staff to wear masks in communal areas and in classrooms. Windows to remain open in classrooms. 	
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RISK Assessment Tool (V5)
03/01/2021

Daily attendance registers for new cohorts are not in place	2x2=4	<ul style="list-style-type: none"> LNO responsible for completion of school daily attendance registers for onsite and remote learners (recommended) TOB 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. 	Yes Yes Yes	<ul style="list-style-type: none"> Attendance systems in place TOB has been submitting DFE returns and will do so if there is a closure 	2x2=4
Staff may not fully understand their responsibilities if they or a child show symptoms of COVID-19	2x3=6	<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 <u>flowchart from Public Health</u> Ensure contact details of families are up to date. 	Yes Yes Yes	<ul style="list-style-type: none"> Letters, briefings and newsletters have been shared highlighting procedures if they have symptoms School procedures in place Contact details are up to date, students will check data upon return in September 	2x2=4
Resumption of day visits	2x3=4	<ul style="list-style-type: none"> Any educational day visits must be conducted in line with relevant COVID-secure guidelines and regulations in place at that time. This includes system of controls, such as keeping children within their consistent groups and the COVID-secure measures in place at the destination. You should undertake full and thorough risk assessments in relation to all educational visits to ensure they can be undertaken safely The government has issued new advice on travel and socialising, including minimising travel into and out of the area (Birmingham) and not taking unnecessary journeys. Dr Varney says that due to Birmingham being an area of enhanced response travel should be minimised to essential trips only. If you have trips arranged outside of the Birmingham boundary, we would suggest you rearrange these to locations within the city if possible. All trips will need a robust risk assessment and follow strict safety measures. Trips should be cancelled if any COVID-19 outbreaks are recorded within the setting. 	Yes Yes Yes	<ul style="list-style-type: none"> All risk assessments take into consideration the transmission of COVID and extra measures are in place to mitigate against the risk No trips are planned outside of the Birmingham area. 	2x2=4

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		<ul style="list-style-type: none"> See further guidance if planning for domestic residential educational visits (in accordance with roadmap: annex C – further guidance on domestic residential educational visits) 			
Sports Days	1x2	<ul style="list-style-type: none"> Sports days can go ahead with pupils and students remaining in their bubbles, and early years children should remain in their consistent groups. Sports equipment should be regularly cleaned throughout the event. Spectators must adhere to current social distancing requirements. Where events take place outdoors, spectators can gather in separate groups of up to 30 – the legal gathering limit. Multiple groups of 30 are permitted. 	Yes Yes N/A	<ul style="list-style-type: none"> Sports day will take place in bubbles. No spectators will be invited. 	
Leavers Events	3x2	<ul style="list-style-type: none"> Large group gatherings indoors for more than one group should be avoided. This includes assemblies or mass worship. Contact should be minimised between groups. Outdoor events are generally lower risk but will still require robust planning and measurements in place. A leavers' celebration or prom that caters for more than one bubble or consistent group can be undertaken, as long as the groups continue to be kept separate. Parents attending outdoor events must adhere to current social distancing requirements. Where outdoors spectators can gather in groups of up to 30 – the legal gathering limit. Multiple groups of 30 are permitted. 	Yes Yes N/A N/A	<ul style="list-style-type: none"> Leavers event to be held on site for only year 11 bubble. No parents to attend. Outdoor space to also be utilised. 	
Work Experience		<ul style="list-style-type: none"> Robust risk assessments must be in place for the providers. Pupils carry out another LFD test before returning back to school. Experiences should be arranged at providers within the Birmingham boundary if possible due to travel restrictions. 			

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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	2x1=2	<ul style="list-style-type: none"> FSM Voucher scheme is continued A member of the school's administrative team is tasked with ensuring that pupils eligible receive free meals when in school and continue to receive vouchers/school meals when not in school. FSM vouchers are given to families who are not in attendance and are eligible Issues with food poverty to be addressed through application to Early Help Hubs 	Yes Yes	<ul style="list-style-type: none"> Vouchers will be issued until the Govt. scheme ends FSM students will be offered food parcels when having to self-isolate. Families are also being signposted to help Food parcels and breakfast packs offered to families that need to self-isolate or those that request them 	2x1=2
The school is unable to provide breakfast clubs, lunch clubs and after-school clubs	3x1=3	<ul style="list-style-type: none"> Feasibility on continuation or reimplemention of wrap-around provision. Seeking wraparound services from other providers such as PVIs and Childminders. Offer services on rotational basis. If it is not possible to maintain bubbles being used during the school day then schools should use small, consistent groups. 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. Collaborate with other schools where there are arrangements in place Seek support from LA and other voluntary agencies 	N/A Yes Yes N/A N/A N/A	<ul style="list-style-type: none"> Some afterschool sessions will be running from on opening. 	2x1=2
Meals are not available for all children in school	1x1=1	<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 	Yes Yes Yes Yes	<ul style="list-style-type: none"> Catering company have ensured that all staff have undergone COVID19 training Menus meet all dietary requirements and are nutritionally balanced 	1x1=1

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		times. <ul style="list-style-type: none"> Limit lunch menus to offer a set nutritionally balanced menu eg. One vegetarian, one non-vegetarian option. Alternative arrangements in place for provision of school meals Usual considerations in place for dietary requirements 	Yes N/A Yes			
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						
School safeguarding policy and procedures are not in place, including updated appendix to include arrangements for COVID-19	1x2=2	<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 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. 	Yes Yes Yes Yes Yes	<ul style="list-style-type: none"> Policies were updated and will be again reviewed for the Autumn term in line with the BCC Model Safeguarding Policy 	1x2=2	
High risk of increased disclosures from returning pupils	4x4=16	<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 	Yes Yes	<ul style="list-style-type: none"> Posters around school to inform who DSLs are. This will also be reinforced during the Safeguarding training in September. Pupils are aware of referral 	2x1=2	

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		<ul style="list-style-type: none"> 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 	Yes Yes Yes	<ul style="list-style-type: none"> procedures and receive weekly reminders through form time Attendance officer and Pastoral Teams are in regular contact with pupils who have been previously identified as vulnerable. Home visits completed as required. DSL to monitor and coordinate early help interventions as required. Support disseminated through pastoral leaders and interventions coordinated by DSL. . 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 DSL/pastoral meetings. Smoothwall ICT monitoring system in place for any safeguarding concerns. 	
Insufficient staff confidence or awareness of mental health, pastoral support, wider wellbeing support for pupils returning to school	3x2=6	<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 attending school and those still at home. 	Yes Yes	<ul style="list-style-type: none"> All staff have been reminded of the help and support that is available for their wellbeing both internally and through external agencies via the weekly safeguarding briefings. Educare modules on mental health, wellbeing and bereavement were completed by all staff in July. 	2x1=2

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		<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. • Provide more focused pastoral support for pupils' individual issues, drawing on external support where necessary and possible. The DfE's 'every interaction matters' webinar can help with offering pastoral support for wellbeing. • Work with school nurses, where they are in place, to ensure delivery of the healthy child programme (which includes immunisation), identify health and wellbeing needs, provide support for resilience, mental health and wellbeing including anxiety, bereavement and sleep issues and support pupils with additional and complex health needs. 	Yes Yes Yes	<ul style="list-style-type: none"> • 'Cameras on' meetings via Teams were held to visually check that staff were okay during lockdown. Line management meetings itemised wellbeing on the agenda. RSM and JBR met with staff on 1:1 • Similarly, pupils are aware through daily form time activities how to access both help from school and from external agencies • 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. • Weekly wellbeing calls for key staff made by SLT/ line managers. • Return to work calls made by HR to identify and address staff concerns. • Wellbeing Team available for online interventions for pupils. • Westfield health also available to all staff to use for counselling services. 	
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	4x4=16	<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. 	Yes	<ul style="list-style-type: none"> • Bootcamp highlighted the standards and expectation required from them when attending school. Reminders given by HOYs and Form 	2x2=4

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<p>guidance</p>		<ul style="list-style-type: none"> • 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. • 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. 	<p>Yes Yes Yes Yes Yes Yes</p>	<p>Tutors. Students to wear masks when in communal areas.</p> <ul style="list-style-type: none"> • Behaviour policy updated to include Covid-19 arrangements. • Families have been informed that students are required to wear a mask at all times in the school building. • Extended form-time planned on 8th March to re-establish routines and expectations. • 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 in the same corridor. • Pupils will only use a toilet assigned to their 'bubble' This toilet will also be used by pupils to regularly wash their hands. Handwashing stations located in playground. 	
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				<ul style="list-style-type: none"> The environment includes required markings and posters to reinforce social distancing. SLT reinforce and model social distancing at all times. Information regarding social distancing communicated using the school website and weekly newsletters. A behaviour INSET Session will be delivered to all staff in September. 	
8. Identify curriculum priorities, agree revised expectations and required adjustments in practical lessons including any approaches to 'catch up' support					
<p>Pupils may have fallen behind in their learning during school closures and achievement gaps will have widened</p>	<p>4x2=8</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 Maths from the key stage 2 curriculum. 	<p>Yes</p> <p>Yes</p>	<ul style="list-style-type: none"> Time will be spent during first three weeks, in all year groups, doing some robust baseline assessments which can provide a useful picture of what children know or can do. This information will be used to inform subsequent teaching & learning activities. Subject experts teaching English/Maths lessons will spend considerable amount of time revisiting KS2 curriculum. Academy has signed up for Baseline Secondary writing project – a comparative judgement program for all Year 7 students to receive analysis of their performance 	<p>2x1=2</p>

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		<ul style="list-style-type: none"> • 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, 	<p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p>	<p>relative to national standards.</p> <ul style="list-style-type: none"> • Will have up to date data on availability of digital devices from Year 7 to Year 11 students. (Sep 2020) • HOD to effectively plan homework/assessment activities using digital resources e.g. Educake, maths watch and a bank of recorded lessons in all subjects. • T&L framework of City Academy encourages retrieval practice and knowledge retention in students through the use of DNA (at the start of every lesson) , low stake quizzes and regular homework using knowledge organisers. • Staff have been in contact with parents of some Year 11 students who have been given a chance to drop an optional subject and spend more focusing on CORE subjects or subject where students are concerned about. • HOD in all areas especially English, Science, Art, Music and MFL are aware of the 	
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		<ul style="list-style-type: none"> 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 School is aware of pupils who are young carers and have targeted support for online learning where they are unable to return to school 	Yes No Yes Yes Yes	changes suggested and have made respective curriculum changes for Year 11 students. <ul style="list-style-type: none"> 50 minutes PSHE lessons will be taught each week to all Year 7 to Year 11 students. 	
School unable to meet full provision required in line with EHCP	4x2=8	<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 	Yes Yes Yes Yes	<ul style="list-style-type: none"> Contact with students on EHCP has taken place throughout lockdown. Reviews to take place. Provision maps updated and shared with staff. TA support where possible to support. Support from SENAR and other outside agencies drawn upon on. 	2x1=2
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	4x2=8	<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 	Yes N/A Yes Yes No Yes	<ul style="list-style-type: none"> BEP is available for support. Laptops have been loaned to students across the school with year 10 students as a priority. Laptops will be returned in September and then reissued should teaching be moved to online learning. SIM cards were purchased for 	3x2=6

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continue to be out of school		<ul style="list-style-type: none"> • Differentiate offer for eligible children that can't attend school to support future transition • Staff deployment including support workers, trainees and volunteers • Setting up arrangements with local schools or schools within MAT to accommodate learners on their school site should a school have to temporarily close, or to support schools with high KW or VC cohort numbers during lockdown. • Collaborate with schools/year groups to deliver remote learning to more pupils. This could include using shared resources/videos. Publish your remote learning offer. 		<p>students without internet access. However, a significant number of students are affected by ICT poverty.</p> <ul style="list-style-type: none"> • Early Help Hub unable to support with ICT poverty • Pupils who cannot return to school will be reviewed and online provision put in place. • Remote learning provision is comprehensive. 	
No current plans on how to approach ongoing learning offer for vulnerable children and children of critical workers who are not attending school		<ul style="list-style-type: none"> • Review numbers of children attending school • Encourage pupils to take up offer of place • Engagement of appropriate services for families not engaging • Identify staff resource to manage curriculum offer • Set out short/medium term offer for this group of children. Planning scheduled for longer term offer • Curriculum leads in school meet regularly to review impact of plan • NS engage with NS Trust and Teaching Schools Alliance to plan for the above 	<p>Yes Yes Yes Yes Yes</p>	<ul style="list-style-type: none"> • Students not attending has been routinely contacted, given laptops/WiFi dongles etc. • Daily phonecalls made to those not engaging. • Online Teaching and Learning strategy has assessment opportunities factored in to ensure that staff 	
Pupils moving on to the next phase in their education are ill-prepared for transition	<p>3x2=6</p>	<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 	<p>Yes Yes Yes</p>	<ul style="list-style-type: none"> • Year 11 students were routinely contacted throughout lockdown to avoid students becoming NEET. Students were again spoken with on results day. There will be focus on the new Year 11 in September. • Virtual Induction day planned. Videos are on the transition school webpage • Induction day planned for 	<p>2x2=4</p>

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		<p>pupils.</p> <ul style="list-style-type: none"> • Online induction days for pupils and parents are planned. There is regular and effective liaison between host school and the destination institutions (e.g. From PVI setting to Nursery School/Nursery Class/Reception, to primary, to secondary schools, to post-16 providers, to universities, to apprenticeship providers) • An online transition booklet or pack that covers key information for students is available • Set up a new starters email address so prospective parents can ask specific questions (if manageable to resource particularly over summer holidays) • Include a Frequently Asked Questions section on the school website. • Teacher/staff video profiles/greetings so parents/pupils can 'meet them' virtually • If appropriate, consider new teacher/s visiting feeder schools where pupils cannot travel to their new provisions (particularly for young pupils) • Regular communications with the parents of incoming pupils are in place, including letters, newsletters and online broadcasts. • 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 may be exceptional cases for pupils with specialist needs where a virtual transition is not possible or effective. In these circumstances please ensure robust individual risk assessments are in place. • Online induction days for pupils and parents are planned. 	<p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p>	<p>vulnerable and SEND students</p> <ul style="list-style-type: none"> • Contact made to all feeder schools • Regular communication with families taking place 	
9. Content and timing of staff communications including bringing in staff in advance of pupils returning					
Staffing levels can't be maintained	4x2=8	<ul style="list-style-type: none"> • Contingency planning in place at appropriate levels, e.g. SLT, DSLs, first aid qualified staff 	<p>Yes</p> <p>Yes</p>	<ul style="list-style-type: none"> • All staff required to attend school w.b. 6th and 13th July to 	3x2=6

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		<ul style="list-style-type: none"> • 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 • Staff deployment including support workers, trainees and volunteers • Setting up arrangements with local schools or schools within MAT • Collaborate with schools/year groups to deliver remote learning to more pupils. This could include using shared resources/videos. 	Yes	<p>iron out any anxiety or other issues with returning to school.</p> <ul style="list-style-type: none"> • All staff completed Educare modules in First Aid and Fire safety modules. A number of staff are trained DSL's. SLT will be spread across both sites to lower risk. • A number of staff are under allocation in their teaching load in September and will be timetabled for cover. Remote learning can be delivered on site if absence levels become high. • Regular Trust and IB meetings are held. • Online learning policy is in place to cover remote learning. 	
Identify staff unable to return to school	3x2=6	<ul style="list-style-type: none"> • 6 staff live with someone who is clinically extremely vulnerable or living with someone who is clinically extremely vulnerable. • 5 members of staff are pregnant staff clinically vulnerable or living with someone who is clinically extremely vulnerable, • Identify specific activities for staff who are vulnerable/shielded 	Yes Yes	<ul style="list-style-type: none"> • All staff who are identified as vulnerable have been contacted to discuss their return to work and are happy to do so and have a medical risk assessment in place. • All staff returning to work have been advised to consult the risk assessment 	2x2=4
Staff are insufficiently briefed on expectations	3x3=9	<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. 	Yes Yes Yes	<ul style="list-style-type: none"> • Staff briefings take place 3 times per week to update current practice. • Information discussed in SLT meetings. 	2x1=2

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		<ul style="list-style-type: none"> • 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 that the school plans to make, either delivered remotely or in school • Staff have been fully briefed on the action planning for local/bubble lockdown (Please also see Section 19) 	<p>Yes</p> <p>Yes</p> <p>Yes</p> <p>No</p>	<ul style="list-style-type: none"> • All staff, governors, visitors and volunteers have access to school policies through the website. and relevant policies and procedures include but not limited to: <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: DFE, NHS, PHE & PHB, LA, and Department for Health and Social Care. • Risk assessments shared with staff. • Regularly check on staff wellbeing. • All staff have been signposted to where they can access support • Staff training to deliver scope of expectation for the new academic year in September. 	
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				<ul style="list-style-type: none"> Staff activities arranged to promote wellbeing. This has been arranged by SLT and other staff. Action plan for local/bubble lockdown to be shared with staff. 	
10. Protective measures and hygiene This section should be considered in conjunction with https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings					
Measures are not in place to limit risks and limit movement around the building(s). Social distancing guidance is breached when pupils circulate in corridors as pupils are unable to or do not observe social distancing at break and lunch times	4x4=16	<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. 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 	Yes Yes Yes N/A Yes Yes Yes No Yes Yes Yes	<ul style="list-style-type: none"> All classroom plans are in place to comply with all guidelines. Circulation plans and one-way systems in place to avoid students from different bubbles meeting. Separate entrances and exits per year groups are signposted to ensure that any congregation of pupil groups is minimised. Pupils will be informed and signage erected to prompt them to go straight home and avoid social gathering before or after school. 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 will be in place to ensure pupils stay within the 	2x2=4

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				bubbles <ul style="list-style-type: none"> • Pupil movement is minimised as pupils stay within their zones. • Lesson changeovers are within zones and HOYs will be situated in zones with SLT to oversee this. All staff are required to be out on corridors during lesson changeover to ensure smooth movement. • All staff and pupils will be surveyed on a regular basis to adapt our practices. • SLT meetings will be used to review practices based on pupil movement etc. 	
The size and configuration of classrooms and teaching spaces does not support compliance with social distancing measures	4x4=16	<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 • All furniture not in use has been removed from classrooms and teaching spaces. Safe storage arranged for unused furniture. • Resources are arranged to be used within bubbles to limit the risk of cross contamination. • Arrangements are reviewed regularly. 	Yes Yes Yes Yes Yes	<ul style="list-style-type: none"> • Classrooms have been assessed and excess furniture removed from classrooms. • Specialist room timetables are to be used by one year group per day where possible. Cleaning will take place if different year groups access the rooms on the same days. • Pupils have been informed to bring their own basic equipment including pen/pencil/ruler etc. • Cleaning equipment will be in all classrooms so equipment can be cleaned, textbooks can be wiped etc. • All arrangements will be reviewed regularly by SLT and 	2x2=4

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				HOFs in weekly meetings.	
Staff rooms, offices and Medical Rooms do not allow for observation of social distancing guidelines	3x3=9	<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 	Yes Yes	<ul style="list-style-type: none"> Staff to adhere to social distancing around school, staffing in offices has been reviewed. Staff to be reminded about usage of staffrooms and offices on INSET days and in weekly briefings. Signage displayed in staffrooms reminding staff of usage. Masks to be worn in communal areas. 	2x1=2
Queues for toilets and handwashing risk non-compliance with social distancing measures	4x3=12	<ul style="list-style-type: none"> Queuing zones for toilets and hand washing have been established and are monitored. 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 sufficient 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. 	Yes Yes Yes Yes Yes Yes Yes Yes Yes	<ul style="list-style-type: none"> Increased toilets for students in designated zones. Floor markings are in place. More than one pupil can access toilets in bubbles but they will be instructed not to congregate there. Cleaning schedule in place throughout the day. Soap and paper towels to be restocked. Additional sink units are located in the playground to enable staff and students to wash their hands. Sanitiser dispensers are located across the sites, and at all entrance points. Behaviour policy reminds students that they must avoid touching others. 	2x2=4

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		<ul style="list-style-type: none"> 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. 	Yes Yes	<ul style="list-style-type: none"> Catch it.....posters displayed across the sites. 	
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	4x4=16	<ul style="list-style-type: none"> A return-to-work plan for cleaning staff (including any deep cleans) is agreed with contracting agencies 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. 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 	Yes Yes Yes Yes Yes Yes Yes N/A	<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 throughout the day and after school. Toilet consumables will be topped up as required. Cleaners are using are using disposable cloths and mops. All classrooms with sinks have required soap and handtowels for drying. 	2x1=2
Procedures are not in place for	4x4=16	<ul style="list-style-type: none"> Cleaning company is aware of the guidance for cleaning of non-healthcare settings <u>COVID-19: cleaning of non-</u> 	Yes	<ul style="list-style-type: none"> Cleaning providers are aware of cleaning guidance. 	2x1=2

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Covid-19 clean following a suspected or confirmed case at school		<u>healthcare settings guidance</u> <ul style="list-style-type: none"> 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 <u>flowchart</u> if a staff member or pupil displays symptoms. . (added in v3) 	Yes Yes Yes Yes Yes	<ul style="list-style-type: none"> Hand sanitisers are in place Additional supplies of cleaning and hygiene materials have been ordered to meet current and future need. Accuro have adequate supplies of cleaning stocks. Key worker and vulnerable pupils can be sent to other site should the site close for a COVID19 clean. 	
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	1x1=1	<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. 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. 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. 	Yes Yes Yes Yes Yes	<ul style="list-style-type: none"> Additional sinks and sanitise has been purchased. Accuro will top up supplies Posters are displayed around the building to reinforce the need to clean hands. Pupils have been informed of the storing of face coverings 	1x1=1
Inadequate supplies and	4x4=16	<ul style="list-style-type: none"> Limit the amount of shared resources that are taken home and limit exchange of take-home resources between 	Yes	<ul style="list-style-type: none"> Shared resources will be limited and this will be 	2x1=2

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resources mean that shared items are not cleaned after each use		children, young people and staff <ul style="list-style-type: none"> • 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 	N/A Yes	communicated to all stakeholders. <ul style="list-style-type: none"> • 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. • Specialist rooms will only be used by one year group bubble on a certain day or cleaned in between lessons if different year groups access rooms. • All rooms are thoroughly cleaned at the end of the day. • Each room has been allocated its' own cleaning resources. 	
13. School level response should someone fall ill on site in line with govt guidance					
Staff, pupils and parents are not aware of the school's procedures (including on self-isolation and testing) should anyone display symptoms of COVID-19 or should there be a confirmed case of	4x4=16	<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 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: 	Yes Yes Yes Yes	<ul style="list-style-type: none"> • All staff, pupils and parents will be given information for September reopening • 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 	2x2=4

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COVID-19 in the school		<p>https://surveys.phe.org.uk/TakeSurvey.aspx?SurveyID=n4KL97m2l or by telephone to 0344 225 3560 (opt 0 opt 2). Keep upto date with PH updates on responding to cases in schools during the contact tracing phase of the response.</p> <ul style="list-style-type: none"> 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 COVID-19 absence or by informing schoolsafety@birmingham.gov.uk.</i> <i>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).</i> 	<p>Yes</p> <p>Yes</p> <p>Yes</p>	<p>symptoms should be sent to. Staff dealing with such pupils will have to utilise PPE until they are collected and taken home.</p> <ul style="list-style-type: none"> PPE Packs are located at in the medical room. Additional briefing and information for SLT on site as to the procedures and use of PPE to take place. Government guidance regarding Covid-19 is regularly shared with staff via briefings, and with parents through website. Parents will be reminded that they should not send their child to school if they are displaying any Covid-19 symptoms in the weekly newsletter. Relevant aspects of the guidance also reinforced with pupils during daily check-ins. 	
Arrangements to isolate individuals displaying symptoms of COVID-19 are not in place	$4 \times 3 = 12$	<ul style="list-style-type: none"> School's medical room/space has been assessed to ensure social distancing and isolation measures are not compromised 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 	<p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p>	<ul style="list-style-type: none"> School medical room not sufficient in size to enable social distancing to be complied with, first aider will need to wear a mask. Additional rooms to be used small office adjacent to 	$2 \times 2 = 4$

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		closed (age permitting of child) and with windows for ventilation. <ul style="list-style-type: none"> • PPE to be used for accompanying staff where pupil symptomatic and 2m distance cannot be sustained. 	Yes	medical room. <ul style="list-style-type: none"> • PPE available as per guidance. • Cleaning regime is in place and agreed with Accuro. 	
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	1x1=1	<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 	N/A	<ul style="list-style-type: none"> • No intimate care given to pupils 	1x1=1

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	1x1=1	<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 	N/A	<ul style="list-style-type: none"> No intimate care given to pupils 	1x1=1
15. Managing premises related issues					
There is no agreed approach to any scheduled or ongoing building works therefore contractors on-site whilst school is in operation may pose a risk to social distancing and infection control	3x2=6	<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 in light of COVID-19 (including contractor risk 	Yes Yes Yes N/A Yes Yes	<ul style="list-style-type: none"> Work carried out by contractors will take place during the holidays. Work that is carried out during the term time will be supervised and managed by the Accuro site manager. Work has been approved/known of by CORE Educational Trust. 	1x1=1

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		assessments and method statements, and contractor induction), including contractors who works across sites or schools. <ul style="list-style-type: none"> • Premises governing board committee is aware of planned works and associated risk assessments • Were 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 	N/A N/A		
Fire procedures are not appropriate to cover new arrangements	4x4=16	<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. 	No Yes Yes Yes	<ul style="list-style-type: none"> • Majority of staff completed fire safety and fire marshal Educare modules in June • Muster point at Newhall site is a public space so it is not possible to socially distance there. • Changes to fire procedures to be shared with staff and students in September. • Fire drill will need to take place early on in September 	3x2=6
Fire evacuation drills - unable to apply social distancing effectively	4x4=16	<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 	No	<ul style="list-style-type: none"> • Muster point at Newhall site is a public space so it is not possible to socially distance there. 	3x2=6
Fire marshals absent due to self-isolation	3x3=9	<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. 	Yes Yes	<ul style="list-style-type: none"> • Majority of staff undertook Fire Marshal training in June (if required) extra trained staff are available to ensure that evacuation is safe and swift. 	2x1=2

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Statutory compliance has not been completed due to the availability of contractors during lockdown	3x3=9	<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 contractor has been arranged. Water system checks and actions to be undertaken prior to wider opening. Legionella Risk Assessment up to date. Fire drills continue to be undertaken and Fire Risk Assessment up to date including management of doors opened for ventilation purposes. Ensure staffing cover should key staff (site manager/caretaker) involved in statutory testing & site safety be off or away LA support is in place 	Yes Yes Yes	<ul style="list-style-type: none"> Statutory compliance has continued throughout. Reports and sporadic checks have continued to take place. '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 	1x1=1
The costs of additional measures and enhanced services to address COVID-19 when reopening puts the school in financial difficulty	3x3=9	<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 	N/A	<ul style="list-style-type: none"> CORE Trust have been informed and are aware of the additional costs to schools of purchasing additional materials. Intervention Board will be informed at the next 'virtual' meeting. 	2x1=2
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 difference between ethnic groups in terms of infection rates, i.e. who catches it, the difference is in the proportion who die. In light of this it is important for risk assessments of individuals, staff and pupils, take this into account, the main risks are around health conditions such as diabetes, kidney disease and high blood pressure, especially if poorly controlled and also obesity has been identified as a significant risk factor. The risk of death is also higher in older people over 65yrs and men have a slightly higher rate than women. Those with respiratory conditions like asthma and chronic obstructive pulmonary disease also pose higher risks, along with auto-immune conditions. Smoking can also exacerbate the disease and lead to poorer outcomes The NHS risk assessment suggests BAME individuals have a higher risk at a younger age, so as a rough guide consider a BAME 55yr old's risk in the same way you would consider White 65yrs old, but the biggest risk factor is existing health conditions. Once risks are identified then it would be sensible to work with your occupational health provider on how then to look at adjustments and whether staff can, for the remainder of term, support remote teaching or telephone support roles. This assessment will need to be on a case by case basis. 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 living with someone who is shielded. 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	3x3=9	<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 	Yes Yes Yes Yes	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. <ul style="list-style-type: none"> All relevant guidelines regarding the definition of critical and vulnerable groups 	2x3=6

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		<p>advice.</p> <ul style="list-style-type: none"> • 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 considered to be clinically extremely vulnerable and received a letter advising them to shield are now advised that they can return to work from 1 August as long as 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. • Consider advice from Public Health England regarding BAME staff in section above. • Seek advice from Occupational Health Service 	<p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p>	<p>have been sent to staff.</p> <ul style="list-style-type: none"> • School website to be updated on advice to BAME 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 meetings. 	
Staff, particularly those from BAME heritage, are reluctant to attend school due to the media coverage on deaths related to coronavirus.	4x2=8	<ul style="list-style-type: none"> • No. of BAME staff - 46 • No. of BAME staff risk assessed as clinically extremely and requiring to remain shielded at home - 0 • 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. 	<p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p>	<ul style="list-style-type: none"> • LFI/RSM has contacted 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. • SLT and JBR have completed return to work wellbeing calls/held meetings with staff in July. 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 	2x1=2

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Parents, particularly those from BAME heritage, are reluctant to send their children to school due to the media coverage on deaths linked to coronavirus	3x3=9	<ul style="list-style-type: none"> No of BAME pupils -734 (83%) No of BAME pupils risk assessed as clinically extremely vulnerable and requiring to remain at home - 1 No of BAME pupils able to return but requiring additional support - 0 There are sufficient numbers of trained staff available to support pupils and parents with these anxieties. There is access to designated staff for all pupils and parents who wish to talk to someone about their wellbeing and anxieties about attending school School arrangements demonstrating social distancing measures are shared with parents and pupils Resources/websites to support parent and pupil anxiety are provided. 	Yes Yes Yes Yes	wellbeing. <ul style="list-style-type: none"> Information about September arrangements was shared with families. Contact with all students has been taking place with all students throughout Lockdown. Well being team have been supporting vulnerable students. All year 10 &9 students and families had meetings with SLT/HOYs where support was offered and school arrangements shared. Families and students have been signposted to resources 	2x1=2
Parents do not follow advice on social distancing when visiting the school	4x3=12	<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 	Yes Yes Yes	<ul style="list-style-type: none"> Reception is secured from rest of school. Signage displayed on main entrance doors. 	1x1=1
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 safety, fire evacuation, medical, behaviour, attendance and	1x1=1	<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. 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, 	Yes Yes Yes	<ul style="list-style-type: none"> Addendums to the existing policies have been written to take into account any modified requirements due to the COVID-19. Addendums are on website. 	1x1=1

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other policies are no longer fit for purpose in the current circumstances		post 16 etc. <ul style="list-style-type: none"> Reference to <u>an addendum for the BCC Model Safeguarding Policy</u>. A new safeguarding model needs to be adopted from September 2020. Link added in v3. 	Yes		
Risks are not comprehensively assessed in every area of the school, including nursery and resource base if applicable, in light of COVID-19,	3x3=9	<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 	Yes	<ul style="list-style-type: none"> Site has been assessed with Accuro and usage has been adapted accordingly. 	3x3=9
18. Home to School Transport					
<p>Urban Transport Group released a briefing (27 May) urgently requesting the Government to lead joined-up dialogue between the education and transport sectors on how best to resolve the operational challenges and to meet the full additional transport costs of the return to schools and colleges.</p> <p>Keys points include:</p> <ul style="list-style-type: none"> 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. <p>The need to encourage children to walk, cycle or scoot to school sitting alongside the risks posed by a rise in speeding and other dangerous driving on empty roads. http://www.urbantransportgroup.org/resources/types/briefings/transport-challenges-return-schools-and-colleges-following-easing-covid-19</p>					

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Pick up and drop off times	2x3=6	<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), 	<p>N/A</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>LA</p> <p>LA</p> <p>Yes</p>	<ul style="list-style-type: none"> Parents visits to site will be minimised and meetings will only be held by prior appointment. Parents are discouraged from congregating around the school entrance. Posters are in place at school gates to promote this message. Start / finish times are timetabled and shared with all students / parents. Students are encouraged to arrive at school promptly for their year group start time. Duty rota in place with staff to remind students about queueing. Letter sent to families regarding hygiene and public transport. 	2x2=4
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		dispose of temporary face coverings in a covered bin or place reusable face coverings in a plastic bag they can take home with them, and then wash their hands again before heading to their classroom. <ul style="list-style-type: none"> Additional cleaning of designated school transport. 	N/A		
Children arriving late as a result of journey to school	3x2=6	<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 ➤ 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> ➤ ensure that transport arrangements cater for any changes to start and finish times 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 	Yes N/A Yes Yes No	<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. Students use a number of bus services to get to school. 	2x2=4

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		<p>plan considering both staff and pupil travel. Communicate 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> 	No		
Travel anxiety for new starters to secondary school	2x2=4	<ul style="list-style-type: none"> West Midlands Police have put together some resources to help students feel confident to travel and also how to behave responsibly and safely while travelling to and from school. The resources can be covered in class or as an independent activity for 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> 	Yes	<ul style="list-style-type: none"> Information has been shared with families. Resources to be shared in school with students. 	2x1=2
19. Contingency planning for local lockdown					
No plan in place if an outbreak or local lockdown should occur	4x3=12	<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. 	Yes Yes Yes	<ul style="list-style-type: none"> Plan is in place for full/partial closure. Existing resourcing plan will continue should a lockdown/partial closure be required. 	2x1=2

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		<ul style="list-style-type: none"> • 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 Publication of online offer. <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 	<p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p>	<ul style="list-style-type: none"> • Communication to staff about the plans for full/partial closure. • Families have been informed of what to expect if a closure were to occur in the Student/Parent packs. • Communication will be sent out immediately through text, letter and be displayed on school website. Information will contain advice from PHB. • Student work packs will be prepared and sent with students. Teaching will resume through Teams. Resources will be vetted by HOFs/TAs for suitability. • Online learning policy is in place and is published on the website. • Parents will be informed of plan in September 	
20. Coronavirus (COVID-19) asymptomatic testing in schools					

This is a model risk assessment based on Government guidelines on COVID-19 as at 02/07/2020 and remains subject to change at short notice as updates are received from the Department for Education (DfE) or Birmingham City Council (BCC). **Schools should amend according to individual context.**

<p>No plans for rapid testing using Lateral Flow Devices (LFD)s in place thus hindering the return to face-to face education by helping to identify people who are infectious but do not have any coronavirus (COVID-19) symptoms.</p>	<p>4x4</p>	<ul style="list-style-type: none"> • Plans are in place for secondary schools to offer pupils testing at an on-site ATS from 8 March • Phased return arrangements in place for secondary aged pupils to accommodate onsite LFD testing for 8th March start. • Vulnerable, critical workers and year groups 10 – 13 are prioritised for onsite LFD testing. • Arrangements are in place to carry out 3 tests (3 to 5 days apart) upon return to school. • Testing is voluntary and requires consent. • Sufficient access/supply is available to carry out the 3 tests at school for each pupil. • Home testing arrangements for pupils are understood and communicated to parents/carers (to commence bi-weekly after the 3 tests at school). • Children aged 11 attending a secondary school should be tested by an adult. Adolescents aged 12 to 17 should self-test and report with adult supervision. The adult may conduct the test if necessary. Pupils aged 18 and over should self-test and report the result, with assistance if needed. • Staff, pupils and families are clear on reporting arrangements following the outcome of the tests. Pupils should share their result, whether void, positive or negative, with their school to help with contact tracing. Pupils with positive tests will need to self-isolate. • Arrangements are in place for pupils testing positive in school to be isolated until they are collected from school by a member of their family or household (travel on public transport is not advised). In exceptional circumstances, if parents or carers cannot arrange to have their child collected, if age-appropriate and safe to do so the child should walk, cycle or scoot home following a positive test result. If this is not possible, alternative arrangements may need to be organised by the school. 	<p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Ye</p> <p>Yes</p>	<ul style="list-style-type: none"> • Onsite testing in place for reopening on schools. Staff have undergone training and gained certification. • All students will be tested prior to reopening. Students will be given appointment slots. • Timetable in place for 3 tests to be conducted. • Home-testing kits routinely distributed to students/families and results recorded on a spreadsheet. • Text messages sent to families weekly to remind them to test and record results. • Staff are encouraged to test and share results. • Arrangements are in place for students to isolate on site until they can go home. • Guidance is being adhered to. 	<p>1x1</p>
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		<ul style="list-style-type: none"> Settings which are all-through should follow the guidance on testing in secondary schools. Only secondary aged pupils and staff in all-through settings should be offered testing. 			
20.1 Rapid asymptomatic testing in specialist settings including special academies, maintained special schools, alternative provision (AP), hospital schools, registered independent AP, pupil referral units (PRUs), special post-16 institutions, non-maintained special schools, independent special schools					
There is a wide range of challenges in delivering effective testing in special schools and other specialist settings		<ul style="list-style-type: none"> Where it is appropriate to do so, plans are in place for to offer pupils and students aged 11 and above (including those who have been attending during the lockdown period, including vulnerable children and the children of critical workers) 3 supervised tests 3 to 5 days apart on-site before moving to home testing For pupils and students of secondary school age who are in attendance, the most appropriate way for them to access twice weekly testing from 8 March 2021 has been agreed with them and their families Arrangements are in place for pupils to have their first 3 tests on-site via the setting's Asymptomatic Testing Site (ATS) before they begin doing them at home. In circumstances where a pupil or student would not be able to be tested through an ATS but who could be tested at home by (or with support from) a suitably competent adult. Settings can provide home testing kits to them from the outset (without the pupil being tested at an ATS first), where this is appropriate for the pupil or student. If the pupil or student feels confident enough in doing so and can do it effectively, they can self-swab from the fourth test onwards as long as they are supervised by an adult. Settings which are all-through should follow the guidance on testing in secondary schools. Only secondary aged 		<ul style="list-style-type: none"> 	

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		<p>pupils and staff in all-through settings should be offered testing.</p> <ul style="list-style-type: none"> • There is informed consent to testing in place. Testing is voluntary, but those who are eligible for tests are strongly encouraged to participate to reduce the risk of transmission within education settings. • The person giving the consent (parent or legal guardian or the young person) needs to have a sound understanding of the risks and benefits of testing. <ul style="list-style-type: none"> • Even if the child or young person or the parent or legal guardian has given consent, if the individual at any point is not willing to participate in testing then that choice should be respected. 			
b. Rapid asymptomatic testing for visiting/peripatetic staff working with pupils					
<p>There are no clear plans for testing staff working in a specialist school or specialist setting</p>	<p>3x3</p>	<ul style="list-style-type: none"> • Staff working on a setting's site should be offered LFD tests. This includes: <ul style="list-style-type: none"> ○ teachers ○ teaching assistants ○ clinical staff employed by the school ○ those providing on-site wraparound childcare ○ other support staff (including therapists) ○ those involved in cleaning testing sites • Settings can offer others testing too, for example, school nurses or drivers or escorts, liaising as appropriate with both the individuals and their employers to check if they have separate arrangements for regular testing. 	<p>Yes</p>	<ul style="list-style-type: none"> • Kits to be offered to visiting staff. • Accuro, Mellors and long term agency staff are given test kits 	<p>2x2</p>

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