

**Birmingham City Council's Risk Assessment Template**

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## **Introduction**

The government plan is for the full return of all pupils from September 2020 (updated in line of national lockdown from 5<sup>th</sup> November 2020):

**<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>**

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

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\\_fags](https://www.birmingham.gov.uk/COVID-19_schools_fags)**. 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](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. Separate guidance is available for Special Schools and is not considered in this tool.

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

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

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

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

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UPDATED 01/01/2021

**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) provides level of risk, with the being independently scored and plotted.

a method to determine the Likelihood and Severity

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

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

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Issue/Area to be addressed (Potential Hazard)	Current Control Measures Good Practice Control Measures Adopted	In place (Yes/No)	Further action/ Comments	Final Risk Rating
<b>Example:</b> <b>Slips, trips and falls</b> <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"> <li><i>Cleaning regime in place.</i></li> <li><i>Correct safe substance used for surfaces.</i></li> <li><i>Signage available.</i></li> <li><i>Cleaners have received training.</i></li> <li><i>Introduce hazard reporting system and ensure that staff are aware of school H&amp;S Policy.</i></li> <li><i>Undertake specific risk assessment on snow and ice.</i></li> <li><i>Remove all trailing cables in admin office.</i></li> </ul>	<b>Y</b>	Review arrangements for new staff i.e. ensure the H&S policy to shared /communicated	<b>3x1=3 Low</b>

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Links to related published guidance notes to be referred to alongside the Model Risk Assessment	
<p><b>Links to DfE Guidance</b></p> <p>As new guidance is produced weekly, please refer to <a href="https://www.gov.uk">www.gov.uk</a> 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><a href="https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools">https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools</a></p> <p><a href="https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures/coronavirus-covid-19-early-years-and-childcare-closures">https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures/coronavirus-covid-19-early-years-and-childcare-closures</a></p> <p><a href="https://www.gov.uk/government/publications/coronavirus-covid-19-send-risk-assessment-guidance/coronavirus-covid-19-send-risk-assessment-guidance#updating-risk-assessments">https://www.gov.uk/government/publications/coronavirus-covid-19-send-risk-assessment-guidance/coronavirus-covid-19-send-risk-assessment-guidance#updating-risk-assessments</a></p> <p><a href="https://www.gov.uk/government/publications/guidance-for-parents-and-carers-of-children-attending-out-of-school-settings-during-the-coronavirus-covid-19-outbreak">https://www.gov.uk/government/publications/guidance-for-parents-and-carers-of-children-attending-out-of-school-settings-during-the-coronavirus-covid-19-outbreak</a></p> <p><a href="https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care">https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care</a></p> <p><a href="https://www.gov.uk/government/collections/coronavirus-covid-19-guidance-for-schools-and-other-educational-settings">https://www.gov.uk/government/collections/coronavirus-covid-19-guidance-for-schools-and-other-educational-settings</a></p> <p><a href="https://www.gov.uk/government/publications/what-parents-and-carers-need-to-know-about-early-years-providers-schools-and-colleges-during-the-coronavirus-covid-19-outbreak/what-parents-and-carers-need-to-know-about-early-years-providers-schools-and-colleges-in-the-autumn-term">https://www.gov.uk/government/publications/what-parents-and-carers-need-to-know-about-early-years-providers-schools-and-colleges-during-the-coronavirus-covid-19-outbreak/what-parents-and-carers-need-to-know-about-early-years-providers-schools-and-colleges-in-the-autumn-term</a></p> <p><a href="https://www.gov.uk/guidance/ofsted-coronavirus-covid-19-rolling-update">https://www.gov.uk/guidance/ofsted-coronavirus-covid-19-rolling-update</a></p> <p><a href="https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe">https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe</a></p> <p><a href="https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people">https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people</a></p> <p><a href="https://www.gov.uk/government/publications/covid-19-free-school-meals-guidance/covid-19-free-school-meals-guidance-for-schools">https://www.gov.uk/government/publications/covid-19-free-school-meals-guidance/covid-19-free-school-meals-guidance-for-schools</a></p> <p><a href="https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings">https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings</a></p> <p><a href="https://www.gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-for-passengers">https://www.gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-for-passengers</a></p>

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	<p><a href="https://www.gov.uk/guidance/school-reports-on-pupil-performance-guide-for-headteachers">https://www.gov.uk/guidance/school-reports-on-pupil-performance-guide-for-headteachers</a></p> <p><a href="https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19">https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19</a></p> <p><a href="https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2/early-years-foundation-stage-coronavirus-disapplications">https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2/early-years-foundation-stage-coronavirus-disapplications</a> (added in v2)</p> <p>Keeping children safe in education 2020 – comes into force 1st Sept and references keeping children safe online whilst at home: <a href="https://www.gov.uk/government/publications/keeping-children-safe-in-education--2">https://www.gov.uk/government/publications/keeping-children-safe-in-education--2</a> (added in v2)</p> <p><a href="https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19">https://www.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</a> (added in v2, updated v7)</p> <p><a href="https://www.gov.uk/guidance/remote-education-practice-for-schools-during-coronavirus-covid-19">https://www.gov.uk/guidance/remote-education-practice-for-schools-during-coronavirus-covid-19</a> (added in v4)</p> <p><a href="https://www.gov.uk/guidance/remote-education-during-coronavirus-covid-19">https://www.gov.uk/guidance/remote-education-during-coronavirus-covid-19</a> (added in v4)</p> <p><a href="https://www.gov.uk/guidance/supporting-your-childrens-education-during-coronavirus-covid-19">https://www.gov.uk/guidance/supporting-your-childrens-education-during-coronavirus-covid-19</a> (added in v4)</p> <p><a href="https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools">https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools</a></p> <p><a href="https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-isolation-for-residential-educational-settings/coronavirus-covid-19-guidance-on-isolation-for-residential-educational-settings">https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-isolation-for-residential-educational-settings/coronavirus-covid-19-guidance-on-isolation-for-residential-educational-settings</a></p> <p><a href="https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care">https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care</a></p> <p><a href="https://www.gov.uk/government/publications/health-and-safety-on-educational-visits/health-and-safety-on-educational-visits">https://www.gov.uk/government/publications/health-and-safety-on-educational-visits/health-and-safety-on-educational-visits</a></p> <p><a href="https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-phased-return-of-sport-and-recreation">https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-phased-return-of-sport-and-recreation</a></p> <p><a href="https://www.gov.uk/government/news/update-on-face-coverings-in-schools">https://www.gov.uk/government/news/update-on-face-coverings-in-schools</a></p> <p><a href="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-">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-</a></p>
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	<p><u>outbreak</u></p> <p><a href="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">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</a> (29/09/2020)</p> <p><a href="https://www.gov.uk/government/publications/school-attendance/addendum-recording-attendance-in-relation-to-coronavirus-covid-19-during-the-2020-to-2021-academic-year">https://www.gov.uk/government/publications/school-attendance/addendum-recording-attendance-in-relation-to-coronavirus-covid-19-during-the-2020-to-2021-academic-year</a> (01/09/2020)</p> <p><a href="https://www.gov.uk/guidance/education-and-childcare-settings-new-national-restrictions-from-5-november-2020">https://www.gov.uk/guidance/education-and-childcare-settings-new-national-restrictions-from-5-november-2020</a></p> <p><a href="https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19">https://www.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</a> (4/11/2020)</p> <p><a href="https://www.gov.uk/guidance/new-national-restrictions-from-5-november">https://www.gov.uk/guidance/new-national-restrictions-from-5-november</a> (5/11/2020)</p> <p><a href="https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures/coronavirus-covid-19-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-</a></p>
<b>Governance and other resources</b>	<p>Link to Public Health flowchart in case of coronavirus symptoms within pupils or staff: <a href="https://www.birmingham.gov.uk/downloads/download/3527/public_health_flowchart_for_schools">https://www.birmingham.gov.uk/downloads/download/3527/public_health_flowchart_for_schools</a> (added in v3)</p> <p>Safeguarding policy addendum: <a href="https://www.birmingham.gov.uk/downloads/file/16735/covid-19_safeguarding_policy_addendum">https://www.birmingham.gov.uk/downloads/file/16735/covid-19_safeguarding_policy_addendum</a> (added in v3)</p> <p>As ever, if subscribing schools have questions / queries about governance, contact School and Governor Support (S&amp;GS) at <a href="mailto:governors@birmingham.gov.uk">governors@birmingham.gov.uk</a></p> <p>Nursery Schools and Nursery Classes should contact the Early Years' Service for EYFS queries via email: <a href="mailto:EYDuty@birmingham.gov.uk">EYDuty@birmingham.gov.uk</a></p> <p>Education Safeguarding questions please contact the Education Safeguarding Team via email: <a href="mailto:EducationSafeguarding@birmingham.gov.uk">EducationSafeguarding@birmingham.gov.uk</a> (added in v2)</p> <p>ACAS guidance on mental health: <a href="https://www.acas.org.uk/acas-launches-new-guidance-on-mental-health-during-coronavirus">https://www.acas.org.uk/acas-launches-new-guidance-on-mental-health-during-coronavirus</a> HSE guidance on working during coronavirus and related links: <a href="https://www.hse.gov.uk/news/working-safely-during-coronavirus-">https://www.hse.gov.uk/news/working-safely-during-coronavirus-</a></p>

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**UPDATED 01/01/2021**

	<a href="#">outbreak.htm</a>  NAHT guidance on health and safety duties and schools: <a href="https://www.naht.org.uk/advice-and-support/management/health-and-safety-duties-and-schools/">https://www.naht.org.uk/advice-and-support/management/health-and-safety-duties-and-schools/</a>  RCPH COVID-19 - 'shielding' guidance for children and young people: <a href="https://www.rcpch.ac.uk/resources/covid-19-shielding-guidance-children-young-people#children-who-should-be-advised-to-shield">https://www.rcpch.ac.uk/resources/covid-19-shielding-guidance-children-young-people#children-who-should-be-advised-to-shield</a>
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Version No.	Page – Edits (page numbers correct at point of publication of that version)	Published
1	<b>Original</b>	<b>07/07/2020</b>
2	P5 weblink for EYFS disapplication doc added P5 weblink for new safeguarding guidance from September 2020 added P5 weblink to new guidance for clinically vulnerable and shielding added P5 added in details to contact Education Safeguarding team P7 weblink to document on shielding added P8 reference to carrying out speedy admissions for particularly vulnerable children P8 NEF contact added P9 EY duty email address added P10 reference to handwashing supervision for EYFS added P12 single child use bedding added P12 hygienic storage or personal items added P13 reminder for staff to be aware of procedures if they or a child show symptoms P15 reference to a new safeguarding model from September 2020; awaiting imminent approval P22 reference to use of PPE if 2m distance cannot be maintained P23 clean shared resources or if taking resources home P29 removal of reference to pending confirmation on NS/NC sustainability P30 correction regarding vulnerable staff shielding in relation to latest DfE guidance P32 reference to a new safeguarding model from September 2020; awaiting imminent approval Reformatted all to black text	<b>Dated 09/07/2020, Published 10/07/2020</b>
3	P1 reference to location of version control table for latest updates P1 reference to sharing with staff who understand the RA process and identifying 'reasonably practicable' rather than 'sensible' measures P5 weblinks for Public Health flowchart (and p13 & p22, p23) and safeguarding policy addendum (and p15, p31) added	<b>17/07/2020</b>

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	<p>P11 consideration into staffing over lunchtime</p> <p>P11 if considering use of alternative sites, contact LA for support in risk assessing the use of and access to alternative sites before any implementation</p> <p>P12 reference to discussing RA with parents of pupils with EHCP</p> <p>P12 supporting families connect Early Help as needed (with weblink)</p> <p>P13 factoring follow-up with families on attendance into workload</p> <p>P17 Additional financial support has been made available to schools to address gaps in learning.</p> <p>P17 revision of exam syllabi where appropriate</p> <p>P17 where EHCP has been adapted considering Covid-19 arrangements, review meetings needed with parents and regular support with services</p> <p>P19 Ensure health &amp; wellbeing policy is in place and available to all staff. Encourage access to support and mental health first aiders</p> <p>P20 use of resources with small group/bubbles to limit cross contamination</p> <p>P20 Other spaces within school have been identified and adapted to accommodate nursing, medical and other essential therapeutic services, particularly if medical rooms etc do not allow for social distancing</p> <p>P21 allowance of enough time for pupils and staff to go to toilet (due to queuing system)</p> <p>P21 cleaning toilets and emptying bins in all breaks or transition periods</p> <p>P21 enhanced deep cleaning before opening of school</p> <p>P22 reference to daily (or more often) cleaning of touchpoints</p> <p>P22 cleaning toilets regularly</p> <p>P23 reference large volumes of flammable liquid e.g. sanitisers or cleaning supplies, within the school's Fire Risk Assessment</p> <p>P27 absent fire marshals to be replaced with trained substitutes</p> <p>P28 Water system checks and actions to be undertaken prior to wider opening.</p> <p>P30 members of staff with children who cannot attend school are supported</p> <p>P35 addition of new area of concern under section 18 ref transport capacity for pupils with EHCP</p> <p>P35 addition of section 19 ref contingency planning for local lockdown</p>	
4	<p>P5 weblinks added to DfE guidance on remote learning</p> <p>P19 reference to the need for action planning for local or bubble lockdown</p> <p>P36 weblink added to DfE guidance on remote learning and the need to support parents and carers with home learning</p>	28/07/2020
5	<p>P1 reference to regular review of RA and latest guidance</p> <p>P5 addition of weblinks For full opening, residential settings, safe working in education, educational visits and phased return of PE</p> <p>P8 reference to Test and Trace process</p>	06/08/2020

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UPDATED 01/01/2021

	<p>P9 increasing size of bubble to allow for specialist teaching, wrap around care and transport</p> <p>P10 movement of staff across classes and year groups</p> <p>P10 temp staff length of contract</p> <p>P10 support for pupils with SEND including deployed staff</p> <p>P12 maximising space to allow for full operation</p> <p>P12 collaboration with other settings e.g. dual roll</p> <p>P13 reasonable break for staffing</p> <p>P13 review of space to allow full operation</p> <p>P13 avoid (rather than prohibit) large gatherings with more than one group</p> <p>P13 immunisation programme</p> <p>P13 additional support for SEND, use of social stories and reference to Annex B of guidance</p> <p>P13 minimising risk from music classes</p> <p>P13 phased increase of physical activity</p> <p>P14 no need for more frequent cleaning of uniforms</p> <p>P17 considering of bubbles for wraparound</p> <p>P17 limiting number of wraparound providers parents' access</p> <p>P19 focus on reintegration and re-engagement of pupils and families</p> <p>P19 addressing gaps in learning and focus on key parts of curriculum, including any gaps in English and maths from Year 6 to Year 7 transition</p> <p>P20 incorporating remote learning into day to day delivery</p> <p>P20 suspension of subjects if needed</p> <p>P20 focus on return to normal curriculum by summer 2021 and timescale for assessments.</p> <p>P20 compulsory RHE education</p> <p>P21 delivery of EHCP</p> <p>P24 encouraging children not to touch peers</p> <p>P24, 26 use of e-bug learning from PHE</p> <p>P25 working hours or additional capacity for cleaning to be planned for</p> <p>P26 encouraging 20 second hand washing</p> <p>P26 modification of narrative around shared resources and 48/72-hour period</p> <p>P28 isolation in closed room with window ventilation</p> <p>P28 guidance for residential staff and isolation</p> <p>P28 reference to guidance on use of PPE</p> <p>P35 organisation of queuing and boarding of dedicated school transport</p> <p>P36 washing and hand sanitiser on boarding vehicle and arriving at school, additional cleaning of transport</p> <p>P36 encouraging use of various modes of transports and non-car journeys</p> <p>P38 reference to outbreak or local lockdown planning, and consideration of remote learning for the young/pupils with SEND</p>	
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6	<p>Spelling and grammar checks throughout</p> <p>P5 link to latest statement on face coverings in schools</p> <p>P5 link to latest guidance on out of school settings</p> <p>P14 additional information on music classes and events</p> <p>P17 updated information on out of school club group sizes and maintaining records to keep groups under review</p> <p>P40 reference of face coverings for pupils in lockdown circumstances</p>	27/08/2020
7	<p>P1 reminder of updated link to full reopening DfE guidance</p> <p>P1 links to PH guidance, flowchart, checklist and FAQs</p> <p>P5 removal of reference to shielding throughout due to updated guidance, guidance link highlighted</p> <p>P6 link to new guidance ref managing demand and capacity of public transport</p> <p>P6 link to attendance reporting guidance</p> <p>P6 link to Royal College of Pediatrics and Child Health guidance on shielding and self-isolation</p> <p>P11 reminder of DfE attendance return, numbers isolating and record keeping</p> <p>P11 link to shielding update and consideration of individual risk assessments</p> <p>P12 review of bubble sizes and limiting interaction between bubbles</p> <p>P13 furniture placement to support with distance between teacher and pupils</p> <p>P14 immediate access to remote learning available for pupils who cannot be in school on health grounds</p> <p>P15 regular review of control measures and their implementation</p> <p>P15 risk assessment required if external provider operating on site</p> <p>P17 focus on vulnerable children and ensuring DSLs maintain contact with social workers/family support if bubble isolation occurs</p> <p>P18 reminder of attendance guidance</p> <p>P23 informing key workers of non-attendance of vulnerable children</p> <p>P24 link to additional mental health support for pupils and staff</p> <p>P29 regular review of PH FAQs and guidance, and updating the links to checklist whether for a suspected or confirmed case</p> <p>P40 changes to social distancing procedures on dedicated school transport</p> <p>P40 limiting demand on public transport at peak times</p> <p>P42 use of face covering in communal areas where social distancing cannot be maintained</p> <p>P42 consider impact of isolation on vulnerable children</p>	06/10/20
8	<p>P1 contents page added</p> <p>P2 updated date of guidance notes</p> <p>P7 links to latest guidance weblinks</p> <p>P13 arrangements for clinically extremely vulnerable pupils</p> <p>P14 shortfall in staffing</p> <p>P14 support for pupils isolating or clinically extremely vulnerable</p> <p>P16 reducing contact between groups</p>	09/11/2020

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	P23 staff briefing on pupils and staff at home, ensuring contact if isolating P25 summer exams to be held 3 weeks later than usual P26 plans for intervention for learners who are isolating P27 new national lockdown restrictions and guidance for staff who are clinically extremely vulnerable P39 staff who are clinically extremely vulnerable or working from home P45 blended learning for those who are isolating P45 parents aware of school procedures for lockdown	
<b>9</b>	P17 consideration into use of prayer rooms P29 alternative arrangements for prayer	<b>16/11/2020</b>

	<b>Current risk rating</b>	<b>Control measures</b> Good Practice Control Measures Adopted	<b>In place?</b> (Yes/No)	<b>Further action/ Comments</b>	<b>Final risk rating</b>
<b>1. Identify likely numbers of pupils returning and agree required staffing resource and approach and liaise with your LA on your plans</b>					
<b>Lack of certainty over returning numbers</b>	<b>3x2 MED</b>	<ul style="list-style-type: none"> <li>Planning for full attendance of all year groups</li> <li>Phased return arrangements in place for new starters to the school Phased return arrangements in place for year groups / pupils including details of those who have been isolating. Good record keeping within school.</li> <li>Support for pupil/parent anxiety about return to school and vulnerability to COVID-19 via comprehensive letter and opportunity to ask questions</li> <li>0 number of children remain shielded at home</li> <li>Requests for support for vulnerable families sent through Early Help Hubs</li> <li>Home to school transport in place where required</li> <li>Readiness to implement Test and Trace as set out in section 7 the latest <a href="#">guidance</a>.</li> </ul>	Yes	Parents have been informed of protocols Staff updated  All pupils are expected back	<b>2x2 Low</b>
<b>Number of staff available is lower than that required to teach classes in</b>	<b>3x2 MED</b>	<ul style="list-style-type: none"> <li>The health status and availability of every member of staff is known and is regularly updated. Including all teaching and non-teaching staff (EY practitioners, DSL, SENCO, Paediatric 1st Aid (for under 2-year olds)/ 1st Aider or emergency 1st aid for</li> </ul>	Yes	Health status of all staff known and risk assessment completed as appropriate. Bubbles in the school created using physical buildings to identify groups,	<b>2x2 low</b>

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<b>school</b> (cross reference with risk assessment on staff health and wellbeing)		<p>children 3-5 years, domestic/kitchen staff etc</p> <ul style="list-style-type: none"> <li>• <a href="https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19">https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19</a> (added in v2, updated 18th August)</li> <li>• Full use is made of those staff who are self-isolating but who are well enough to teach lessons online.</li> <li>• Flexible and responsive use of teaching assistants and pastoral staff to supervise classes is in place.</li> <li>• A blended model of home learning and attendance at school is utilised until staffing levels improve.</li> <li>• If your school is struggling with a shortfall in staffing</li> <li>• and this may be more likely for infant schools, you will need to consider possible solutions with your local authority and/or trust.</li> <li>• Contingency planning with LA is in place and additional resource identified, for example bringing additional teachers in to help, for example supply teachers. Using some senior leadership time to cover groups if this is manageable.</li> <li>• Size of Bubbles is changed, moving from a full class bubble for majority of the classroom time to a year group bubble or vice versa. (or full school for small AP schools). It is important to limit interaction between bubbles; one positive case can lead to full isolation of bubbles and contacts.</li> <li>• Staff including temporary/supply personnel can move across different classes and other year groups maintaining social distancing (2m between adult and child where possible, minimising time spent within 1m)</li> <li>• To minimise the numbers of temporary staff entering the school premises, schools may wish to use longer assignments with supply teachers and agree a minimum number of hours across the academic year.</li> <li>• Schools should ensure that appropriate support is made available for pupils with SEND as well as pupils isolating at home or considered to be clinically extremely vulnerable, for example by deploying teaching assistants and enabling specialist staff from both within and outside the school to work with pupils in different classes or year groups.</li> </ul>		<p>Teaching staff who teach across more than one bubble to adhere to 2 metre social distancing where possible.</p> <p>Supply staff covering vacancies and employed through ESN funding on half term contracts to reduce numbers of different staff in school</p> <p>Blending learning opportunities are in place</p> <p>Sub bubbles have been created for playtimes to ensure that there is less cross contamination in place</p> <p>Limited number of staff will cross bubbles,</p> <p>Where possible supply will be long term and we will use the same agency and staffing.</p> <p>Procedures are in place to support home learning, but also to complete safe and well checks with any pupils or families not engaging with this. Records of attendance for online learning kept, calls made to home when there is non engagement.</p>	
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		<ul style="list-style-type: none"> <li>Consideration of available testing for school staff is updated according to latest government advice: <a href="https://www.gov.uk/guidance/nhs-test-and-trace-workplace-guidance">https://www.gov.uk/guidance/nhs-test-and-trace-workplace-guidance</a></li> <li>Remind/Encourage staff that are eligible for a free NHS flu vaccination of the importance of ensuring they are protected from such illness <a href="https://www.nhs.uk/conditions/vaccinations/flu-influenza-vaccine/">https://www.nhs.uk/conditions/vaccinations/flu-influenza-vaccine/</a></li> </ul>		<p>Staff are aware of how to book a test Small number of home testing kits are available School is looking to implement LFD testing in January for pupils and staff who consent.</p> <p>Staff were offered the influenza vaccination – this was offered to all staff under 50 without underlying health conditions. Uptake was minimal.</p>	
<b>Schools lose focus on continuing to apply in-year admissions process including admitting 'new' pupils</b>	2x2 low	<ul style="list-style-type: none"> <li>Review in-year school admissions expectation with key admission staff.</li> <li>Ensure key school contact and related resources in place.</li> <li>Ensure timely returns of individual pupil (Ensure speedy admission of children in the relevant year groups particularly those more vulnerable children.</li> <li>All children risk assessed with regards to PPE and personal care alongside parents.</li> </ul>	Yes	<p>Timetable and monitoring schedule in place Phase leaders to maintain an overview Future admissions, via virtual tour and phone conversation with phase leader</p>	2x1 low
<b>2. Plan how the whole school will be accommodated and encourage attendance</b>					
<b>Plans are not in place to identify number of classrooms and additional furniture or social distancing measures for each year group</b>	2x2 low	<ul style="list-style-type: none"> <li>SLT and site management team meeting to review school site and specify entry/exit points and classroom use</li> <li>8 children in an E class and 12 in an M class as maximum number of children and staff that can be accommodated in school on any given day with a teacher per class, within the larger bubble</li> <li>Furniture items to be arranged to be front facing (may need to acquire additional more suitable furniture e.g. replacing round tables with front facing desks).</li> <li>All classrooms are utilised</li> <li>Engagement of appropriate services for families not engaging</li> </ul>	Yes	<p>All classrooms reviewed and furniture rearranged to remove group tables and have students' front facing as much as is possible Arrangements in place to accommodate all students in school. Soft furnishing in the classroom has been reduced and staff are aware that soft toys and bean bags SHOULD not be used unless agreed by HT When completing whole class activities children should be reminded to sit appropriately and demarcations on the floor may be necessary. Attendance team (DHT and office) to monitor attendance daily and follow up any</p>	2x2 low

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				absences promptly. Be clear of expectation for students to attend school Ongoing support provide for children who aren't attending. This responsibility sits with class teacher and phase leader.	
<b>Classroom and timetable arrangements do not allow for all pupils to attend in line with guidance</b>	3x2 med	<ul style="list-style-type: none"> <li>Agreed new timetables and confirm arrangements for each class to allow for reduced interaction between year groups. Potentially consider reducing the need to move between basic class spaces. Any movement is timetabled carefully</li> <li>Classroom size and numbers reviewed through daily planning and discussions as necessary.</li> <li>Where possible additional working spaces sourced for children who need time away from the group.</li> <li>Classrooms re-modelled and space maximised, with chairs and desks front facing and spaced to allow for social distancing as much as is possible</li> <li>Spare furniture removed that will not be used.</li> <li>Clear signage displayed in classrooms promoting social distancing.</li> <li>Hand washing facilities identified for each bubble</li> <li>Arrangements in place to support pupils when not at school with immediate access to remote learning at home, this includes where a pupil is unable to attend school because they are complying with clinical or public health advice.</li> <li>All classes to stay together with their teacher and do not mix with other pupils.</li> <li>In EYFS handwashing supervision is in place.</li> <li>Consideration of staffing changes to cover absence, where possible agency will work within minimal bubbles. Staff who would usually cover (guides and lunchtimes) will only cover in the bubble they are assigned to..</li> <li>The EYFS environment is re-organised to meet requirements of social distancing including groups who do not mix with other children or other small groups</li> <li>Encourage use of outdoor space, weather dependent</li> <li>Stagger lunchtimes to align with staggered start and finish times.</li> </ul>	Yes	<p>(Curriculum) planning a rebound curriculum moving to a more formal curriculum as school allows.</p> <p>Bubbles created using buildings to allow for reduced interaction amongst students and staff</p> <p>Furniture rearranged and designated seating arrangements made per student.</p> <p>Social distancing signage in place in all buildings</p> <p>Designated outdoor space identified for each bubble as per staff handbook</p>	2x2 low

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		<ul style="list-style-type: none"> <li>Limit lunch menus as to offer a set nutritionally balanced menu e.g. One vegetarian, one non-vegetarian option.</li> <li>Lunchtimes will be held in classes for all pupils with food safely transported.</li> <li>Staffing arrangements for lunchtime also need to be considered to ensure colleagues have a reasonable break.</li> <li>Regular review of control measures and their implementation and continuous updating of risk assessment or any changes to risk profiles or measures.</li> </ul>		<p>Lunchtime arrangements: Ongoing discussion Eating in classrooms Bubbles accessing different outdoor areas Dinner supervisors allocated to a class</p> <p>All staff to have access to the risk assessment and have a responsibility to be familiar with this and work within the parameters</p>	
<b>There is a need for review use of space to allow for the school to fully operational</b>	2x2 Low	<ul style="list-style-type: none"> <li>Identify available large spaces and appropriate timetabling e.g. dining areas, halls, studios, particularly in outdoor areas.</li> <li>Large gatherings, assemblies or collective worship will not happen and will be held in classes or via Teams as appropriate</li> <li>Consideration over use of prayer rooms and alternative arrangements if the space is not deemed covid-safe. The prayer room is small and could be used by 2 people safely.</li> <li>Design layout and arrangements in place to enable social distancing</li> <li>The EYFS environment is re-organised to meet requirements of social distancing</li> <li>Schools should engage with their local immunisation providers to provide the usual immunisation programmes on site, ensuring these will be delivered in keeping with the school's control measures.</li> <li>Our pupils will need specific help and preparation for the changes to routine that this will involve, so teachers should plan to meet these needs, for example using social stories. More information on pupils with education, health and care plans can be found in <a href="#">Annex B</a> of the guidance.</li> <li>Careful consideration of how to minimise risk from music classes e.g. singing outside, chanting, or shouting and encouraging social distancing.</li> <li>Outdoor sports should be prioritised where possible, and large</li> </ul>	Yes	<p>Assemblies to take place in classrooms.</p> <p>Limit music activities to key boards or percussion. NO wind instruments or whistles. Clean equipment using the hand and surface wipes regularly and always between users. Singing is important for our</p>	1x2 low

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		indoor spaces used where it is not, maximising distancing between pupils and paying scrupulous attention to cleaning and hygiene contact sports avoided. See <a href="#">guidance</a> on phased return of sports. • The school will choose not to have audiences at events at present.		children, this will be done facing forward  Clean IT equipment using wipes regularly and always between users.  PE to follow the DfE guidance regarding outdoor sport and recreation updated on 17 <sup>th</sup> July  No planned events with audiences	
<b>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</b>					
<b>Parents and carers are not fully informed of the health and safety requirements for the reopening of the school</b>	<b>3x2 Med</b>	<ul style="list-style-type: none"> <li>As part of the overall communications strategy parents are kept up to date with information, guidance and the school's expectations regularly using a range of communication tools.</li> <li>A COVID-19 section on the school website is created and updated clearly showing arrangements for arriving/collecting pupils.</li> <li>Parents are updated reflecting changes to usual school policy</li> <li>Advice is made available to parents on arrangements testing for COVID-19 in line with the latest guidance.</li> <li>Clear arrangements in place for pick-up/drop-off, break times and so on</li> <li>Some pupils will need support with self care routines, staff will wear full PPE for this.</li> <li>For pupils with EHCP, discuss RA with parents, and where appropriate, with pupils. This will be led by phase leader or via surveys.</li> </ul>	Yes	Communication with parents prioritised  Website to be amended and updated  Staff handbook shared, with expectations for testing and illness highlighted  Timetable in place for pick up and drop off Break times timetables  PPE risk assessment for intimate care and significant behaviours.	<b>2x2 low</b>
<b>Parents and carers may not fully understand their responsibilities should a child show symptoms of COVID-19</b>	<b>3x2 Med</b>	<ul style="list-style-type: none"> <li>Key messages in line with government guidance are reinforced on a regular basis via email, text and the school's website and verbally. Community languages are considered.</li> <li>Clear procedures in place where a child falls ill whilst at school – symptomatic child to be taken to the first aid room, adult to wear full PPE whilst parents are called</li> <li>Ensure contact details of families are up to date.</li> </ul>	Yes	Comprehensive letter shared with parents at the start of each half term Regular communication planned on DOJO We update letter and share information with parents regularly Staff to be familiar with symptoms of COVID Emergency contacts to be updated and	<b>2x2 low</b>

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				parents reminded to inform us as to any changes as soon as they arise.	
<b>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</b>	3x2 Med	<ul style="list-style-type: none"> <li>Request daily changes of clothes where possible to reduce the risk of infection. Uniforms do not need to be cleaned any more often than or differently to usual.</li> <li>Refer to school's policies and information on the website regarding hygiene and handwashing</li> <li>Accessing the learning available from DfE, parents will also have purple mash logins for online learning</li> <li>Clarity around attendance expectations; when COVID-19 is a risk factor within the family. Parents were sent an action map that advises about contact with positive cases and when self isolation and so on is necessary.</li> <li>Brokerage of access to FTB resources to support mental health and wellbeing, including anxiety of returning to school for pupils and parents</li> <li><a href="https://www.forwardthinkingbirmingham.org.uk">https://www.forwardthinkingbirmingham.org.uk</a></li> <li>Information about how to <u>connect families to local support is available here.</u></li> <li>Consideration given to personal items of children and hygienic storage of items – Soothers, comforters, nappies, personal toys, all held in named sealed bags.</li> <li>Chewy toys are a necessity but will be regularly disinfected in steralising fluid and wiped during the day. They are only for the child that it is assigned to</li> <li>Parents and staff will be signposted to the latest guidance for restrictions in the community (at time of writing this we are tier 4)</li> </ul>	Yes	<p>As above</p> <p>Ongoing communication</p> <p>School has increased support from a learning mentor with significant experience in mental health</p> <p>Children advised no soft toys</p> <p>Chews to be sterilised</p> <p>Expectation posters shared in key places</p>	2x2 low
<b>4. The school day</b> <b>This section should be considered in conjunction with <a href="https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings">https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings</a></b>					
<b>The start and end of the school day</b>	2x2 low	<ul style="list-style-type: none"> <li>Start and departure times are staggered.</li> <li>The number of entrances and exits to be used is maximised;</li> </ul>	Yes	Children are brought into school via transport largely and this will be run on	2x2 low

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<b>create risks of breaching social distancing guidelines</b>		<p>where possible each bubble to enter through its own access point.</p> <ul style="list-style-type: none"> <li>• Different entrances/exits are identified and used for different groups and this is managed effectively through the use of the tannoy system to ensure that there is flow and no crossing over.</li> <li>• Staff and pupils are briefed, and signage provided to identify which entrances, exits and circulation routes to use.</li> <li>• A plan is in place for managing the movement of people on arrival to avoid groups of people congregating and parents are informed that gathering needs to be minimised. Parents will be asked where possible to only have 1 member of the family collecting and to wear a face covering.</li> <li>• Attendance patterns have been optimised to ensure maximum safety.</li> <li>• A plan is in place for the effective and safe hand over of very young children at the beginning and end of the session – particularly around issues of responding to young children who are showing signs of distress.</li> <li>• DSLs should maintain a focus on vulnerable children, particularly if preparing for bubble isolation and should notify key workers (social workers, family support). Phase leaders will support this as they are also DSLs</li> </ul>		<p>bubbles</p> <p>Children to go straight into class, each bubble has a specified entrance and exit</p> <p>Pupils transported by parents have been given drop off and collections times and a separate entrance. They have been asked to maintain social distancing. Letter will be resent in January</p> <p>All staff will be on hand to receive children into school and children are in classes with consistent staffing</p>	
<b>Daily attendance registers for new cohorts are not in place</b>	2x2 low	<ul style="list-style-type: none"> <li>• Class teachers are responsible for completion of school daily attendance registers</li> <li>• Harpreet Kaur is responsible for completion of DfE daily submission (if applicable)</li> <li>• Regular reporting and monitoring of attendance to responsible body and follow-up with families factored into workload.</li> <li>• There's separate guidance on recording attendance at addendum: recording attendance in relation to coronavirus (COVID-19) during the 2020 to 2021 academic year.</li> </ul>	Yes	<p>Well established procedures for monitoring absence is in place.</p> <p>First day calls</p> <p>Phase leaders will support any families struggling with attendance</p> <p>Safe and well checks can go ahead if no contact has been made after 2 days – staff will wear full PPE</p>	1x1 low

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<b>Staff may not fully understand their responsibilities if they or a child show symptoms of COVID-19</b>	2x2 Low	<ul style="list-style-type: none"> <li>• Key messages in line with government guidance are reinforced on a weekly basis via email, text and the school's website and verbally.</li> <li>• Clear procedures in place where a child falls ill whilst at school with reference to the school's policy and <a href="#">flowchart from Public Health</a>. As previously stated child to go to the first aid room, staff to wear full PPE.</li> <li>• Staff aware of their responsibilities</li> <li>• Action flow chart shared</li> <li>• COVID information board in Emma's office</li> <li>• Ensure contact details of families are up to date.</li> <li>• Staff have been asked to remain in contact with the school</li> </ul>	Yes	<p>Comprehensive handbook and briefing document shared</p> <p>Staff clear on procedures in place for illness</p> <p>Office staff to send out contact forms to update</p>	2x1 low
<b>Resumption of day visits</b>	2x3 med	<ul style="list-style-type: none"> <li>• In the autumn term, schools can resume non-overnight domestic educational visits The Pines will not be looking to do any overnight visits. These trips should include any trips for pupils with SEND connected with their preparation for adulthood (for example, workplace visits, travel training etc.). <ul style="list-style-type: none"> <li>○ Protective measures, such as keeping children within their bubble, and the COVID-secure measures in place at the destination.</li> <li>○ Use of outdoor spaces in the local area to support delivery of the curriculum.</li> <li>○ Usual full and thorough risk assessments in relation to all educational visits.</li> <li>○ Schools should consult the <a href="#">health and safety guidance on educational visits</a> when considering visits and seek relevant parental consents.</li> </ul> </li> <li>• In January and when in Tier 4 the only offsite visit that will be approved is to the school allotment.</li> </ul>	Yes	<p>Any educational visits individually planned and risk assessed paying particular attention to any local lockdown measures in place. Each to be reviewed by SLT.</p> <p>Swimming to be reviewed at half term</p>	2x2 low
<b>5. Provision for meals and FSM.</b> Consider alongside <a href="https://www.gov.uk/government/publications/covid-19-free-school-meals-guidance/covid-19-free-school-meals-guidance-for-schools">https://www.gov.uk/government/publications/covid-19-free-school-meals-guidance/covid-19-free-school-meals-guidance-for-schools</a>					

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<b>Pupils eligible for free school meals do not continue to receive vouchers</b>	2x2 low	<ul style="list-style-type: none"> <li>FSM Voucher scheme is continued</li> <li>Issues with food poverty to be addressed through application to Early Help Hubs</li> <li>When pupils self-isolate food parcels will be sent to families in receipt of FSM</li> </ul>	Yes	H.Kaur to continue to support Home school will support families who disclose issues around poverty DSLs aware of procedures Gary will deliver parcels	1x1 low
<b>Meals are not available for all children in school</b>	2x2 low	<ul style="list-style-type: none"> <li>Communication with catering provider to consider options and ensure provision is in place of a good standard</li> <li>Procurement plan in place which confirms that suppliers are following social distancing and hygiene measures.</li> <li>Safe food preparation space, taking account of social distancing in the kitchen</li> <li>When staff are loading trolleys they will maintain a social distance.</li> <li>Stagger lunchtimes to align with staggered start and finish times.</li> <li>Limit lunch menus to offer a set nutritionally balanced menu e.g. One vegetarian, one non-vegetarian option.</li> <li>Lunches will be delivered to class</li> <li>Usual considerations in place for dietary requirements</li> </ul>	Yes	Kitchen to operate  Menu reduced  Meals to be eaten in classrooms Staff team to manage breaks and so on Dinner supervisors to remain within a bubble  Parents advised about changed to menus	2x1 low
<b>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</b> <b>Consider alongside:</b> <a href="https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19">https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19</a>					
<b>School safeguarding policy and procedures are not in place, including updated appendix to include arrangements for COVID-19</b>	3x2 med	<ul style="list-style-type: none"> <li>Safeguarding remains highest priority and policy is updated to reflect changes</li> <li>All staff are briefed on updated safeguarding arrangements, including those contacting families of pupils that are not attending school or considered clinically extremely vulnerable.</li> <li>All DSLs have swift access to advice from LA, CSC, school / health visitors and police (LA has provided contact details)</li> <li>School to consider any changes to day to day health and safety policies including changes to evacuation arrangements depending on the use of classrooms, entry and exit points and Critical Incident and Lockdown procedures, factoring in social distancing requirements. Signage on the playground is in place</li> <li>Expectations to be shared with pupils in the event of the need</li> </ul>	Yes	Policy and face to face training was shared with staff 1 <sup>st</sup> September  Staff aware of recording systems in place for staff when contacting parents  Health and safety procedures such as fire evacuation amended, with classes spreading out further on the assigned meeting space  Lockdown updates policy pending	1x2 low

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		<ul style="list-style-type: none"> <li>to evacuate the building in an emergency</li> <li>Safeguarding policy has been shared with all staff in September 2020 and they have signed to say that they have read and understand it</li> <li>Policy is on the website.</li> </ul>			
<b>High risk of increased disclosures from returning pupils</b>	3x2 med	<ul style="list-style-type: none"> <li>DSL capacity is factored into staffing arrangements to ensure enough staff are available to deal with the potential increase in disclosures from pupils</li> <li>Staff are well rehearsed in supporting children.</li> <li>Contact is maintained with families where there are vulnerable pupils that are not attending school due to parent/carer decision</li> <li>Multi-agency arrangements in place to support early help</li> <li>School is aware of support through Early Help Hubs</li> <li>Advice is available through CASS, BCC Safeguarding and BCC Prevent Team</li> </ul>	Yes	5 trained DSL's All staff aware of how to manage a disclosure MyConcern used Ongoing lines of communication are always maintained	2x2 low
<b>Insufficient staff confidence or awareness of mental health, pastoral support, wider wellbeing support for pupils returning to school</b>	2x2 low	<ul style="list-style-type: none"> <li>Staff are aware of the offer from the LA and partners so support pupil wellbeing, including initiatives such as 'You've Been Missed' bereavement support and any changes that have occurred in children's lives since they have been away from school.</li> <li>Staff have access to a range of support services and feel well prepared to support pupils with issues that are impacting on their health and wellbeing. This is differentiated for pupils attending school and those still at home.</li> <li>Staff are aware of how to access support for issues such as anxiety, mental health, behaviour, young carers, behaviour in addition to safeguarding in general.</li> </ul>	Yes	Staff aware via training and know how to refer to inhouse support  Staff understand how to refer to learning mentor  Staff can access EAP to support themselves but also children Role of phase leader highlighted to support staff	1x2 low
<b>7. Behaviour policies reflect the new rules and routines necessary to reduce risk in your setting</b>					
<b>Pupils' behaviour on return to school does not comply</b>	3x2 med	<ul style="list-style-type: none"> <li>Clear messaging to pupils on the importance and reasons for social distancing, reinforced throughout the school day by staff and through posters, electronic boards. For young children this</li> </ul>	Yes	Codecil to be written for behaviour policy, this will be adopted at first FGB meeting	2x2 low

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with social distancing guidance		<p>is done through age-appropriate methods such as stories and games.</p> <ul style="list-style-type: none"> <li>• Arrangements for social distancing of younger school children have been agreed and staff are clear on expectations in line with DfE advice as much as is reasonable possible for children with ASC</li> <li>• Staff model social distancing consistently.</li> <li>• The movement of pupils around the school is minimised.</li> <li>• Large gatherings are avoided at all times</li> <li>• Break times and lunch times are structured and closely supervised with children accessing a designated play area</li> <li>• The school's behaviour policy has been revised to include compliance with social distancing as much as is possible and this has been communicated to staff, pupils and parents, and a focus on reintegration and re-engagement with support for pupils to do so.</li> <li>• Messages to parents to reinforce the importance of and exhibit social distancing.</li> </ul>		<p>Staff are aware of social distancing guidance</p> <p>Timetables and guidance for moving around the school are shared, with free times carefully planned</p> <p>Supervision is always high on the agenda given the additional needs of all children</p> <p>We will try to ensure that social distancing is well rehearsed but acknowledge that this isn't always possible for our children. In such instances PPE is available</p>	
<b>8. Identify curriculum priorities, agree revised expectations and required adjustments in practical lessons including any approaches to 'catch up' support</b>					
Pupils may have fallen behind in their learning during school closures and achievement gaps will have widened	2x2 low	<ul style="list-style-type: none"> <li>• Gaps in learning and starting points are addressed in teachers' planning and assessed through regular learning e.g. quizzes. Focus on communication and language, personal, social and emotional development (PSED) and physical development for nursery pupils and language, reading and mathematics for primary pupils and sciences, languages, humanities, the arts, physical education/sport, religious education and relationships, sex and health education for secondary aged.</li> <li>• For pupils in year 7, it may be necessary to address gaps in English and math from the key stage 2 curriculum.</li> <li>• Home (and remote learning) is continuing and is calibrated to complement in-school learning and day to day delivery. Consider digital poverty.</li> <li>• Up to and including key stage 3, prioritisation within subjects of the most important components above removing subjects e.g.</li> </ul>	Yes	<p>First half term based around getting the children into school and settled. English, Maths and PSED curriculum highlighted</p> <p>Additional OT, SALT and Mental health provision sourced</p> <p>Staff to re assess pupils learning</p> <p>Self help and independence skills to be a priority with OT supporting as necessary</p> <p>Normal curriculum will resume in Summer 2021</p>	1x1 low

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		<p>consider how all subjects can contribute to the filling of gaps in core knowledge, for example through an emphasis on reading.</p> <ul style="list-style-type: none"> <li>• Schools may consider it appropriate to suspend some subjects for some pupils in exceptional circumstances through discussion with parents.</li> <li>• Focus on returning to normal curriculum by summer term 2021, with statutory primary assessments taking place in summer 2021 and reception baseline assessment in September 2021. Planning on the basis that GCSEs and A levels will take place in summer 2021 but with adaptations (3 weeks later than usual).</li> <li>• Relationships and health education (RHE) for primary aged pupils and relationships, sex and health education (RSHE) for secondary aged pupils becomes compulsory from September 2020, with teaching expected to start by the start of the summer term 2021.</li> <li>• Additional financial support has been made available to schools to address gaps in learning and will be deployed accordingly</li> <li>• Exam syllabi are covered and revised where appropriate.</li> <li>• Plans for intervention are in place for those pupils who have fallen behind in their learning and are supported through home learning</li> <li>• Consider the response to young children who have fallen behind in their self-care skills</li> <li>• School is aware of pupils who are young carers and have targeted support for online learning where they are unable to return to school</li> </ul>			
<b>School unable to meet full provision required in line with EHCP</b>	<b>2x 2 low</b>	<ul style="list-style-type: none"> <li>• Review individual pupil's EHCP to consider what can reasonably be provided whilst in school</li> <li>• Where EHCPs have been adapted to make any allowances for the restrictions of COVID-19, these plans are reviewed with parents and, where appropriate, pupils to include the interim arrangements under the recovery plan. Note the duty to secure and deliver the provision in the EHCP remains and will only be modified, potentially, where a local outbreak occurs.</li> <li>• Access support through health and social care offer</li> </ul>	Yes	<p>Outcomes to be set in line with EHCP EHCPs are being finalised</p> <p>Review timetable will be planned and reviews will NOT be face to face but via telephone conference call or Teams</p>	<b>2x1 low</b>

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<b>Operational needs of school create insufficient resource to support ongoing learning offer for eligible pupils who can't attend school, as well as those that continue to be out of school</b>	2x 2 low	<ul style="list-style-type: none"> <li>• Access BEP offer for online resources</li> <li>• Review online offer for pupils that are unable to attend school</li> <li>• Learning offer for pupils unable to access online resources</li> <li>• Access Early Help Hub support for those pupils affected by ICT poverty</li> <li>• Differentiate offer for eligible children that can't attend school to support future transition</li> </ul>	Yes	Ongoing dialogue with families Purchase of purple mash Blended learning rational and agreement in place	2x1 low
<b>Pupils moving on to the next phase in their education are ill-prepared for transition</b>	2x2 low	<ul style="list-style-type: none"> <li>• A plan is in place for phase leaders to speak with pupils and their parents about the next stage in their education and resolve any issues.</li> <li>• There is regular and effective liaison with the destination institutions Regular communications with the parents of incoming pupils are in place, including letters, newsletters and online broadcasts.</li> <li>• Virtual tours of the school are available for parents and pupils.</li> <li>• Online induction days for pupils and parents are planned.</li> </ul>	Yes	Transition booklets sent out  Communication between receiving schools established  Timetable for induction planned New parents are on class dojo and signposted to website.	1x1 low
<b>9. Content and timing of staff communications including bringing in staff in advance of pupils returning</b>					
<b>Staffing levels can't be maintained</b>	2x3 med	<ul style="list-style-type: none"> <li>• Contingency planning in place at appropriate levels, e.g. SLT, DSLs, first aid qualified staff</li> <li>• Advice sought from LA to support staffing levels or support eligible children to access provision through another school</li> <li>• Chair of responsible body kept informed throughout by HT</li> </ul>	Yes	Staff aware of the procedure for absence Agencies are willing to allocate 1 school to regular agency staff All staff have access to emails and should check them daily Named link person in the LA if there is an issue	2x1 low
<b>Identify staff unable to return to school</b>	3x2 Low	<ul style="list-style-type: none"> <li>• 1 staff extremely clinically vulnerable or living with someone who is clinically extremely vulnerable, unable to attend school and social distancing cannot be adhered to on site, but can work effectively from home, for example supporting remote education, or safeguarding calls</li> <li>• Identify specific activities for staff who are vulnerable/shielded</li> </ul>	Yes	Staff will be expected to completed activities at home, this is likely to be an issue as track and trace system becomes more defined and tiers change.  Staff will be expected to make resources are complete admin tasks remotely	2x2 low

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		<ul style="list-style-type: none"> <li>The Government's New National Restrictions from 5 November until 2 December advise the clinically extremely vulnerable to work from home during this period of lockdown. If they cannot work from home, they should not to go to work. Staff who are clinically vulnerable or have underlying health conditions but are not clinically extremely vulnerable, may continue to attend school in line with current guidance.</li> </ul>		Any staff member who has to shield or isolate but doesn't have ICT equipment should speak with the Network manager	
<b>Staff are insufficiently briefed on expectations</b>	3x2 med	<ul style="list-style-type: none"> <li>Staff receive regular emails and updates regularly on school matters</li> <li>Support for mental health and wellbeing is communicated to all staff and there are plans in place to check on staff wellbeing regularly, including senior leaders.</li> <li>Ensure health &amp; wellbeing support is in place and available to all staff. Encourage access to support and mental health first aiders.</li> <li>Flexible working arrangements needed to support any changes to usual working patterns are agreed in line with local agreements</li> <li>Staff workload expectations are clearly communicated</li> <li>Schedule what staff training is needed to implement any changes that the school plans to make, either delivered remotely or in school. Where possible training sessions will be delivered via Teams</li> <li>Staff have been fully briefed on the action planning for local/bubble lockdown (Please also see Section 19)</li> </ul>	Yes	<p>Comprehensive training and handbook</p> <p>Staff all aware of EAP</p> <p>Staff have access to the learning mentor and are aware of Mental health first aiders in school</p> <p>Staff handbook communicated expectations Staff aware of risk assessment and their responsibility within this</p> <p>Open door policy with SLT to discuss any issues or need for flexibility</p>	2x1 low
<b>10. Protective measures and hygiene</b> This section should be considered in conjunction with <a href="https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings">https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings</a>					
<b>Measures are not in place to limit risks and limit movement around the building(s). Social distancing guidance is</b>	2x2 low	<ul style="list-style-type: none"> <li>Consider classroom layouts, entry and exit points, staggered starts at break times, clear expectations and rotas are in place and class teams have a responsibility to adhere to this fully.</li> <li>Circulation plans have been reviewed and amended, during exit and entrance points               <ul style="list-style-type: none"> <li>Corridors are wide and can be passed. Children are not in corridors alone at any point. On the stairs right of way should</li> </ul> </li> </ul>	Yes	<p>Posters to support social distancing in place</p> <p>Bubbles are set, but staff and pupils are expected to stay within the class in their bubble.</p> <p>Staff well briefed</p>	2x1 low

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<b>breached when pupils circulate in corridors as pupils are unable to or do not observe social distancing at break and lunch times</b>		<p>be given to those coming down</p> <ul style="list-style-type: none"> <li>• Circulation routes are clearly marked with appropriate signage.</li> <li>• Any pinch points/bottle necks are identified and managed accordingly, with more intensive and regular cleaning of regular touch points</li> <li>• The movement of pupils around school is minimised as much as possible and where movement is needed this is timetabled.</li> <li>• Where possible, pupils stay in classrooms</li> <li>• Lesson change overs are within the class and there is no whole school movement at any point.</li> <li>• Pupils are briefed regularly regarding observing social distancing guidance as much as possible</li> <li>• Appropriate supervision levels are in place.</li> <li>• Agree how safety measures and messages will be implemented and shared with class staff – via email and phase meetings</li> <li>• Alternative spaces for prayer to be considered if prayer rooms are not deemed to be covid-safe</li> <li>• All rooms will have airflow, windows will be open and classroom purged when no occupants.</li> </ul>		<p>Entrances assigned to bubbles</p> <p>Additional cleaner in place Classrooms have cleaning supplies.</p>	
<b>The size and configuration of classrooms and teaching spaces does not support compliance with social distancing measures</b>	2x2 Low	<ul style="list-style-type: none"> <li>• Classroom base arrangements in place.</li> <li>• Net capacity assessment/asset plans reviewed, with each classroom and teaching space compliant with social distancing measures and in line with government guidance as much as is possible for SEN pupils</li> <li>• All furniture not in use has been removed from classrooms and teaching spaces. Safe storage arranged for unused furniture.</li> <li>• All soft furnishings/toys have been removed across all classes</li> <li>• Resources are arranged to be used within bubbles to limit the risk of cross contamination and staff are aware of how to clean them</li> <li>• Arrangements are reviewed regularly.</li> </ul>	Yes	<p>Staff aware of guidance and this is updated and shared regularly</p> <p>Phase leaders to ensure classrooms remain compliant</p> <p>Ongoing dialogue</p>	2x1 low

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<b>Staff rooms, offices and Medical Rooms do not allow for observation of social distancing guidelines</b>	2x2 low	<ul style="list-style-type: none"> <li>Staff rooms and offices have been reviewed and appropriate configurations of furniture and workstations have been put in place to allow for social distancing. Additional rooms have been created and sourced with fridges and so on</li> <li>Staff have been briefed on the use of these rooms.</li> <li>Other spaces within school have been identified and adapted to accommodate nursing, medical and other essential therapeutic services</li> </ul>	Yes	<p>Furniture in staff rooms has been changed to allow for social distancing</p> <p>Staff have been reminded</p> <p>Limit hot desking arrangements and where staff cross over (AM and PM) desk and ICT equipment has to be wiped down.</p> <p>Additional office space has been identified</p>	2x1 low
<b>Queues for toilets and handwashing risk non-compliance with social distancing measures</b>	2x2 low	<ul style="list-style-type: none"> <li>Bubbles have allocated toilets and staff will ensure that the toilet space is free prior to children going.</li> <li>Staff have arrangements in place to meet the staffing requirements when changing nappies and responding to children changing requirements.</li> <li>Pupils and staff know that they can only use the toilet one at a time and enough time is allowed to do so.</li> <li>Pupils are encouraged to access the toilet during class/throughout the day to help avoid queues.</li> <li>The toilets are cleaned frequently to take account for the number of pupils accessing the facilities, for example after every morning break, lunchtime and at the end of the school day.</li> <li>Monitoring ensures a constant supply of soap and paper towels.</li> <li>Bins are emptied regularly for example morning break, lunchtime and the end of the school day, or other transition periods. Separate bin (clearly marked) for PPE waste</li> <li>Pupils are reminded regularly on how to wash hands and young children are supervised in doing so. Handwashing is incorporated into the daily timetable.</li> <li>Children are encouraged not to touch peers as much as is possible</li> <li>Provision of hand gel is made available where there are no handwashing facilities, e.g. reception areas and entry and exit points. Supervised use for young pupils.</li> <li>Promote 'catch it, bin it, Kill it'. Use of e-bug learning from Public</li> </ul>	Yes	<p>Additional cleaning secured</p> <p>Staff will monitor children outside of the classroom</p> <p>Handwashing regime encouraged Site manager to ensure stocks are maintained</p> <p>Hand sanitiser in place, parents made aware that it contains alcohol</p>	2x2 low

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		Health England.			
<b>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</b>					
<b>Cleaning capacity is reduced so that an initial deep-clean and ongoing cleaning of surfaces and touch points are not undertaken to the standards required</b>	2x2 low	<ul style="list-style-type: none"> <li>A return-to-work plan for cleaning staff (including any deep cleans) is agreed with contracting agencies prior to Enhanced 'deep clean' to take place prior to the wider opening of the school.</li> <li>An enhanced cleaning schedule is agreed and implemented which minimises the spread of infection, making full use of timetable breaks, between lunch groups, before and after school.</li> <li>Introduce enhanced daily (or more often if possible) cleaning of doorways, handles and corridor walls and other frequently touched surfaces. Assigned cleaner 10 -2 daily.</li> <li>More frequent cleaning of rooms / shared areas that are used by different groups</li> <li>Working hours or additional capacity for cleaning is planned and in agreement with cleaning staff.</li> <li>Toilets to be cleaned every morning break, lunchtime and at the end of the school day.</li> <li>Outdoor playground equipment should be more frequently cleaned.</li> <li>Seek LA support to manage insufficient capacity</li> </ul>	Yes	<p>Additional cleaner contracted during the school day</p> <p>Each class has enhanced cleaning resources</p> <p>Timetables allow for cleaning in between session</p> <p>Staff aware of their responsibility. Deep clean planned during summer including carpet cleaning</p>	1x1 low
<b>Procedures are not in place for Covid-19 clean following a suspected or confirmed case at school</b>	2x3 med	<ul style="list-style-type: none"> <li>Cleaning company is aware of the guidance for cleaning of non-healthcare settings <u>COVID-19: cleaning of non-healthcare settings guidance</u></li> <li>Plans are in place to identify and clean all areas with which the symptomatic person has been in contact</li> <li>Sufficient and suitable equipment is available for the required clean</li> <li>Adequate waste disposal arrangements are in place to dispose of contaminated equipment</li> <li>Alternative arrangements are in place for vulnerable pupils and key worker families in case the school needs to close for a Covid-19 clean</li> </ul>	Yes	<p>Clear lines of communication with contractors in place</p> <p>Contractors specialise in deep cleaning</p> <p>Yellow clinical waste bags available and PPE bins clearly marked up.</p> <p>SLT aware of flow chart PPE available</p>	2x2 low

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		<ul style="list-style-type: none"> <li>• Seek support from Public Health Birmingham. Use the <a href="#">flowchart</a> if a staff member or pupil displays symptoms.</li> <li>• For EY suitable PPE equipment is available if 2m from the child cannot be maintained.</li> <li>• School have agreed a deep clean when bubbles are closed in the main areas</li> </ul>			
<b>12. Enhanced hygiene for example toilet use, hand washing and decide on policy related to usually shared items e.g. books, toys practical equipment</b>					
<b>Inadequate supplies of soap and hand sanitiser mean that regular hand washing routines cannot be established</b>	2x2 low	<ul style="list-style-type: none"> <li>• An audit of handwashing facilities and sanitiser dispensers is undertaken before the school reopens and additional supplies are purchased if necessary.</li> <li>• Appropriate measures to supervise effective hand washing of young children are in place</li> <li>• Monitoring arrangements are in place to ensure that supplies of soap, hand towels and sanitiser are maintained throughout the day.</li> <li>• Posters and electronic messaging boards reinforce the need to wash hands regularly and frequently, including on arrival at school. Handwashing for 20 seconds minimum encouraged.</li> <li>• Reinforce 'catch it, kill it, bin it' message. Use of <a href="#">e-bug</a> learning from Public Health England.</li> <li>• Process is in place for removing and disposing/storing of face coverings when pupils and staff who use them arrive at school.</li> </ul>	Yes	<p>Additional resources and signage across school</p> <p>Importance of handwashing is communicated</p> <p>Staff are aware of process for removing face coverings and PPE – this has been shared with all staff via email.</p>	1x2 low
<b>Inadequate supplies and resources mean that shared items are not cleaned after each use</b>	2x3 med	<ul style="list-style-type: none"> <li>• Limit the amount of shared resources that are taken home and limit exchange of take-home resources between children, young people and staff</li> <li>• A plan is in place to clean resources which have been taken home.</li> <li>• Cater for equipment and resources per child and prevent the sharing of stationery and other equipment where possible.</li> <li>• Resources that are shared between classes or bubbles, such as sports, outdoor playground equipment, art and science equipment should be cleaned frequently and meticulously and always between bubbles, or rotated to allow them to be left</li> </ul>	Yes	<p>Expectations shared with staff and parents</p> <p>No soft toys or furnishing in place</p> <p>Consideration given to resources</p> <p>Cleaning expectations share with staff</p> <p>Initially no homework or reading books home – review after 4 weeks (Feb)</p>	2x2 low

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		<p>unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles or wraparound care.</p> <ul style="list-style-type: none"> <li>• Practical lessons can go ahead if equipment can be cleaned thoroughly and the classroom or other learning environment is occupied by the same children or young people in one day, or properly cleaned between cohorts</li> <li>• Roles and responsibilities identified for each area with cleaning resources, e.g. each class is allocated their own cleaning products</li> <li>• The governing board finance committee is aware of any additional financial commitments</li> </ul>			
<b>13. School level response should someone fall ill on site in line with govt guidance</b>					
<b>Staff, pupils and parents are not aware of the school's procedures (including on self-isolation and testing) should anyone display symptoms of COVID-19 or should there be a confirmed case of COVID-19 in the school</b>	2x3 med	<ul style="list-style-type: none"> <li>• Staff, pupils and parents have received clear communications informing them of current government guidance on the actions to take should anyone display symptoms of COVID-19 and how this will be implemented in the school.</li> <li>• Staff caring for young children are vigilant for symptoms of COVID-19 and signs of illness that may be associated to it as per government advice.</li> <li>• This guidance has been explained to staff and pupils as part of the induction process. Use the <a href="#">flowchart</a> from Public Health Birmingham about how to deal with a suspected case within the pupil or staffing cohort.</li> <li>• Regular review of the latest information across senior leadership and staff members: <a href="https://www.birmingham.gov.uk/COVID-19_schools_faqs">https://www.birmingham.gov.uk/COVID-19_schools_faqs</a></li> <li>• Staff are aware of the location of the emergency PPE pack in the First aid room</li> <li>• Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders.</li> <li>• Health and safety governors are satisfied that arrangements are in place and in line with DfE guidelines</li> <li>• Report cases of to the Health Protection Team in Public Health using the checklist</li> <li>• Keep up to date with PH updates on responding to cases in</li> </ul>	Yes	<p>Staff aware of procedure First aid room designated as covid room with full PPE grab bags in situ</p> <p>Posters displayed raising awareness of symptoms</p> <p>Headteacher and SLT aware of procedures and who to contact</p> <p>PPE centrally housed</p>	2x2 low

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		<p>schools during the contact tracing phase of the response.</p> <ul style="list-style-type: none"> <li>Any teaching and support staff who develop symptoms of COVID-19 are eligible for testing via the essential worker scheme, which can be a home test kit or drive-through test appointment. <a href="https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested">https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested</a></li> <li>Understanding of latest HSE RIDDOR REPORTING guidance for Covid-19 on when and how to report exposure to coronavirus or a diagnosis of COVID 19, in the workplace under RIDDOR.</li> <li>For maintained schools where the council is the employer of staff and schools who are subscribed to the service from the council's safety team, any RIDDOR reporting requirements will be done for you by the safety team. If you have informed the council (by inputting sick absence data into SAP using the specific codes for COVID-19 absence or by informing schoolsafety@birmingham.gov.uk.</li> <li>For schools who do not subscribe to the service from the council's safety team and where the council is not the employer of staff you will need to check with your employer and/or provider of safety support regards your arrangements for undertaking RIDDOR reports and how coronavirus is reported (for those cases meeting the HSE defined criteria).</li> </ul>			
<b>Arrangements to isolate individuals displaying symptoms of COVID-19 are not in place</b>	2x3 med	<ul style="list-style-type: none"> <li>School's medical room/space has been assessed to ensure social distancing and isolation measures are not compromised</li> <li>For very young children there is a designated area available where a key person can continue to support the child away from the rest of the group until collection by parent/carer, staff will wear full PPE</li> <li>Additional rooms are designated for pupils with suspected COVID-19 whilst collection is arranged.</li> <li>Procedures are in place for medical rooms or other spaces to be cleaned after suspected COVID-19 cases, along with other affected areas, including toilets.</li> <li>Isolated individuals should be in rooms where door can be closed (age permitting of child) and with windows for ventilation.</li> <li>PPE to be used for accompanying staff where pupil symptomatic and 2m distance cannot be sustained.</li> </ul>	Yes	<p>See above</p> <p>If room is used Headteacher will arrange deep clean of the room</p> <p>PPE in place</p>	2x2 low

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<b>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</b>					
<b>Provision of PPE for staff where required is not in line with government guidelines</b>	3x3 High	<ul style="list-style-type: none"> <li>Government guidance on wearing PPE is understood and communicated. Read the guidance on <a href="#">safe working in education, childcare and children's social care</a> for more information about preventing and controlling infection and use of PPE.</li> <li>Sufficient PPE has been procured through normal stockist</li> <li>PPE requirements for individual pupils and staff have been risk assessed and sourced through normal stockist</li> <li>Those staff required to wear PPE (e.g. SEND intimate care; receiving/handling deliveries; cleaning staff) have been instructed on how to put on and how to remove PPE carefully to reduce contamination and how to dispose of them safely. This has been communicated in email</li> <li>Staff are reminded that wearing of gloves is not a substitute for good handwashing.</li> <li>Avoid face to face contact and minimise interaction under 1m with young pupils, except for those with complex needs</li> <li>Seek LA support for emergency PPE stock</li> <li>Appropriate measures are taken on the cleaning of reusable PPE items in line with guidance</li> </ul>	Yes	<p>PPE has been sourced for first half term</p> <p>Staff have had training and written advice on using PPE and disposing it has been shared</p> <p>Individual risk assessments for all pupils in place and shared</p> <p>Face coverings and shields are not formal PPE but can be used to minimise risk.</p>	2x2 low
<b>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</b>	3x3 high	<ul style="list-style-type: none"> <li>Requirements for PPE have been assessed in line with DfE guidelines and Public Health Birmingham scenarios</li> <li>Sufficient stock has been ordered using school's usual suppliers</li> <li>Arrangements to seek LA support to obtain PPE in case of an emergency are known and in place</li> <li>Health and safety governors are satisfied that arrangements are in place and in line with DfE guidelines</li> </ul>	Yes	<p>As above</p> <p>If appropriate PPE isn't in place pupils will be asked to stay at home and home learning will be deployed as a last case measure to protect staff and other pupils</p> <p>Headteacher to monitor stock levels of PPE</p>	2x2 low

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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	2x2 low	<ul style="list-style-type: none"> <li>Ongoing works and scheduled inspections for schools (e.g. estates related) have been designated as essential work by the government and so are set to continue.</li> <li>An assessment has been carried out to see if any additional control measures are required to keep staff, pupils and contractors safe including distancing and hygiene procedures.</li> <li>Assurances have been sought from the contractors that they are familiar with the <u>symptoms associated with Coronavirus covid-19</u>, all staff attending the setting will be in good health (symptom-free) and that contractors have procedures in place to ensure effective social distancing is always maintained.</li> <li>Alternative arrangements have been considered such as using a different entrance for contractors and organising classes so that contractors and staff/pupils are kept apart.</li> <li>Social distancing is being maintained throughout any such works and where this is not possible arrangements are reviewed.</li> <li>In addition to arrangements for COVID-19, normal contractor procedures are being applied and have been updated considering COVID-19 (including contractor risk assessments and method statements, and contractor induction), including contractors who works across sites or schools.</li> <li>Where BCC is the building owner the <i>landlord approval process</i> has been undertaken when required i.e. any works likely to disturb the fabric of the building</li> <li>The school has a clear visitors risk assessment and rational in place there will be no unplanned visits and visits will be essential</li> </ul>	Yes	<p>No planned works</p> <p>In emergency situations contractors will be asked to wear masks and be escorted around the site.</p> <p>Any work should be during non-school hours</p> <p>Office and site manager would brief contractors on where they can go, signpost toilets and ensure communication about handwashing has been clear.</p> <p>Any visitors (other than agency staff and regular therapists) will be asked to wear a face covering and complete a contact tracing form.</p>	1x1 low
Fire procedures are not appropriate to cover new arrangements	2x3 med	<ul style="list-style-type: none"> <li>Fire procedures have been reviewed and revised where required, due to: <ul style="list-style-type: none"> <li>Reduced numbers of pupils/staff</li> <li>Possible absence of fire marshals – absent fire marshals to be replaced with trained substitutes</li> </ul> </li> </ul>	Yes	<p>Staff aware of procedures.</p> <p>Fire policy updated and shared in handbook</p> <p>Designated areas onsite</p>	2x2 low

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		<ul style="list-style-type: none"> <li>○ Social distancing rules during evacuation and at muster points</li> <li>○ Possible need for additional muster point(s) to enable social distancing where possible</li> <li>• Staff, pupils and governors have been briefed on any new evacuation procedures.</li> <li>• Incident controller and fire marshals have been trained and briefed appropriately.</li> <li>• Fire drill arranged in line with Covid plan.</li> </ul>			
<b>Fire evacuation drills – unable to apply social distancing effectively</b>	2x3 med	<ul style="list-style-type: none"> <li>• Plans for fire evacuation drills are in place and are in line with social distancing measures, with marked areas if required</li> </ul>	Yes	Fire drill planned for half termly  Classes will have spaces to line up that are further spread out than per the norm  Signage will reflect this	2x2 low
<b>Fire marshals absent due to self-isolation</b>	1x1 low	<ul style="list-style-type: none"> <li>• An additional staff rota is in place for fire marshals to cover any absences and staff have been briefed accordingly.</li> <li>• Staff appropriately trained in fire marshal duties as required.</li> </ul>	Yes	All staff received fire marshal training Radios used to communicate	1x1 low
<b>Statutory compliance has not been completed due to the availability of contractors during lockdown</b>	2x2 low	<ul style="list-style-type: none"> <li>• All statutory compliance is up to date.</li> <li>• Where water systems have not been maintained throughout lockdown, chlorination, flushing and certification by a specialist contractor has been arranged. Water system checks and actions to be undertaken prior to wider opening.</li> <li>• LA support is in place</li> </ul>	yes	All up to date and in good order Records maintained School has remained open	1x1 low
<b>The costs of additional measures and enhanced services to address COVID-19 when reopening puts the school in financial difficulty</b>	2x3 med	<ul style="list-style-type: none"> <li>• Additional cost pressures due to COVID-19 identified and an end-of-year forecast which factors them in has been produced.</li> <li>• LA or Trust finance team has been consulted to identify potential savings in order to work towards a balanced budget.</li> <li>• Additional COVID-19 related costs are under monitoring and options for reducing costs over time and as guidance changes are under review.</li> <li>• Additional sources of income are under exploration.</li> <li>• The school's projected financial position has been shared with governors and LA or trust.</li> </ul>	Yes	COVID cost centre secured Finance team are aware of this as are governors Bulk buying has proved cost effective Some savings secured due to staff costs last term, this can be vired to the COVID cost centre	2x2 low

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16. Ensure you have considered the impact on staff and pupils with protected characteristics including race and disability in developing you approach					
<p><b>Considerations</b></p> <p>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.</p> <p>There doesn't appear to be any different between in ethnic groups in terms of infection rates, i.e. who catches it, the difference is in the proportion who die.</p> <p>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</p> <p>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.</p> <p>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.</p> <p>It is less clear cut for children who are living in households with other vulnerable adults or siblings, 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.</p>					
Measures have not been put in place to protect staff and pupils with underlying health issues, BAME staff, and those who are shielding	3x3 high	<ul style="list-style-type: none"> <li>An equality impact assessment is undertaken for staff and pupils</li> <li>All members of staff and parents of pupils with underlying health issues, those within vulnerable groups have been instructed to make their condition or circumstances known to the school, and members of staff with children who cannot attend school/nursery/childminder etc are supported. (added in v3)</li> <li>Records are kept and regularly updated e.g. check children and staff who have identified as having asthma have up to date care plans.</li> <li>Members of staff and parents of pupils with underlying health conditions have been asked to seek and act on the advice of their GP/consultant/midwife or current government advice.</li> <li>Staff and parents of pupils are clear about the definitions and associated mitigating strategies relation to people who are classed as clinically vulnerable and clinically extremely vulnerable.</li> <li>All staff who were clinically extremely vulnerable and received a</li> </ul>	Yes	<p>A questionnaire will be given to all staff to complete on again in January so individual risk can be identified. Factors to consider will include health issues, age, gender, BAME.</p> <p>Risk assessments will be made following this with phase leaders and individual staff.</p> <p>Staff advised to contact medical professionals if they have underlying health conditions.</p>	2x2 low

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		<p>letter should not attend work but can work from home if possible. Advice for those who are clinically extremely vulnerable can be found in the following guidance.</p> <ul style="list-style-type: none"> <li>• Current government guidance is being applied.</li> <li>• Consider advice from Public Health England regarding BAME staff in section above.</li> <li>• Seek advice from Occupational Health Service</li> <li>• All staff who were clinically extremely vulnerable and received a letter advising them to shield are now advised that they can return to work from 1 August if they maintain social distancing. Advice for those who are extremely clinically vulnerable can be found in the <u>guidance on shielding and protecting people who are clinically extremely vulnerable from COVID-19</u>.</li> <li>• Current government guidance is being applied.</li> <li>• Consider advice from Public Health England regarding BAME staff in section above.</li> <li>• Seek advice from Occupational Health Service</li> </ul>			
<b>Staff, particularly those from BAME heritage, are reluctant to attend school due to the media coverage on deaths related to coronavirus.</b>	3x2 Med	<ul style="list-style-type: none"> <li>• No. of BAME staff</li> <li>• 0 of BAME staff risk assessed and requiring to remain shielded at home</li> <li>• All BAME staff able to return but requiring additional support</li> <li>• Staff are encouraged to focus on their wellbeing.</li> <li>• Line managers are proactive in discussing wellbeing with the staff that they manage, including their workload.</li> <li>• Staff briefings and training have included content on wellbeing.</li> <li>• Staff briefings/training on wellbeing are provided.</li> <li>• Staff have been signposted to useful websites and resources.</li> </ul>	Yes	<p>As above</p> <p>All staff have access to the EAP and can access counselling and support through that</p> <p>Additional support available in school</p>	2x1 Low
<b>Parents, particularly those from BAME heritage, are reluctant to send their children to school due to the</b>	2x3 med	<ul style="list-style-type: none"> <li>• No of BAME pupils</li> <li>• 0 of BAME pupils risk assessed and requiring to remain shielded at home</li> <li>• 1 BAME pupils able to return but requiring additional support</li> <li>• There are enough numbers of trained staff available to support pupils and parents with these anxieties.</li> <li>• There is access to designated staff for all pupils and parents who</li> </ul>	Yes	<p>Parents are encouraged to contact the school to discuss individual circumstances. Home school team will support families with anxieties as will familiar staff team. Conversations can be arranged in home language as appropriate</p> <p>The health and safety measures put in</p>	2x2 low

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<b>media coverage on deaths linked to coronavirus</b>		<ul style="list-style-type: none"> <li>wish to talk to someone about their wellbeing and anxieties about attending school</li> <li>School arrangements demonstrating social distancing measures are shared with parents and pupils</li> <li>Resources/websites to support parent and pupil anxiety are provided.</li> </ul>		place will be communicated with all	
<b>Parents do not follow advice on social distancing when visiting the school</b>	3x2 Med	<ul style="list-style-type: none"> <li>Visitors (including parents/carers) to the school may be restricted to one area, or to an allocated appointment time</li> <li>Arrangements for visiting the school are communicated to parents/carers</li> <li>Expectations around hygiene and social distancing are communicated with parents/carers including drop-off/pick-up time to reduce gatherings</li> </ul>	Yes	<p>Messages have been shared with parent and will be reinforced weekly</p> <p>Visitors rational in place and ALL visitors will have to complete a contact form</p>	2x2
<b>17. Work with other school-based provision as necessary e.g. nursery SEN unit to ensure policies are aligned where they need to be</b>					
<b>Existing policies on safeguarding, health and safety, fire evacuation, medical, behaviour, attendance and other policies are no longer fit for purpose in the current circumstances</b>	N/A	<ul style="list-style-type: none"> <li>All relevant policies have been revised to take account of government guidance on social distancing and COVID-19 and its implications for the school.</li> <li>Staff, pupils, parents and governors have been briefed accordingly.</li> <li>Arrangements are in place to review the policies in line with further DfE guidance on Early Years, SEN resource base, post 16 etc.</li> <li>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.</li> </ul>	N/A	N/A	N/A
<b>Risks are not comprehensively assessed in every area of the school, including nursery and resource base if applicable,</b>	N/A	<ul style="list-style-type: none"> <li>Risk assessments are updated or undertaken before the school reopens and mitigation strategies are put in place and communicated to staff covering: <ul style="list-style-type: none"> <li>Different areas of the school including any Early Years and Resource Base provision</li> <li>When pupils enter and leave school</li> <li>During movement around school</li> <li>During break and lunch times</li> </ul> </li> </ul>	N/A	N/A	N/A

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considering COVID-19,		<ul style="list-style-type: none"> <li>Delivering aspects of the curriculum, especially for practical subjects and where shared equipment is used</li> </ul>			
<b>18. Home to School Transport</b>					
<p>Urban Transport Group released a briefing (27 May) urgently requesting the Government to lead joined-up dialogue between the education and transport sectors on how best to resolve the operational challenges and to meet the full additional transport costs of the return to schools and colleges.</p> <p><b>Keys points include:</b></p> <ul style="list-style-type: none"> <li>Promote the use of sustainable travel and transport (i.e. modes that improve physical wellbeing for users and/or environmental quality) for journeys to and from education and training establishments for children and young people or compulsory school age in the local authority area.</li> <li>As part of their overarching role to keep cities regions moving in a manner that protects health, the environment and quality of life, transport authorities also have an interest in ensuring that the return to school and college does not create congestion, contribute to air pollution or pose a risk in terms of the health and safety of children and their parents or of transport staff and the wider public, including passengers travelling on mainstream routes that serve schools.</li> <li>In line with this, transport authorities will be looking to ensure that children are able to safely walk, cycle or scoot to school where possible. Indeed, in normal times, transport authorities invest considerable resources in promoting mode shift for school transport and in supporting and training children to travel safely and sustainably.</li> </ul> <p>The need to encourage children to walk, cycle or scoot to school sitting alongside the risks posed by a rise in speeding and other dangerous driving on empty roads.</p> <p><a href="http://www.urbantransportgroup.org/resources/types/briefings/transport-challenges-return-schools-and-colleges-following-easing-covid-19">http://www.urbantransportgroup.org/resources/types/briefings/transport-challenges-return-schools-and-colleges-following-easing-covid-19</a></p>					
<b>Pick up and drop off times</b>	2x2 low	<ul style="list-style-type: none"> <li>As per <u>Government guidance</u>:</li> <li><i>tell parents that if their child needs to be accompanied to the education or childcare setting, only one parent should attend</i></li> <li><i>tell parents and young people their allocated drop off and collection times and the process for doing so, including protocols for minimising adult to adult contact (for example, which entrance to use)</i></li> <li><i>make clear to parents that they cannot gather at entrance gates or doors, or enter the site (unless they have a pre-arranged appointment, which should be conducted safely)</i></li> <li><i>talk to staff about the plans (for example, safety measures, timetable changes and staggered arrival and departure times), including discussing whether training would be helpful</i></li> </ul> <p><b>In addition:</b></p> <ul style="list-style-type: none"> <li>Stagger start and finish times to ease pavement congestion</li> <li>Consider the use of simple signage to highlight the need for social distancing: stickers (could be customised versions e.g.</li> </ul>	Yes	<p>Routines are in place and these have been shared</p> <p>Pupils being brought to school by parents have a separate defined route and entrance</p>	1x2 Low

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		<ul style="list-style-type: none"> <li>using pupils' designs) or simple spray, tape or chalk markings.</li> <li>Organised queuing and boarding of vehicles and distancing within vehicles wherever possible with bubbles leaving school in a planned and orderly fashion.</li> <li>Consideration of emergency school streets measures as identified in the <u>Emergency Birmingham Transport Plan</u> including Car Free School Streets, parking restrictions and reducing speed limits.</li> <li>Staff must wash their hands/use hand sanitiser on boarding and on arrival (as is the case for all pupils), dispose of temporary face coverings in a covered bin or place reusable face coverings in a plastic bag they can take home with them, and then wash their hands again before heading to their classroom.</li> <li>Additional cleaning of designated school transport by contractor</li> </ul>			
<b>Children arriving late as a result of journey to school</b>	2x2 Low	<ul style="list-style-type: none"> <li>As per <u>Government guidance</u>: <ul style="list-style-type: none"> <li>➤ <b><i>Children, young people and parents are encouraged to walk or cycle where possible</i></b></li> <li>➤ <i>ensure parents and young people are aware of recommendations on transport to and from education or childcare setting (including avoiding peak times). Read the <u>Coronavirus (COVID-19): safer travel guidance for passengers</u></i></li> <li>➤ <i>ensure that transport arrangements cater for any changes to start and finish times</i></li> </ul> </li> <li><b>In addition:</b> <ul style="list-style-type: none"> <li>Advise parents/carers to use various modes of transport including driving to school being mindful of the need to socially distance around the school safely. Encourage walking, cycling or scooting to their education setting where possible.</li> <li><b>For further information and guidance regarding any of the above points see:</b></li> <li><b><u><a href="http://www.birmingham.gov.uk/modeshiftstars">www.birmingham.gov.uk/modeshiftstars</a></u> or contact: <u><a href="mailto:connected@birmingham.gov.uk">connected@birmingham.gov.uk</a></u>. For information</b></li> </ul> </li> </ul>	Yes	Plans in place, for many pupils they are transported by travel assist	1x2 Low

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		<b>regarding home to school travel contact:</b> <b><u>Mark.Hudson@birmingham.gov.uk</u></b>			
<b>Transport capacity for pupils with EHCP attending special schools and resource bases is insufficient</b>	<b>3x3 high</b>	<ul style="list-style-type: none"> <li>Schools' individual requirements are discussed with Home to School Transport to prepare for full return.</li> <li>Schools are aware of the proposed routes and vehicle allocations for September opening</li> <li>Travel Assist and Schools will inform parents confirming the transport arrangements well before September opening</li> <li>parents offered Personal Transport budgets temporarily, to relieve the pressure on the transport providers</li> </ul>	Yes	<p>Children transported in bubbles</p> <p>Parents are aware</p> <p>Lack of support with redirecting guides to work within the bubble they are assigned to in school, and potential clash of guide and pupil</p>	<b>3x2</b>
<b>19. Contingency planning for local lockdown</b>					
<b>No plan in place if an outbreak or local lockdown should occur</b>	<b>2x2 low</b>	<ul style="list-style-type: none"> <li>School Business Continuity Plan has been updated</li> <li>Proposed resourcing model is in place should lockdown and partial or full closure be required</li> <li>Arrange for communications to be available in readiness for release to staff and families to incorporate any advice from Public Health Birmingham.</li> <li>Staff have been fully briefed on the action planning for local/bubble lockdown or outbreak.</li> <li>Preparation for learning continuity in the event of local or bubble lockdown (added in v4)               <ul style="list-style-type: none"> <li>Blended learning offer to support continued delivery.</li> <li>Remote learning packages ready to offer where there is an outbreak within a bubble or wider as part of business continuity. Consideration of remote learning for young pupils or those with SEND.</li> </ul> </li> </ul> <p><a href="https://www.gov.uk/guidance/remote-education-practice-for-schools-during-coronavirus-covid-19">https://www.gov.uk/guidance/remote-education-practice-for-schools-during-coronavirus-covid-19</a></p> <ul style="list-style-type: none"> <li>Resources have been prepared that take account of online education resources for home learning (published by DfE 24 June 2020) added in v4</li> </ul> <p><a href="https://www.gov.uk/guidance/remote-education-during-coronavirus-covid-19">https://www.gov.uk/guidance/remote-education-during-coronavirus-covid-19</a></p>	High	<p>Lockdown plan will be revised and shared with governors</p> <p>Staff will be made aware of any changes as the arise.</p> <p>Staff aware that that online learning will need to be revisited if classes are closed.</p> <p>Online opportunities will be planned alongside Phase leaders</p>	<b>2 x 1 low</b>

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.**

**RISK Assessment Tool (V9)**

**UPDATED 01/01/2021**

		<ul style="list-style-type: none"> <li>Information and guidance have been shared to support parents and carers of children who are learning at home <a href="https://www.gov.uk/guidance/supporting-your-childrens-education-during-coronavirus-covid-19">https://www.gov.uk/guidance/supporting-your-childrens-education-during-coronavirus-covid-19</a> (added in v4)</li> <li>Resumption of original Risk Assessment to consider phased opening as appropriate</li> <li>Parents have been informed of the school's procedures for local/bubble lockdown</li> <li>Response has taken account of the information, guidance and support for teachers and leaders on educating children during the coronavirus outbreak published on 22 May 2020</li> <li>In local lockdown areas children in Y7 and above should wear face coverings in communal spaces. Consider use of face coverings for pupils outside of local lockdown areas if appropriate. Children with ASC may be exempt</li> <li>Consider impact of isolation for vulnerable children and ensure that key workers are notified of isolation and expected date of return and whether an individual risk assessment would be beneficial.</li> </ul>			
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