

Birmingham City Council's Risk Assessment Template

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Version No.	Page – Edits (page numbers correct at point of publication of that version)	Published
1	Original	26/02/2021
2	26 – 27 Use of face covering	5/03/2021
	44 – 47 Section added on LFD testing	

Introduction

The government plan is for the full return of all pupils from March 2021 (updated in line with government guidance from February 2021):

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

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

Much of the content in this guidance replicates what was in place for the autumn term. Specific changes include:

- use of face coverings in classrooms for secondary age pupils and staff
- mandatory attendance expectations in different school phases
- arrangements for testing of pupils and staff
- current expectations for clinically extremely vulnerable pupils and staff
- curriculum expectations
- elective home education
- exams

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

We recommend all school leaders and staff members to regularly review the latest information produced by Public Health: https://www.birmingham.gov.uk/COVID-19_schools_faqs. The latest checklist and flowchart can be found here for guidance on dealing with suspected or confirmed cases within staff or pupil cohorts, and their

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This risk assessment checklist/tool is based on Government guidelines on COVID-19. It is provided to help schools to prepare and decide arrangements for an increased number of children attending/returning to school. It remains subject to change at a short notice as updates are received from the Department for Education (DfE) or Birmingham City Council (BCC). EYFS guidance should be considered for Nursery Schools and Nursery Classes. Additional guidance for Special Schools (and specialist provision) should also be considered as appropriate.

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

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

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

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

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

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

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)			

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

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

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

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1. Identify numbers of pupils returning and staffing resource					
Lack of certainty over returning numbers	3x2 MED	<ul style="list-style-type: none"> • Good record keeping for attendance. • Arrangements are in place to carry out 3 tests (3 to 5 days apart) upon return to school. • Testing is voluntary and requires consent. • Sufficient access/supply is available to carry out the 3 tests at school for each pupil. • Home testing arrangements for pupils are understood and communicated to parents/carers (to commence bi-weekly after the 3 tests at school). • Staff, pupils and families are clear on reporting arrangements following the outcome of the tests. Pupils should share their result, whether void, positive or negative, with their school to help with contact tracing. Pupils with positive tests will need to self-isolate. • Arrangements are in place for pupils testing positive in school to be isolated until they are collected from school by a member of their family or household (travel on public transport is not advised). • Good record keeping on testing within school and with PH. • Support for pupil/parent anxiety about return to school whilst enforcing mandatory attendance (testing is voluntary and requires consent). • Children who live with someone who is clinically extremely vulnerable, but who are not clinically extremely vulnerable themselves, should still attend school. • Requests for support for vulnerable families sent through Early Help Hubs and individual pupil risk assessments carried out. Efforts continue to improve the attendance of vulnerable pupils and those from disadvantaged backgrounds will be made through regular contact and support. • Parents who have opted to home educate their child should be encouraged to send their children to school, particularly those who are vulnerable. • Home to School transport in place where required following guidelines • Preparedness to implement Test and Trace as set out the latest guidance. • Planning for full attendance of all year groups • 0 number of children remain shielded at home • Requests for support for vulnerable families sent through Early Help Hubs • Home to school transport in place where required 	Yes	<p>Parents have been informed of protocols Staff updated</p> <p>All pupils are expected back</p> <p>Testing process will be shared with parents who consent. School staff will not physically administer tests.</p> <p>Ongoing conversations are held with parents who do not wish their child to return. Support and advice is provided.</p> <p>Testing centre is operational for adults with well-defined procedures in place and staff are trained.</p> <p>Test and trace well established and has clear lines of command and accountability.</p>	2x2 Low

Number of staff available is lower than that required to teach classes in school (<i>cross reference with risk assessment on staff health and wellbeing</i>)	3x2 MED	<ul style="list-style-type: none"> CEV staff are advised not to attend the workplace and should continue to shield after vaccination (until guidance is changed). Those living with someone who is CEV can still attend work where home working is not possible. Use of teaching assistants and pastoral staff to supervise classes should the need arise and we are unable to secure cover. Contingency planning with LA is in place and additional resource identified, for example bringing additional teachers in to help, for example supply teachers, teachers on temporary agreed loan from other schools, or teachers provided by your trust or local authority (considering the guidance about consistent staffing across the week). Using some senior leadership time to cover groups if this is manageable. Testing for school staff is communicated in line with the latest guidance. The health status and availability of every member of staff is known and is regularly updated. Including all teaching and non-teaching staff (EY practitioners, DSL, SENCO, Paediatric 1st Aid (for under 2-year olds)/ 1st Aider or emergency 1st aid for children 3-5 years, domestic/kitchen staff etc Full use is made of those staff who are self-isolating but who are well enough to teach lessons online creating resources at home A blended model of home learning and attendance at school is utilised until staffing levels improve. Contingency planning with LA is in place and additional resource identified, for example bringing additional teachers in to help, for example supply teachers. Using some senior leadership time to cover groups if this is manageable. Size of Bubbles has been reduced. It is important to limit interaction between bubbles; one positive case can lead to full isolation of bubbles and contacts. Staff including temporary/supply personnel can move across different classes and other year groups maintaining social distancing (2m between adult and child where possible, minimising time spent within 1m) To minimise the numbers of temporary staff entering the school premises, schools may wish to use longer assignments with supply teachers and agree a minimum number of hours across the academic year. Consideration of available testing for school staff is updated according to latest government advice: https://www.gov.uk/guidance/nhs-test-and-trace-workplace-guidance 	Yes	<p>Health status of all staff known and risk assessment completed as appropriate.</p> <p>Bubbles in the school created using physical buildings to identify groups,</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> <p>Staff are aware of how to book a test</p> <p>Small number of home testing kits are available</p> <p>staff who consent.</p>	2x2 low
For special schools, specialist post-16, alternative provision and	3x2 Med	<ul style="list-style-type: none"> All pupils risk assessed and discussed at panel. Pupil level risk assessments could be helpful to prioritise the provision a child or young person can get if full-time provision for all is not possible. 	Yes		2x2 Low

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hospital schools		<ul style="list-style-type: none"> On site and remote learning arrangements in place for each pupil. Home to school transport mitigations in place. Specialist equipment returned to school/additional equipment made available to support return. 0 number of children remain shielded at home. Efforts continue to improve the attendance on site of vulnerable pupils and those from disadvantaged backgrounds, working with families and social workers. Alternative arrangements for delivering provision should be considered on a case-by-case basis which takes account of the needs of, and circumstances specific to, the child or young person, avoiding a 'one size fits all' approach. Therapists and other professionals may continue to visit education settings to provide therapies and support, where this is reasonably necessary. Where children and young people with EHC plans are not attending their education setting, multi-agency professionals should collaborate to agree how the provision set out in the EHC plan can be delivered. This may include face-to-face visits to the home, or virtual support by means of video or telephone calls, or via email. 			
Schools lose focus on continuing to apply in-year admissions process including admitting 'new' pupils	2x2 low	<ul style="list-style-type: none"> Review in-year school admissions expectation with key admission staff. Ensure key school contact and related resources in place. Ensure timely returns of individual pupil (Ensure speedy admission of children in the relevant year groups particularly those more vulnerable children. All children risk assessed with regards to PPE and personal care alongside parents. 	Yes	Timetable and monitoring schedule in place Phase leaders to maintain an overview Future admissions, via virtual tour and phone conversation with phase leader	2x1 low
2. Plan how the whole school will be accommodated and encourage attendance					
Measures are not in place to accommodate mandatory attendance	2x2 Low	<ul style="list-style-type: none"> Reduced contact between bubbles/groups continues to be reinforced with staff and pupils Removing unnecessary furniture out of the classroom to make more space. Use of unused classrooms. Engagement of appropriate services for families not engaging Curriculum leads in school meet regularly to review impact of plan. 	Yes	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	2x1 low
Plans are not in place to identify number of classrooms and additional furniture or social distancing measures for each year group	2x2 low	<ul style="list-style-type: none"> SLT and site management team meeting to review school site 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 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). All classrooms are utilised Engagement of appropriate services for families not engaging 	Yes	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.	2x2 low

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				Attendance team (DHT and office) to monitor attendance daily and follow up any 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.	
Classroom and timetable arrangements do not allow for all pupils to attend in line with guidance	3x2 med	<ul style="list-style-type: none"> In secondary groups or bubbles should be kept apart and movement around the school kept to a minimum. Hand washing facilities identified for each learning zone Ventilation is increased while spaces are unoccupied e.g. breaktimes. Arrangements in place to support pupils when not at school (e.g. complying with clinical or public health advice) with immediate access to remote learning at home. Face coverings should be worn in classrooms or during activities unless social distancing can be maintained. This does not apply in situations where wearing a face covering would impact on the ability to take part in exercise or strenuous activity, for example in PE lessons. 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. Participation in the Testing Programme for staff and secondary age pupils encouraged. 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 Classroom size and numbers reviewed through daily planning and discussions as necessary. Where possible additional working spaces sourced for children who need time away from the group. Classrooms re-modelled and space maximised, with chairs and desks front facing and spaced to allow for social distancing as much as is possible Spare furniture removed that will not be used. Clear signage displayed in classrooms promoting social distancing. Hand washing facilities identified for each bubble 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. All classes to stay together with their teacher and do not mix with other pupils. In EYFS handwashing supervision is in place. Consideration of staffing changes to cover absence, where possible agency will work 	Yes	<p>Pupils may be exempt giving their medical needs and heightened anxiety – no one will be penalised against for being unable to wear a mask.</p> <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</p>	2x2 low

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		<p>within minimal bubbles. Staff who would usually cover (guides and lunchtimes) will only cover in the bubble they are assigned to.</p> <ul style="list-style-type: none"> The EYFS environment is re-organised to meet requirements of social distancing Stagger lunchtimes to align with staggered start and finish times. Limit lunch menus as to offer a set nutritionally balanced menu e.g. One vegetarian, one non-vegetarian option. Lunchtimes will be held in classes for all pupils with food safely transported. Staffing arrangements for lunchtime also need to be considered to ensure colleagues have a reasonable break. Regular review of control measures and their implementation and continuous updating of risk assessment or any changes to risk profiles or measures. 		<p>Lunchtime arrangements: Eating in classrooms Bubbles accessing different outdoor areas Dinner supervisors allocated to a class All staff to have access to the risk assessment and have a responsibility to be familiar with this and work within the parameters</p>	
There is a need for review use of space to allow for the school to fully operational	2x2 Low	<ul style="list-style-type: none"> Identify available large spaces and appropriate timetabling e.g. dining areas, halls, studios, particularly in outdoor areas, weather dependent. Large gatherings, assemblies or collective worship will not happen and will be held in classes or via Teams as appropriate 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. Design layout and arrangements in place to enable social distancing 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. 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 Annex B of the guidance. Careful consideration of how to minimise risk from music classes e.g. singing outside, chanting, or shouting and encouraging social distancing ensuring guidance is followed Outdoor sports should be prioritised where possible, and large indoor spaces used where it is not, maximising distancing between pupils and paying scrupulous attention to cleaning and hygiene contact sports avoided. See guidance on phased return of sports. The school will choose not to have audiences at events at present. 	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 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 No planned events with audiences</p>	1x2 low
3. Communications to parents and pupils including discussing attendance expectations and preparing returning pupils					
Parents and carers are not fully informed of the health and safety requirements for the reopening of	3x2 Med	<ul style="list-style-type: none"> As part of the overall communications strategy parents are kept up to date with information, guidance and the school's expectations regularly using a range of communication tools. A COVID-19 section on the school website is created and updated clearly showing arrangements for arriving/collecting pupils. Parents are updated reflecting changes to usual school policy 	Yes	<p>Communication with parents prioritised</p> <p>Website to be amended and updated</p>	2x2 low

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the school		<ul style="list-style-type: none"> Advice is made available to parents on arrangements testing for COVID-19 in line with the latest guidance. Clear arrangements in place for pick-up/drop-off, break times and so on Some pupils will need support with self care routines, staff will wear full PPE for this. For pupils with EHCP, discuss RA with parents, and where appropriate, with pupils. This will be led by phase leader or via surveys. Advice is made available to parents on arrangements for testing for COVID-19 in line with the latest guidance. Support for individual pupils is planned through risk assessment and any issues addressed through SLT discussion Support for pupil/parent anxiety about return to school and vulnerability to COVID-19 Requests for support for vulnerable families sent through Early Help Hubs LA support for individual or complex cases 		<p>Staff handbook shared, with expectations for testing and illness highlighted</p> <p>Timetable in place for pick up and drop off</p> <p>Break times timetables</p> <p>PPE risk assessment for intimate care and significant behaviours.</p>	
Parents and carers may not fully understand their responsibilities should a child show symptoms of COVID-19	3x2 Med	<ul style="list-style-type: none"> 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. 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 Ensure contact details of families are up to date. 	Yes	<p>Comprehensive letter shared with parents at the start of each half term</p> <p>Regular communication planned on DOJO</p> <p>We update letter and share information with parents regularly</p> <p>Staff to be familiar with symptoms of COVID</p> <p>Emergency contacts to be updated and parents reminded to inform us as to any changes as soon as they arise.</p>	2x2 low
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	3x2 Med	<ul style="list-style-type: none"> Request daily changes of clothes where possible to reduce the risk of infection. Uniforms do not need to be cleaned any more often than or differently to usual. Refer to school's policies and information on the website regarding hygiene and handwashing Accessing the learning available from DfE, parents will also have purple mash logins for online learning 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. Brokerage of access to FTB resources to support mental health and wellbeing, including anxiety of returning to school for pupils and parents https://www.forwardthinkingbirmingham.org.uk Information about how to <u>connect families to local support</u> is available <u>here</u>. Consideration given to personal items of children and hygienic storage of items – Soothers, comforters, nappies, personal toys, all held in named sealed bags. 	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>	2x2 low

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		<ul style="list-style-type: none"> Chewy toys are a necessity but will be regularly disinfected in sterilising fluid and wiped during the day. Parents and staff will be signposted to the latest guidance for restrictions in the community LFD testing arrangements onsite and home, are communicated clearly to parents and carers. Where home testing is not possible, arrangements are in place for the testing to be carried out at school. Family Connect support explored if required. 		Chews to be sterilised Expectation posters shared in keyplaces	
4. The school day - This section should be considered in conjunction with https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings					
The start and end of the school day create risks of breaching social distancing guidelines	2x2 low	<ul style="list-style-type: none"> Start and departure times are staggered. The number of entrances and exits to be used is maximised; where possible each bubble to enter through its own access point. 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. Staff and pupils are briefed, and signage provided to identify which entrances, exits and circulation routes to use. A plan is in place for managing the movement of people on arrival to avoid groups of people congregating and parents are informed that gathering 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. Attendance patterns have been optimised to ensure maximum safety. Break and lunchtimes are also considered to maximise teaching time. 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. 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 	Yes	Children are brought into school via transport largely and this will be run on bubbles Children to go straight into class, each bubble has a specified entrance and exit Pupils transported by parents have been given drop off and collections times and a separate entrance. They have been asked to maintain social distancing. All staff will be on hand to receive children into school and children are in classes with consistent staffing	2x2 low
Daily attendance registers for new cohorts are not in place	2x2 low	<ul style="list-style-type: none"> Class teachers are responsible for completion of school daily attendance registers Harpreet Kaur is responsible for completion of DfE daily submission (if applicable) Regular reporting and monitoring of attendance to responsible body and follow-up with families factored into workload. There's separate guidance on recording attendance at addendum: recording attendance in relation to coronavirus (COVID-19) during the 2020 to 2021 academic year. 	Yes	Well established procedures for monitoring absence is in place. First day calls Phase leaders will support any families struggling with attendance Safe and well checks can go ahead if no contact has been made after 2 days – staff will wear full PPE	1x1 low

Staff may not fully understand their responsibilities if they or a child show symptoms of COVID-19	2x2 Low	<ul style="list-style-type: none"> Key messages in line with government guidance are reinforced on a weekly basis via email, text and the school's website and verbally. Clear procedures in place where a child falls ill whilst at school with reference to the school's policy and <u>flowchart from Public Health</u>. As previously stated child to go to the first aid room, staff to wear full PPE. Staff aware of their responsibilities Action flow chart shared COVID information board in Emma's office Ensure contact details of families are up to date. Staff have been asked to remain in contact with the school 	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
Resumption of day visits	2x3 med	<ul style="list-style-type: none"> DfE advise against all educational visits currently. This advice will be kept under review. Continue to work with the Educational Visits Advisory Service. In January and when in Tier 4 the only offsite visit that will be approved is to the school allotment. 	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
5. Provision for meals and FSM. Consider alongside https://www.gov.uk/government/publications/covid-19-free-school-meals-guidance/covid-19-free-school-meals-guidance-for-schools					
Pupils eligible for free school meals do not continue to receive vouchers	3x2 med	<ul style="list-style-type: none"> FSM Voucher scheme is continued Issues with food poverty to be addressed through application to Early Help Hubs When pupils self-isolate food parcels will be sent to families in receipt of FSM Issues with food poverty to be addressed through application to Early Help Hubs. A member of the school's administrative team is tasked with ensuring that pupils eligible receive free meals when in school and continue to receive vouchers/school meals when not in school. 	Yes	<p>H.Kaur to continue to support Home school will support families who disclose issues around poverty DSLs aware of procedures Gary will deliver parcels</p>	1x1 low
Meals are not available for all children in school	2x3 med	<ul style="list-style-type: none"> Communication with catering provider to consider options and ensure provision is in place of a good standard Procurement plan in place which confirms that suppliers are following social distancing and hygiene measures. Safe food preparation space, taking account of social distancing in the kitchen When staff are loading trolleys they will maintain a social distance. Stagger lunchtimes to align with staggered start and finish times. Limit lunch menus to offer a set nutritionally balanced menu e.g. One vegetarian, one non-vegetarian option. Lunches will be delivered to class Usual considerations in place for dietary requirements 	Yes	<p>Kitchen to operate</p> <p>Menu reduced</p> <p>Meals to be eaten in classrooms Staff team to manage breaks and so on</p> <p>Dinner supervisors to remain within a bubble</p> <p>Parents advised about changes to menus</p>	2x1 low

6. Safeguarding provision to support returning children and increased referrals - Consider alongside online offer guidance: https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19					
School safeguarding policy and procedures are not in place, including updated appendix to include arrangements for COVID-19	3x2 med	<ul style="list-style-type: none"> Safeguarding remains highest priority and policy is updated to reflect changes All staff are briefed on updated safeguarding arrangements, including those contacting families of pupils that are not attending school or considered clinically extremely vulnerable. All DSLs have swift access to advice from LA, CSC, school / health visitors and police (LA has provided contact details) School to consider any changes to day to day health and safety policies including changes to evacuation arrangements depending on the use of classrooms, entry and exit points and Critical Incident and Lockdown procedures, factoring in social distancing requirements. Signage on the playground is in place Expectations to be shared with pupils in the event of the need to evacuate the building in an emergency Safeguarding policy has been shared with all staff in September 2020 and they have signed to say that they have read and understand it Policy is on the website. 	Yes	<p>Policy and face to face training was shared with staff 1st September</p> <p>Staff aware of recording systems in place for staff when contacting parents</p> <p>Health and safety procedures such as fire evacuation amended, with classes spreading out further on the assigned meeting space</p> <p>Lockdown updates policy pending</p>	1x2 low
High risk of increased disclosures from returning pupils	3x2 med	<ul style="list-style-type: none"> DSL capacity is factored into staffing arrangements to ensure enough staff are available to deal with the potential increase in disclosures from pupils Staff are well rehearsed in supporting children. Contact is maintained with families where there are vulnerable pupils that are not attending school due to parent/carer decision weekly Multi-agency arrangements in place to support early help Contact is maintained with families where there are vulnerable pupils that are not attending school due to isolation or following GP advice. School is aware of support through Early Help Hubs Advice is available through CASS, BCC Safeguarding and BCC Prevent Team 	Yes	<p>5 trained DSL's</p> <p>All staff aware of how to manage a disclosure</p> <p>MyConcern used</p> <p>Ongoing lines of communication are always maintained</p>	2x2 low
Insufficient staff confidence or awareness of mental health, pastoral support, wider wellbeing support for pupils returning to school	3x2 med	<ul style="list-style-type: none"> Staff are aware of the offer from the LA and partners so support pupil wellbeing, including initiatives such as 'You've Been Missed' bereavement support and any changes that have occurred in children's lives since they have been away from school. Staff have access to a range of support services and feel well prepared to support pupils with issues that are impacting on their health and wellbeing. This is differentiated for pupils attending school and those still at home. 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. 	Yes	<p>Staff aware via training and know how to refer to in house support</p> <p>Staff understand how to refer to learning mentor</p> <p>Staff can access EAP to support themselves but also children</p> <p>Role of phase leader highlighted to support staff</p>	1x2 low
7. Behaviour policies reflect the new rules and routines necessary to reduce risk in your setting					
Pupils' behaviour on return to school	3x2 med	<ul style="list-style-type: none"> Clear messaging to pupils on the importance and reasons for social distancing, reinforced throughout the school day by staff and through posters. For young children 	Yes	Staff are aware of social distancing guidance	2x2 low

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does not comply with social distancing guidance		<p>this is done through age-appropriate methods such as stories and games.</p> <ul style="list-style-type: none"> • 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 • Staff model social distancing consistently. • The movement of pupils around the school is minimised. • Large gatherings are avoided at all times • Break times and lunch times are structured and closely supervised with children accessing a designated play area • 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. • Messages to parents to reinforce the importance of and exhibit social distancing. • Large gatherings are avoided. 		<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>	
8. Curriculum priorities including any approaches to 'catch up' support					
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"> • Gaps in learning and starting points are addressed in teachers' planning and assessed through regular learning e.g. quizzes. Focus on communication and language, personal, social and emotional development (PSED) and physical development for nursery pupils and language, reading and mathematics for primary pupils and sciences, languages, humanities, the arts, physical education/sport, religious education and relationships, sex and health education for secondary aged. • For pupils in year 7, it may be necessary to address gaps in English and math from the key stage 2 curriculum. • Up to and including key stage 3, prioritisation within subjects of the most important components above removing subjects e.g. consider how all subjects can contribute to the filling of gaps in core knowledge, for example through an emphasis on reading. • Schools may consider it appropriate to suspend some subjects for some pupils in exceptional circumstances through discussion with parents. • Focus on returning to normal curriculum by summer term 2021, with statutory primary assessments taking place in summer 2021 and reception baseline assessment in September 2021. Planning on the basis that GCSEs and A levels will take place in summer 2021 but with adaptations • Exam syllabi are covered and revised where appropriate. • Plans for intervention are in place for those pupils who have fallen behind in their learning and are supported through home learning • Consider the response to young children who have fallen behind in their self-care skills • School is aware of pupils who are young carers and have targeted support for online learning where they are unable to return to school • For pupils in Reception, disapplication of specific EYFS requirements can be used 	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>where coronavirus (COVID-19) restrictions prevent settings delivering the EYFS in full. Consider the response to young children who have fallen behind in their self-care skills.</p> <ul style="list-style-type: none"> For pupils in Key Stages 1 and 2, you are expected to prioritise identifying gaps and re-establishing good progress in the essentials For pupils in Key Stage 3 you are expected to consider whether any modification to your curriculum offer is needed to address the most significant gaps in English and mathematics. Most pupils in years 10 are expected to continue to study mandatory non-examination subjects like PE, alongside their examination (teacher assessment) subjects. Relationships and health education (RHE) for primary aged pupils and relationships, sex and health education (RSHE) for secondary aged pupils is now compulsory, with teaching expected to start by the start of the summer term 2021. Additional financial support has been made available to schools through the catch-up premium to address gaps in learning. Consider additional support and advice from the Education Endowment Foundation. Ensure that key workers with vulnerable children are notified if children are not attending school when not in an isolating bubble. 			
School unable to meet full provision required in line with EHCP	2x 2 low	<ul style="list-style-type: none"> Review individual pupil's EHCP to consider what can reasonably be provided whilst in school Where EHCPs have been adapted to make any allowances for the restrictions of COVID-19, these plans are reviewed with parents and, where appropriate, pupils to include the interim arrangements under the recovery plan. Note the duty to secure and deliver the provision in the EHCP remains and will only be modified, potentially, where a local outbreak occurs. Access support through health and social care offer 	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>	2x1 low
Operational needs of school create insufficient resource to support ongoing learning offer for pupils who can't attend school	2x 2 low	<ul style="list-style-type: none"> Access BEP offer for online resources Review online offer for pupils that are unable to attend school Learning offer for pupils unable to access online resources Access Early Help Hub support for those pupils affected by ICT poverty – used of DFE funded laptops Differentiate offer for eligible children that can't attend school to support future transition 	Yes	<p>Ongoing dialogue with families Purchase of purple mash Blended learning rational and agreement in place</p>	2x1 low
Pupils moving on to the next phase in their education are ill-prepared for transition	2x3 med	<ul style="list-style-type: none"> 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. 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. Virtual tours of the school are available for parents and pupils. Online induction days for pupils and parents are planned. 	Yes	<p>Transition booklets sent out</p> <p>Communication between receiving schools established</p> <p>Timetable for induction planned New parents are on class dojo and signposted to website.</p>	1x1 low

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9. Content and timing of staff communications					
Staffing levels can't be maintained	2x3 med	<ul style="list-style-type: none"> Contingency planning in place at appropriate levels, e.g. SLT, DSLs, first aid qualified staff Advice sought from LA to support staffing levels or support eligible children to access provision through another school Chair of responsible body kept informed throughout by HT 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. Information about the extra mental health support for pupils and teachers from DfE is also accessed. 	Yes	<p>Staff aware of the procedure for absence</p> <p>Agencies are willing to allocate 1 school to regular agency staff</p> <p>All staff have access to emails and should check them daily</p> <p>Named link person in the LA if there is an issue</p> <p>Additional support in school provided by Reach CIC</p>	2x1 low
Identify staff unable to return to school	3x2 Low	<ul style="list-style-type: none"> 2 staff extremely clinically, but can work effectively from home, for example supporting remote education, or safeguarding calls Identify specific activities for staff who are vulnerable/shielded Provide ongoing support for staff including wellbeing and mental health support for maintained schools. 	Yes	<p>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.</p> <p>Staff will be expected to make resources are complete admin tasks remotely</p> <p>Any staff member who has to shield or isolate but doesn't have ICT equipment should speak with the Network manager</p>	2x2 low
Staff are insufficiently briefed on expectations	3x2 med	<ul style="list-style-type: none"> Staff receive regular emails and updates regularly on school matters Support for mental health and wellbeing is communicated to all staff and there are plans in place to check on staff wellbeing regularly, including senior leaders. Ensure health & wellbeing support is in place and available to all staff. Encourage access to support and mental health first aiders. Flexible working arrangements needed to support any changes to usual working patterns are agreed in line with local agreements Staff workload expectations are clearly communicated Schedule what staff training is needed to implement any changes that the school plans to make, either delivered remotely or in school. Where possible training sessions will be delivered via Teams Staff have been fully briefed on the action planning for local/bubble lockdown (Please also see Section 19) 	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</p> <p>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
10. Protective measures and hygiene					

Measures are not in place to limit risks and limit movement around the building(s). Social distancing guidance is breached when pupils circulate in corridors as pupils are unable to or do not observe social distancing at break and lunch times	3x2 med	<ul style="list-style-type: none"> 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. Circulation plans have been reviewed and amended, during exit and entrance points Corridors are wide and can be passed. Children are not in corridors alone at any point. On the stairs right of way should be given to those coming down Any pinch points/bottle necks are identified and managed accordingly, with more intensive and regular cleaning of regular touch points The movement of pupils around school is minimised as much as possible and where movement is needed this is timetabled. Where possible, pupils stay in classrooms Lesson change overs are within the class and there is no whole school movement at any point. Pupils are briefed regularly regarding observing social distancing guidance as much as possible Appropriate supervision levels are in place. Messages and updates are shared with staff regularly through email / text and meetings Alternative spaces for prayer to be considered if prayer rooms are not deemed to be covid-safe All rooms will have airflow, windows will be open and classroom purged when no occupants. It is very unlikely that COVID-19 is transmitted through food. However, as a matter of <u>good hygiene practice</u>, anyone handling food should wash their hands often with soap and water for at least 20 seconds before doing so. Crockery and eating utensils should not be shared. Clean frequently touched surfaces regularly. Ensure face coverings are used by staff/pupils/visitors in those circumstances recommended in DfE /Govt guidance. 	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 Entrances assigned to bubbles</p> <p>Additional cleaner in place Classrooms have cleaning supplies.</p> <p>Visitors to school to be asked to wear masks/ Guidance is shared</p>	2x1 low
<p>Individuals (staff, visitors, secondary school pupils) are exempt from wearing face coverings.</p> <p><i>(Note: Face coverings are largely intended to protect others, not the wearer, against the spread of infection as they cover the nose and mouth, which are the main confirmed sources</i></p>	2x2 Low	<p>Some people are less able to wear face coverings and the reasons for this may not be visible to others.</p> <ul style="list-style-type: none"> Ensure that other measures to limit risk are in place e.g. social distancing, cleaning, handwashing. Consider will an individual exempt from wearing a face covering be required to undertake activities with a person(s) who has identified as being clinically vulnerable or feel they may be at increased risk. Consider the activities undertaken by individuals exempt from wearing face coverings e.g. a member of staff who is also a first aider. Consider the use of transparent face coverings – these may assist communication with someone who relies on lip reading etc. 	Yes	<p>Social distancing measures are in place as much as possible Reminders within the environment for handwashing</p> <p>Visors available Individual pupils PPE risk assessment available.</p>	2x2 Low

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of transmission of virus that causes coronavirus infection					
The size and configuration of classrooms and teaching spaces does not support compliance with social distancing measures	2x3 med	<ul style="list-style-type: none"> Classroom base arrangements in place. Net capacity assessment/asset plans reviewed, with each classroom and teaching space compliant with social distancing measures and in line with government guidance as much as is possible for SEN pupils All furniture not in use has been removed from classrooms and teaching spaces. Safe storage arranged for unused furniture. All soft furnishings/toys have been removed across all classes Resources are arranged to be used within bubbles to limit the risk of cross contamination and staff are aware of how to clean them Arrangements are reviewed regularly. Reducing clutter and removing difficult to clean items can make cleaning easier. 	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
Staff rooms, offices and Medical Rooms do not allow for observation of social distancing guidelines	2x3 med	<ul style="list-style-type: none"> Staff rooms and offices have been reviewed and appropriate configurations of furniture and workstations have been put in place to allow for social distancing. Additional rooms have been created and sourced with fridges and so on Staff have been briefed on the use of these rooms. Other spaces within school have been identified and adapted to accommodate nursing, medical and other essential therapeutic services 	Yes	<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
Queues for toilets and handwashing risk non-compliance with social distancing measures	2x2 low	<ul style="list-style-type: none"> Bubbles have allocated toilets and staff will ensure that the toilet space is free prior to children going. Staff have arrangements in place to meet the staffing requirements when changing nappies and responding to children changing requirements. Pupils and staff know that they can only use the toilet one at a time and enough time is allowed to do so. Pupils are encouraged to access the toilet during class/throughout the day to help avoid queues. The toilets are cleaned frequently to take account for the number of pupils accessing the facilities, for example after every morning break, lunchtime and at the end of the school day. Monitoring ensures a constant supply of soap and paper towels. Bins are emptied regularly for example morning break, lunchtime and the end of the school day, or other transition periods. Separate bin (clearly marked) for PPE waste Pupils are reminded regularly on how to wash hands and young children are supervised in doing so. Handwashing is incorporated into the daily timetable. 	Yes	<p>Additional cleaning secured</p> <p>Staff will monitor children outside of the classroom</p> <p>Handwashing regime encouraged</p> <p>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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		<ul style="list-style-type: none"> Children are encouraged not to touch peers as much as is possible Provision of hand gel is made available where there are no handwashing facilities, Supervised use for young pupils. Promote 'catch it, bin it, Kill it'. Use of <u>e-bug</u> learning from Public Health England. 			
Impact of any new variants of the virus on the day to day running of the school	3x2 Med	<ul style="list-style-type: none"> The new variants of the virus do not require any additional control measure and the current guidance remains unchanged. Any local outbreaks of any new variant(s) will be managed by Public Health in partnership with schools, staff and families impacted. BCC's Local Outbreak plan can be found here: https://www.birmingham.gov.uk/info/50231/coronavirus_covid-19/2204/local_outbreak_plan_-_covid-19 		School to continue to read and respond to guidance and new information and adapt as necessary	2x2 low
11. Enhanced cleaning and how you will ensure sufficiency of supplies					
Cleaning capacity is reduced so that an initial deep-clean and ongoing cleaning of surfaces and touch points are not undertaken to the standards required	2x2 low	<ul style="list-style-type: none"> A return-to-work plan for cleaning staff (including any deep cleans) is agreed with contracting agencies prior to Enhanced 'deep clean' to take place prior to the wider opening of the school. An enhanced cleaning schedule is agreed and implemented which minimises the spread of infection, making full use of timetable breaks, between lunch groups, before and after school. Introduce cleaning of doorways, handles and corridor walls and other frequently touched surfaces. Assigned cleaner 10 -2 daily. More frequent cleaning of rooms / shared areas that are used by different groups Working hours or additional capacity for cleaning is planned and in agreement with cleaning staff. Toilets to be cleaned every morning break, lunchtime and at the end of the school day. Outdoor playground equipment should be more frequently cleaned. Seek LA support to manage insufficient capacity 	Yes	<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
Procedures are not in place for Covid-19 clean following a suspected or confirmed case at school	2x3 med	<ul style="list-style-type: none"> Cleaning company is aware of the guidance for cleaning of non-healthcare settings <u>COVID-19: cleaning of non-healthcare settings guidance</u> Plans are in place to identify and clean all areas with which the symptomatic person has been in contact Sufficient and suitable equipment is available for the required clean Adequate waste disposal arrangements are in place to dispose of contaminated equipment Alternative arrangements are in place for vulnerable pupils and key worker families in case the school needs to close for a Covid-19 clean Seek support from Public Health Birmingham. Use the <u>flowchart</u> if a staff member or pupil displays symptoms. For EY suitable PPE equipment is available if 2m from the child cannot be maintained. School have agreed a deep clean when bubbles are closed in the main areas 	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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12. Enhanced hygiene practices and arrangements for shared items					
Inadequate supplies of soap and hand sanitiser mean that regular hand washing routines cannot be established	2x2 low	<ul style="list-style-type: none"> An audit of handwashing facilities and sanitiser dispensers is undertaken before the school reopens and additional supplies are purchased if necessary. Appropriate measures to supervise effective hand washing of young children are in place Monitoring arrangements are in place to ensure that supplies of soap, hand towels and sanitiser are maintained throughout the day. Posters and electronic messaging boards reinforce the need to wash hands regularly and frequently, including on arrival at school. Handwashing for 20 seconds minimum encouraged. Reinforce 'catch it, kill it, bin it' message. Use of <u>e-bug</u> learning from Public Health England. Process is in place for removing and disposing/storing of face coverings when pupils and staff who use them arrive at school. 	Yes	<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
Inadequate supplies and resources mean that shared items are not cleaned after each use	2x3 med	<ul style="list-style-type: none"> Limit the amount of shared resources that are taken home and limit exchange of take-home resources between children, young people and staff A plan is in place to clean resources which have been taken home. Cater for equipment and resources per child and prevent the sharing of stationery and other equipment where possible. Resources that are shared between classes or bubbles, such as sports, outdoor playground equipment, art and science equipment should be cleaned frequently and meticulously and always between bubbles, or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles or wraparound care. Practical lessons can go ahead if equipment can be cleaned thoroughly and the classroom or other learning environment is occupied by the same children or young people in one day, or properly cleaned between cohorts Roles and responsibilities identified for each area with cleaning resources, e.g. each class is allocated their own cleaning products The governing board finance committee is aware of any additional financial commitments 	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
12. School level response for symptomatic or ill pupils or staff members					

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	2x3 med	<ul style="list-style-type: none"> • Staff, pupils and parents have received clear communications informing them of current government guidance on the actions to take should anyone display symptoms of COVID-19 and how this will be implemented in the school. • Staff caring for young children are vigilant for symptoms of COVID-19 and signs of illness that may be associated to it as per government advice. • Regular review of the latest information across senior leadership and staff members: https://www.birmingham.gov.uk/COVID-19_schools_faqs • Staff are aware of the location of the emergency PPE pack in the First aid room • Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders. • Health and safety governors are satisfied that arrangements are in place and in line with DfE guidelines • Report cases of to the Health Protection Team in Public Health using the checklist • Use the flowchart from Public Health Birmingham about how to deal with a suspected or confirmed case within the pupil or staffing cohort • Keep up to date with PH updates on responding to cases in schools during the contact tracing phase of the response. • Any teaching and support staff who develop symptoms of COVID-19 are eligible for testing via the essential worker scheme, which can be a home test kit or drive-through test appointment. https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested • Understanding of latest HSE RIDDOR REPORTING guidance for Covid-19 on when and how to report exposure to coronavirus or a diagnosis of COVID 19, in the workplace under RIDDOR. • 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). • As an all age school we continue to offer tests onsite. • Both pupils and staff in secondary schools will be supplied with LFD test kits to self-swab and test themselves twice a week at home. Staff and pupils must report their result to NHS Test and Trace as soon as the test is completed either online or by telephone as per the instructions in the home test kit. Staff and pupils should also share their result, whether void, positive or negative, with their school to help with contact tracing. • Further information on Government's vaccination plan can be found here: https://www.nhs.uk/conditions/coronavirus-covid-19/coronavirus-vaccination/coronavirus-vaccine/ 	Yes	<p>Staff aware of procedure</p> <p>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
Arrangements to isolate individuals displaying	2x3 med	<ul style="list-style-type: none"> • School's medical room/space has been assessed to ensure social distancing and isolation measures are not compromised • For very young children there is a designated area available where a key person can 	Yes	<p>See above</p> <p>If room is used Headteacher will</p>	2x2 low

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symptoms of COVID-19 are not in place		<p>continue to support the child away from the rest of the group until collection by parent/carer, staff will wear full PPE</p> <ul style="list-style-type: none"> • Additional rooms are designated for pupils with suspected COVID-19 whilst collection is arranged. • Procedures are in place for medical rooms or other spaces to be cleaned after suspected COVID-19 cases, along with other affected areas, including toilets. • Isolated individuals should be in rooms where door can be closed (age permitting of child) and with windows for ventilation. • PPE to be used for accompanying staff where pupil symptomatic and 2m distance cannot be sustained. 		<p>arrange deep clean of the room</p> <p>PPE in place</p>	
14. Plan for personal protective equipment for staff					
Provision of PPE for staff where required is not in line with government guidelines	3x3 High	<ul style="list-style-type: none"> • Government guidance on wearing PPE is understood and communicated. Read the guidance on safe working in education, childcare and children's social care for more information about preventing and controlling infection and use of PPE. • Sufficient PPE has been procured through normal stockist • PPE requirements for individual pupils and staff have been risk assessed and sourced through normal stockist • Those staff required to wear PPE (e.g. SEND intimate care; receiving/handling deliveries; cleaning staff) have been instructed on how to put on and how to remove PPE carefully to reduce contamination and how to dispose of them safely. This has been communicated in email • Staff are reminded that wearing of gloves is not a substitute for good handwashing. • Avoid face to face contact and minimise interaction under 1m with young pupils, except for those with complex needs • Seek LA support for emergency PPE stock • Appropriate measures are taken on the cleaning of reusable PPE items in line with guidance • Changes to government guidance on wearing PPE is understood and communicated. Read the guidance on safe working in education, childcare and children's social care for more information about preventing and controlling infection and use of PPE if an individual child, young person or student becomes ill with coronavirus (COVID-19) symptoms when a distance of 2 metres cannot be maintained or when performing aerosol generating procedures (AGPs). • Adults should maintain a 2-metre distance from others. Where this is not possible avoid close face-to-face contact and minimise time spent within 1 metre of others. 	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

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	3x3 high	<ul style="list-style-type: none"> Requirements for PPE have been assessed in line with DfE guidelines and Public Health Birmingham scenarios Sufficient stock has been ordered using school's usual suppliers Arrangements to seek LA support to obtain PPE in case of an emergency are known and in place Health and safety governors are satisfied that arrangements are in place and in line with DfE guidelines Additional PPE for coronavirus (COVID-19) is only required in a very limited number of scenarios, for example, when: <ul style="list-style-type: none"> a pupil becomes ill with coronavirus (COVID-19) symptoms, and only then if a 2 metre distance cannot be maintained performing aerosol generating procedures (AGPs). 	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
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"> Ongoing works and scheduled inspections for schools (e.g. estates related) have been designated as essential work by the government and so are set to continue. An assessment has been carried out to see if any additional control measures are required to keep staff, pupils and contractors safe including distancing and hygiene procedures. Assurances have been sought from the contractors that they are familiar with the <u>symptoms associated with Coronavirus covid-19</u>, all staff attending the setting will be in good health (symptom-free) and that contractors have procedures in place to ensure effective social distancing is always maintained. Alternative arrangements have been considered such as using a different entrance for contractors and organising classes so that contractors and staff/pupils are kept apart. Social distancing is being maintained throughout any such works and where this is not possible arrangements are reviewed. In addition to arrangements for COVID-19, normal contractor procedures are being applied and have been updated considering COVID-19 (including contractor risk assessments and method statements, and contractor induction), including contractors who works across sites or schools. 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 The school has a clear visitors risk assessment and rational in place there will be no unplanned visits and visits will be essential Social distancing is being maintained throughout any such works and where this is not possible arrangements are reviewed. 	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	2x3 med	<ul style="list-style-type: none"> Fire procedures have been reviewed and revised where required, due to: <ul style="list-style-type: none"> Reduced numbers of pupils/staff Possible absence of fire marshals – absent fire marshals to be replaced with 	Yes	<p>Staff aware of procedures.</p> <p>Fire policy updated and shared in</p>	2x2 low

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arrangements		<ul style="list-style-type: none"> trained substitutes <ul style="list-style-type: none"> Social distancing rules during evacuation and at muster points Possible need for additional muster point(s) to enable social distancing where possible Staff, pupils and governors have been briefed on any new evacuation procedures. Incident controller and fire marshals have been trained and briefed appropriately. Fire drill arranged in line with Covid plan. 		handbook Designated areas onsite	
Fire evacuation drills – unable to apply social distancing effectively	2x3 med	<ul style="list-style-type: none"> Plans for fire evacuation drills are in place and are in line with social distancing measures, with marked areas if required 	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
Fire marshals absent due to self-isolation	2x2 low	<ul style="list-style-type: none"> An additional staff rota is in place for fire marshals to cover any absences and staff have been briefed accordingly. Staff appropriately trained in fire marshal duties as required. 	Yes	All staff received fire marshal training Radios used to communicate	1x1 low
Statutory compliance has not been completed due to the availability of contractors during lockdown	2x2 low	<ul style="list-style-type: none"> All statutory compliance is up to date. Where water systems have not been maintained throughout lockdown, chlorination, flushing and certification by a specialist contractor has been arranged. Water system checks and actions to be undertaken prior to wider opening. LA support is in place Fire drills continue to be undertaken and Fire Risk Assessment up to date including management of doors opened for ventilation purposes. Ensure staffing cover should key staff (site manager/caretaker) involved in statutory testing & site safety be off or away 	yes	All up to date and in good order Records maintained School has remained open	1x1 low
The costs of additional measures and enhanced services to address COVID-19 when reopening puts the school in financial difficulty	2x3 med	<ul style="list-style-type: none"> Additional cost pressures due to COVID-19 identified and an end-of-year forecast which factors them in has been produced. LA or Trust finance team has been consulted to identify potential savings in order to work towards a balanced budget. Additional COVID-19 related costs are under monitoring and options for reducing costs over time and as guidance changes are under review. Additional sources of income are under exploration. The school's projected financial position has been shared with governors and LA or trust. 	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. Impact on staff and pupils with protected characteristics and adapting your approach

Considerations

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

Further information on Government's vaccination plan can be found here: <https://www.nhs.uk/conditions/coronavirus-covid-19/coronavirus-vaccination/coronavirus-vaccine/>

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"> An equality impact assessment is undertaken for staff and pupils All members of staff and parents of pupils with underlying health issues, those within vulnerable groups have been instructed to make their condition or circumstances known to the school, and members of staff with children who cannot attend school/nursery/childminder etc are supported. (added in v3) Records are kept and regularly updated e.g. check children and staff who have identified as having asthma have up to date care plans. Members of staff and parents of pupils with underlying health conditions have been asked to seek and act on the advice of their GP/consultant/midwife or current government advice. Staff and parents of pupils are clear about the definitions and associated mitigating strategies relation to people who are classed as clinically vulnerable and clinically extremely vulnerable. All staff who were clinically extremely vulnerable and received a letter 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. Current government guidance is being applied. Consider advice from Public Health England regarding BAME staff in section above. Seek advice from Occupational Health Service. 	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
Staff, particularly those from BAME heritage, are reluctant to attend	3x2 Med	<ul style="list-style-type: none"> No. of BAME staff 0 of BAME staff risk assessed and requiring to remain shielded at home All BAME staff able to return but requiring additional support Staff are encouraged to focus on their wellbeing. 	Yes	<p>As above</p> <p>All staff have access to the EAP and can access counselling and support through that</p>	2x1 Low

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school due to the media coverage on deaths related to coronavirus and the new variants		<ul style="list-style-type: none"> Line managers are proactive in discussing wellbeing with the staff that they manage, including their workload. Staff briefings and training have included content on wellbeing. Staff briefings/training on wellbeing are provided. Staff have been signposted to useful websites and resources. 		Additional support available in school	
Parents, particularly those from BAME heritage, are reluctant to send their children to school due to the media coverage on deaths linked to coronavirus and the new variants to coronavirus	2x3 med	<ul style="list-style-type: none"> No of BAME pupils 0 of BAME pupils risk assessed and requiring to remain shielded at home 1 BAME pupils able to return but requiring additional support There are enough numbers of trained staff available to support pupils and parents with these anxieties. There is access to designated staff for all pupils and parents who wish to talk to someone about their wellbeing and anxieties about attending school School arrangements demonstrating social distancing measures are shared with parents and pupils Resources/websites to support parent and pupil anxiety are provided. 	Yes	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 The health and safety measures put in place will be communicated with all	2x2 low
Parents do not follow advice on social distancing when visiting the school	3x2 Med	<ul style="list-style-type: none"> Visitors (including parents/carers) to the school may be restricted to one area, or to an allocated appointment time Raise persistent non-conformity with Local Authority. Additional guidance on enforcement is available. Arrangements for visiting the school are communicated to parents/carers Expectations around hygiene and social distancing are communicated with parents/carers including drop-off/pick-up time to reduce gatherings 	Yes	Messages have been shared with parent and will be reinforced weekly Visitors rational in place and ALL visitors will have to complete a contact form	2x2

17. Work with other school-based provision

Risks are not comprehensively assessed in every area of the school, including nursery and resource base if applicable, considering COVID-19,	N/A	<ul style="list-style-type: none"> Risk assessments are updated or undertaken before the school reopens and mitigation strategies are put in place and communicated to staff covering: <ul style="list-style-type: none"> Different areas of the school including any Early Years and Resource Base provision When pupils enter and leave school During movement around school During break and lunch times Delivering aspects of the curriculum, especially for practical subjects and where shared equipment is used 	N/A	N/A	N/A
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18. Home to School Transport

Urban Transport Group released a [briefing in May 2020](#) requesting the Government to lead joined-up dialogue between the education and transport sectors on how best to resolve the operational challenges and to meet the full additional transport costs of the return to schools and colleges.

Keys points include:

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- Promote the use of sustainable travel and transport (i.e. modes that improve physical wellbeing for users and/or environmental quality) for journeys to and from education and training establishments for children and young people or compulsory school age in the local authority area.
 - As part of their overarching role to keep cities regions moving in a manner that protects health, the environment and quality of life, transport authorities also have an interest in ensuring that the return to school and college does not create congestion, contribute to air pollution or pose a risk in terms of the health and safety of children and their parents or of transport staff and the wider public, including passengers travelling on mainstream routes that serve schools.
 - In line with this, transport authorities will be looking to ensure that children are able to safely walk, cycle or scoot to school where possible. Indeed, in normal times, transport authorities invest considerable resources in promoting mode shift for school transport and in supporting and training children to travel safely and sustainably. 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.
- For further information and guidance regarding any of the above points visit www.birmingham.gov.uk/modeshiftstars or contact: connected@birmingham.gov.uk.

Pick up and drop off times	2x2 low	<ul style="list-style-type: none"> • As per <u>Government guidance</u>: • Only one parent should attend • 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) • 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) • 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 <p>In addition:</p> <ul style="list-style-type: none"> • Stagger start and finish times to ease pavement congestion • Consider the use of simple signage to highlight the need for social distancing: • Organised queuing and boarding of vehicles and distancing within vehicles wherever possible with bubbles leaving school in a planned and orderly fashion. • 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. • 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. • Additional cleaning of designated school transport by contract 	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
Children arriving late as a result of journey to school	2x2 Low	<ul style="list-style-type: none"> • As per <u>Government guidance</u>: <ul style="list-style-type: none"> ➢ ensure parents and young people are aware of recommendations on transport to and from education or childcare setting (including avoiding peak times). Read the <u>Coronavirus (COVID-19): safer travel guidance for passengers</u> ➢ ensure that transport arrangements cater for any changes to start and finish times 	Yes	Plans in place, for many pupils they are transported by travel assist	1x2 Low

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		In addition: <ul style="list-style-type: none"> Advise parents/carers to use various modes of transport including driving to school being mindful of the need to socially distance around the school safely. Encourage walking, cycling or scooting to their education setting where possible. For further information and guidance regarding any of the above points see: www.birmingham.gov.uk/modeshiftstars or contact: connected@birmingham.gov.uk. 			
Transport capacity for pupils with EHCP attending special schools and resource bases is insufficient	3x3 high	<ul style="list-style-type: none"> Schools' individual requirements are discussed with Home to School Transport to prepare for full return. Schools' individual requirements are discussed with Home to School Transport to prepare for full return. From the autumn term, local authorities will not be required to uniformly apply the social distancing guidelines for public transport, on dedicated school or college transport. Schools are aware of the proposed routes and vehicle allocations for full opening. Parents to be informed of transport arrangements from Travel Assist and Schools. Parents can contact Parentlinkservice@birmingham.gov.uk with specific queries 	Yes	Children transported in bubbles Parents are aware Lack of support with redirecting guides to work within the bubble they are assigned to in school, and potential clash of guide and pupil	3x2
19. Contingency planning for local lockdown					
No plan in place if an outbreak or local lockdown should occur	2x2 low	<ul style="list-style-type: none"> School Business Continuity Plan has been updated Proposed resourcing model is in place should lockdown and partial or full closure be required Arrange for communications to be available in readiness for release to staff and families to incorporate any advice from Public Health Birmingham. Staff have been fully briefed on the action planning for local/bubble lockdown or outbreak. Resources have been prepared that take account of online education resources for home learning (published by DfE 24 June 2020) added in v4 https://www.gov.uk/guidance/remote-education-during-coronavirus-covid-19 Information and guidance have been shared to support parents and carers of children who are learning at home https://www.gov.uk/guidance/supporting-your-childrens-education-during-coronavirus-covid-19 (added in v4) Resumption of original Risk Assessment to consider phased opening as appropriate Parents have been informed of the school's procedures for local/bubble lockdown Preparation for learning continuity in the event of local or bubble lockdown <ul style="list-style-type: none"> Blended learning offer to support continued delivery including support for pupils isolating or required to remain at home due to being diagnosed clinically extremely vulnerable- Remote learning packages ready to offer where there is an outbreak as part of business continuity. <u>Consideration of remote learning for young pupils or those with SEND.</u> 	High	Lockdown plan will be revised and shared with governors Staff will be made aware of any changes as the arise. Staff aware that that online learning will need to be revisited if classes are closed. Online opportunities will be planned alongside Phase leaders	2 x 1 low

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20. Rapid asymptomatic testing in specialist settings including special academies, maintained special schools, alternative provision (AP), hospital schools, registered independent AP, pupil referral units (PRUs), special post-16 institutions, non-maintained special schools, independent special schools					
There is a wide range of challenges in delivering effective testing in special schools and other specialist settings	2x2 low	<ul style="list-style-type: none"> Where it is appropriate to do so, plans are in place for to offer pupils and students aged 11 and above 3 supervised tests 3 to 5 days apart on-site before moving to home testing For pupils and students of secondary school age who are in attendance, the most appropriate way for them to access twice weekly testing from 15th March 2021 has been agreed with them and their families Arrangements are in place for pupils to have their first 3 tests on-site via the setting's Asymptomatic Testing Site (ATS) before they begin doing them at home. In circumstances where a pupil or student would not be able to be tested through an ATS but who could be tested at home by (or with support from) a suitably competent adult. Settings can provide home testing kits to them from the outset (without the pupil being tested at an ATS first), where this is appropriate for the pupil or student. Settings which are all-through should follow the guidance on testing in secondary schools. Only secondary aged pupils in all-through settings should be offered testing. There is informed consent to testing in place. Testing is voluntary, but those who are eligible for tests are strongly encouraged to participate to reduce the risk of transmission within education settings. The person giving the consent (parent or legal guardian or the young person) needs to have a sound understanding of the risks and benefits of testing. Even if the child or young person or the parent or legal guardian has given consent, if the individual at any point is not willing to participate in testing then that choice should be respected. 	Yes	<p>Correspondence will be shared with families in year 7 and above</p> <p>Testing needs consent of parents and pupils should be able to administer with minimal support.</p> <p>Parents can request home testing kits</p>	
21. Rapid asymptomatic testing for visiting/peripatetic staff working with pupils					
There are no clear plans for testing staff working in a specialist school or specialist setting	Low 2x2	<ul style="list-style-type: none"> Staff working on a setting's site should be offered LFD tests. This includes: <ul style="list-style-type: none"> teachers teaching assistants clinical staff employed by the school those providing on-site wraparound childcare other support staff (including therapists) those involved in cleaning testing sites Settings can offer others testing too, for example, school nurses or drivers or escorts, liaising as appropriate with both the individuals and their employers to check if they have separate arrangements for regular testing. 	Yes	<p>As above</p> <p>LFT testing in place and staff can sign up.</p>	Low 2x2