

## Introduction

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

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

We recommend all school leaders and staff members to regularly review the latest information produced by Public Health: [https://www.birmingham.gov.uk/COVID-19\\_schools\\_fags](https://www.birmingham.gov.uk/COVID-19_schools_fags). The latest checklist and flowchart can be found here for guidance on dealing with suspected or confirmed cases within staff or pupil cohorts, and their contacts: [https://www.birmingham.gov.uk/downloads/download/3527/public\\_health\\_flowchart\\_for\\_schools](https://www.birmingham.gov.uk/downloads/download/3527/public_health_flowchart_for_schools)

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

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).

Risk assessment is about identifying sensible 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.

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The matrix (below) to determine the the Likelihood and independently

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

provides a method level of risk, with Severity being scored and plotted.

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

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

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

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

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<https://www.gov.uk/guidance/school-reports-on-pupil-performance-guide-for-headteachers>

<https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19>

<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2/early-years-foundation-stage-coronavirus-disapplications> (added in v2)

Keeping children safe in education 2020 – comes into force 1st Sept and references keeping children safe online whilst at home: <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2> (added in v2)

<https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19> (added in v2)

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

<https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-isolation-for-residential-educational-settings/coronavirus-covid-19-guidance-on-isolation-for-residential-educational-settings>

<https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care>

<https://www.gov.uk/government/publications/health-and-safety-on-educational-visits/health-and-safety-on-educational-visits>

<https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-phased-return-of-sport-and-recreation>

<https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19> (4/11/2020)

<https://www.gov.uk/guidance/new-national-restrictions-from-5-november> (5/11/2020)

<https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures/coronavirus-covid-19-early-years-and-childcare-closures>

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<b>Governance and other resources</b>	<p>As ever, if subscribing schools have questions / queries about governance, they can contact School and Governor Support (S&amp;GS) at <a href="mailto:governors@birmingham.gov.uk">governors@birmingham.gov.uk</a></p> <p>Nursery Schools and Nursery Classes should contact the Early Years Service for EYFS queries via email: <a href="mailto:EYDuty@birmingham.gov.uk">EYDuty@birmingham.gov.uk</a></p> <p>Education Safeguarding questions please contact the Education Safeguarding Team via email: <a href="mailto:EducationSafeguarding@birmingham.gov.uk">EducationSafeguarding@birmingham.gov.uk</a> (added in v2)</p> <p>ACAS guidance on mental health: <a href="https://www.acas.org.uk/acas-launches-new-guidance-on-mental-health-during-coronavirus">https://www.acas.org.uk/acas-launches-new-guidance-on-mental-health-during-coronavirus</a></p> <p>HSE guidance on working during coronavirus and related links: <a href="https://www.hse.gov.uk/news/working-safely-during-coronavirus-outbreak.htm">https://www.hse.gov.uk/news/working-safely-during-coronavirus-outbreak.htm</a></p> <p>NAHT guidance on health and safety duties and schools: <a href="https://www.naht.org.uk/advice-and-support/management/health-and-safety-duties-and-schools/">https://www.naht.org.uk/advice-and-support/management/health-and-safety-duties-and-schools/</a></p>
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<b>Version No.</b>	<b>Page - Edits</b>	<b>Published</b>
<b>1</b>	<b>Original</b>	<b>07/07/2020</b>
<b>2</b>	P5 weblink for EYFS disapplication doc added P5 weblink for new safeguarding guidance from September 2020 added P5 weblink to new guidance for clinically vulnerable and shielding added P5 added in details to contact Education Safeguarding team P7 weblink to document on shielding added P8 reference to carrying out speedy admissions for particularly vulnerable children P8 NEF contact added P9 EY duty email address added P10 reference to handwashing supervision for EYFS added P12 single child use bedding added P12 hygienic storage or personal items added P13 reminder for staff to be aware of procedures if they or a child show symptoms	<b>08/07/2020</b>

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Version No.	Page - Edits	Published
	P15 reference to a new safeguarding model from September 2020; awaiting imminent approval P22 reference to use of PPE if 2m distance can be maintained P23 clean shared resources or if taking resources home P29 removal of reference to pending confirmation on NS/NC sustainability P30 correction regarding vulnerable staff shielding in relation to latest DfE guidance P32 reference to a new safeguarding model from September 2020; awaiting imminent approval Reformatted all to black text	

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Area of concern to be addressed	Current risk rating	Control measures Good Practice Control Measures Adopted	In place? (Yes/No)	Further action/ Comments	Final risk rating
<b>1. Identify likely numbers of pupils returning and agree required staffing resource and approach and liaise with your LA on your plans</b>					
Lack of certainty over returning numbers	Med	<ul style="list-style-type: none"> <li>• Actions taken following announcement of schools closure on 4/01/2021</li> <li>• Forms survey sent out to all parents to establish numbers for key worker children – currently 20 have requested key worker places. Only 1 nursery child requested key worker provision.</li> <li>• Groups set and staffed to maintain social distancing. No more than 15 in each group to safeguard staff.</li> <li>• Safeguarding team meeting to establish vulnerable groups 6 agreed to come to school contact made with all 'vulnerable' families to offer school provision.</li> <li>• No children due to be shielding at home - Pupils no longer required to shield but who generally remain under the care of a specialist health professional are likely to discuss their care with their health professional at their next planned clinical appointment - <a href="#">COVID-19 - 'shielding' guidance for children and young people</a>.</li> <li>• Readiness to implement Test and Trace as set out in section 7 the latest <a href="#">guidance</a>.</li> <li>• Requests for support for vulnerable families sent through Early Help Hubs and individual pupil risk assessments.</li> <li>• Most children originally identified as clinically extremely vulnerable no longer need to follow this advice. Children whose doctors have confirmed they are still clinically extremely vulnerable are advised not to attend school during lockdown and arrangements should be made to continue education at home. Children who live with someone who is clinically extremely vulnerable, but who are not clinically extremely vulnerable themselves, should</li> </ul>	Y		Low

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		still attend school.			
<b>Number of staff available is lower than that required to teach classes in school</b> ( <i>cross reference with risk assessment on staff health and wellbeing</i> )	Med	<ul style="list-style-type: none"> <li>The health status and availability of every member of staff is known and is regularly updated. Including all teaching and non-teaching staff (EY practitioners, DSL, SENCO, Paediatric 1<sup>st</sup> Aid (for under 2 year olds)/ 1<sup>st</sup> Aider or emergency 1<sup>st</sup> aid for children 3-5 years, domestic/kitchen staff etc</li> <li>Fully staffed and ready.</li> <li><a href="https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19">https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19</a> (added in v2)</li> <li>Full use is made of those staff who are self-isolating or shielding but who are well enough to teach lessons online.</li> <li>Flexible and responsive use of teaching assistants and pastoral staff to supervise classes is in place.</li> <li>Size of Bubbles is increased moving from a full class bubble for majority of the classroom time to a phase group bubble, where required, allowing for mixed groups for specialist teaching, wrap around care and transport. It is important to limit interaction between bubbles; one positive case can lead to full isolation of bubbles and contacts.</li> <li>Staff including temporary/supply personnel can move across different classes and other year groups maintaining social distancing (2m between adult and child where possible, minimising time spent within 1m)</li> <li>School will ensure that appropriate support is made available for pupils with SEND as well as pupils isolating at home or considered to be clinically extremely vulnerable, for example by deploying teaching assistants and enabling</li> </ul>	Y	Regular supply contacts established if required	Low

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		<p>specialist staff from both within and outside the school to work with pupils in different classes or year groups.</p> <ul style="list-style-type: none"> <li>• Consideration of available testing for school staff is updated according to latest government advice: <a href="https://www.gov.uk/guidance/nhs-test-and-trace-workplace-guidance">https://www.gov.uk/guidance/nhs-test-and-trace-workplace-guidance</a></li> <li>• 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.</li> <li>• Consultation with Nursery staff – feeling of being unsafe in the tight Nursery environment with all children. Indication of possible section 44 letters being issued to school. Full opening of Nursery to all children unable to happen as a result.</li> </ul>			
<b>Schools lose focus on continuing to apply in-year admissions process including admitting 'new' pupils</b>	Med	<ul style="list-style-type: none"> <li>• Review in-year school admissions expectation with key admission staff – speak to EL. Normal admission arrangements to continue mainly through telephone/email correspondence.</li> <li>• Ensure key school contact and related resources in place.</li> <li>• Ensure timely returns of individual pupil (applications and outcomes through a Pupil Movement Form) and wider cohort data returns.</li> <li>• Ensure speedy admission of children in the relevant year groups – EL to review waiting lists and contact families in classes with current waiting lists.</li> </ul>	Y	School does need a large focus on securing more numbers before October census – waiting on further guidance from LA	Low
<b>Nursery School (NS) and Nursery Classes (NC) lose focus on continuing to apply</b>	Med	<ul style="list-style-type: none"> <li>• Review EEE termly admissions process – EL ongoing work on Nursery admissions.</li> <li>• TR has been making contact with future Nursery parents</li> </ul>	Y		Low

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<b>termly admissions process including admitting 'new' pupils</b>		through this period of lockdown. <ul style="list-style-type: none"> <li>• Ensure key school contact and related resources in place - EL</li> </ul>			
<b>2. Plan how the whole school will be accommodated and encourage attendance</b>					
<b>Plans are not in place to identify number of classrooms and additional furniture or social distancing measures for each year group</b>	High	<ul style="list-style-type: none"> <li>• SLT reviewed school site to arrange classrooms to accommodate full classes and where possible keep social distancing for adults in the room.</li> <li>• Classrooms organised with tables now facing the front – apart from KS1 and EYFS</li> <li>• Children to be situated in their own classrooms for familiarity and emotional stability.</li> <li>• Spare areas identified to be utilised for groups etc.</li> <li>• Phase bubbles established – EYFS/KS1 and KS2 – KS2 split between staff to further promote distance within classrooms.</li> <li>• Maximum of 15 children within one group at any one time to ensure appropriate distancing.</li> </ul>	Y	Some classes are tight with the amount of tables required.	Med
<b>Classroom and timetable arrangements do not allow for all pupils to attend in line with guidance</b>	Med	<ul style="list-style-type: none"> <li>• Agreed new timetables and confirm arrangements for each year group to allow for reduced interaction between year bubbles.</li> <li>• Classroom size and numbers reviewed through daily planning.</li> <li>• Classrooms re-modelled and space maximised with chairs and desks front facing and spaced to allow for social distancing.</li> <li>• Spare furniture removed that will not be used.</li> <li>• Clear signage displayed in classrooms promoting social distancing.</li> <li>• Hand washing facilities identified for each learning zone and allocated timings for this set out clearly in timetables</li> <li>• Arrangements in place to support pupils when not at school with immediate access to remote learning at home, this includes where a pupil is unable to attend school because</li> </ul>	Y	To be constantly evaluated – most effective hand washing/ sanitising processes to be implemented.	V High

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		<ul style="list-style-type: none"> <li>they are complying with clinical or public health advice.</li> <li>• Children to remain in classes and bubbles to avoid contact with other groups.</li> <li>• In EYFS/KS1 bubble handwashing supervision is in place. (added in v2)</li> <li>• The EYFS environment is re-organised to meet requirements of social distancing including groups who do not mix with other children or other small groups</li> <li>• Encourage use of outdoor space, weather dependent</li> <li>• Stagger lunchtimes to align with staggered start and finish times.</li> <li>• Lunchtime arrangements clearly set out with chance to clean dinner tables thoroughly between sittings.</li> <li>• Lunchtime sups on weekly rota and working with consistent groups.</li> <li>• Regular review of control measures and their implementation and continuous updating of risk assessment or any changes to risk profiles or measures.</li> <li>• Assessment of Nursery space and numbers – not enough space to accommodate full reopening of the Nursery due to the potential of 25 children returning full time and the close nature of contact – v high chance of passing on the virus. Nursery places offered to key worker and vulnerable in line with original guidance. 05/01/2021</li> </ul>			
<b>There is a need for review use of space to allow for the school to fully operational</b>	Low	<ul style="list-style-type: none"> <li>• Identify available large spaces and appropriate timetabling e.g, dining areas and outdoor areas.</li> <li>• Assemblies will now be delivered online to key worker/ vulnerables and children at home.</li> <li>• Key masses will be streamed to children in school and at home.</li> <li>• Design layout and arrangements in place to enable social distancing.</li> <li>• The EYFS environment is re-organised to meet requirements of social distancing</li> <li>• Schools will engage with local immunisation providers to</li> </ul>	Y		Low

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		<p>provide the usual immunisation programmes on site, ensuring these will be delivered in keeping with the school's control measures.</p> <ul style="list-style-type: none"> <li>• Some pupils with SEND will need specific help and preparation for the changes to routine that this will involve, so teachers and BOD will plan to meet these needs, for example using social stories. More information on pupils with education, health and care plans can be found in <a href="#">Annex B</a> of the guidance.</li> <li>• Careful consideration of how to minimise risk from music classes eg. singing, chanting, playing wind or brass instruments or shouting – music lessons will continue on Wednesday in line with music service risk assessment.</li> <li>• Outdoor sports should be prioritised where possible, and large indoor spaces used where it is not, maximising distancing between pupils and paying scrupulous attention to cleaning and hygiene contact sports avoided. See <a href="#">guidance</a> on phased return of sports.</li> <li>• A separate Risk Assessment from any external provider operating on site is required and reviewed.</li> <li>• Encouraging audiences to events to undertake safety measures and maintain social distancing.</li> </ul>			
<b>3. Content and timing of communications to parents and pupils including discussing attendance expectations and other specific things that parents should do to help prepare returning pupils</b>					
<b>Parents and carers are not fully informed of the health and safety requirements for the reopening of the school</b>	Med	<ul style="list-style-type: none"> <li>• As part of the overall communications strategy parents are kept up to date with information, guidance and the school's expectations on a weekly basis using a range of communication tools.</li> <li>• A COVID-19 section on the school website is created and updated clearly showing arrangements for arriving/collecting pupils</li> <li>• Parent and pupil handbooks created reflecting changes to usual school policy</li> <li>• Advice is made available to parents on arrangements</li> </ul>	Y	Appropriate communication has been made. Understanding of parents is a concern.	Med

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		testing for COVID-19 <ul style="list-style-type: none"> <li>• Clarify arrangements for pick-up/drop-off.</li> <li>• For pupils with EHCP, discuss RA with parents, and where appropriate, with pupils.</li> <li>• Personal contact with parents made at least weekly – Senco in regular contact with parents. Specific contact made with newly arrived pupils by home language TAs</li> </ul>			
<b>Parents and carers may not fully understand their responsibilities should a child show symptoms of COVID-19</b>	High	<ul style="list-style-type: none"> <li>• Key messages in line with government guidance are reinforced on a weekly basis via email, text and the school's website and verbally. Community languages are considered.</li> <li>• Clear procedures in place where a child falls ill whilst at school with reference to the school's infectious diseases policy – disabled toilet set up for isolation area for any child displaying covid like symptoms.</li> <li>• Ensure contact details of families are up to date – CK/SC</li> </ul>	Y	Issues around understanding of parents makes this a concern.	High
<b>Communications with parents/carers about expectations that must be followed to support pupils and keep the school community safe are not clear or in place</b>	Med	<ul style="list-style-type: none"> <li>• Request daily changes of clothes where possible to reduce the risk of infection. Uniforms do not need to be cleaned any more often than or differently to usual.</li> <li>• Refer to school's hygiene policies</li> <li>• Clarity around attendance expectations; in particular when COVID-19 is a risk factor within the family</li> <li>• Awareness of where translation could be an issue – expertise on staff utilised.</li> <li>• Brokerage of access to FTB resources to support mental health and wellbeing, including anxiety of returning to school for pupils and parents <a href="https://www.forwardthinkingbirmingham.org.uk">https://www.forwardthinkingbirmingham.org.uk</a></li> <li>• Information about how to <u>connect families to local support is available here.</u></li> </ul>	Y	Again understanding is the issue	Med

4. The school day This section should be considered in conjunction with <a href="https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings">https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings</a>					
<p>The start and end of the school day create risks of breaching social distancing guidelines</p>	<p>Med</p>	<ul style="list-style-type: none"> <li>• Start of day and end of day entrance windows have been extended and staggered to avoid congestion.</li> <li>• The number of entrances and exits to be used is maximised – entrance through Oldknow entrance depart through Church entrance – this has continued – less need for staggered starts with lower numbers 9 – 3.</li> <li>• Staff and pupils are briefed, and signage provided to identify which entrances, exits and circulation routes to use.</li> <li>• A plan is in place for managing the movement of people on arrival to avoid groups of people congregating – senior staff allocated to maintain entrance/leaving policy and procedures</li> <li>• Floor markings are visible where it is necessary to manage any queuing.</li> <li>• Attendance patterns have been optimised to ensure maximum safety.</li> <li>• A plan is in place for the effective and safe hand over of very young children at the beginning and end of the session – particularly around issues of responding to young children who are showing signs of distress – EYFS staff created videos to share with young children pre-empting changes to normality</li> <li>• DSLs should maintain a focus on vulnerable children, particularly if preparing for bubble isolation and should notify key workers (social workers, family support).</li> </ul>	<p>Y</p>	<p>A lot of parents will have a good idea of arrangements from part opening.</p>	<p>Low</p>

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<b>Daily attendance registers for new cohorts are not in place</b>	Low	<ul style="list-style-type: none"> <li>• Office responsible for completion of daily attendance registers (school and DfE) starting 11/01/2021</li> <li>• PF/BOD responsible for completion of BCC vulnerable/key worker children attendance weekly submission</li> <li>• Report to responsible body</li> <li>• There's separate guidance on recording attendance at <a href="#">addendum: recording attendance in relation to coronavirus (COVID-19) during the 2020 to 2021 academic year.</a></li> </ul>	Y		Low
<b>Staff may not fully understand their responsibilities if they or a child show symptoms of COVID-19</b>	Med	<ul style="list-style-type: none"> <li>• Key messages in line with government guidance are reinforced on a weekly basis via email, text and the school's website and verbally. Community languages are considered.</li> <li>• Weekly staff meeting over Teams to discuss issues and updates.</li> <li>• Clear procedures in place where a child falls ill whilst at school with reference to the school's infectious diseases policy and flowchart from Public Health</li> <li>• Ensure contact details of families are up to date.</li> <li>• Children signposted to SLT to deal with possible infected child.</li> </ul>	Y	Little change in staff – all staff aware in practice from partial reopening.	Low
<b>Resumption of day visits</b>		<ul style="list-style-type: none"> <li>• In the autumn term, school can resume non-overnight domestic educational visits. These trips should include any trips for pupils with SEND connected with their preparation for adulthood.             <ul style="list-style-type: none"> <li>○ Protective measures, such as keeping children within their bubble</li> <li>○ , and the COVID-secure measures in place at the destination.</li> <li>○ Use of outdoor spaces in the local area to support delivery of the curriculum.</li> <li>○ Usual full and thorough risk assessments in relation to all educational visits.</li> <li>○ Schools should consult the <a href="#">health and safety guidance on educational visits</a> when considering visits and seek relevant parental consents.</li> </ul> </li> </ul>			

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<b>5. Provision for meals and FSM.</b> Consider alongside <a href="https://www.gov.uk/government/publications/covid-19-free-school-meals-guidance/covid-19-free-school-meals-guidance-for-schools">https://www.gov.uk/government/publications/covid-19-free-school-meals-guidance/covid-19-free-school-meals-guidance-for-schools</a>					
<b>Pupils eligible for free school meals do not continue to receive vouchers</b>	Low	<ul style="list-style-type: none"> <li>• Key worker/ vulnerable children to continue to receive school dinners if applicable in school.</li> <li>• Family support worker to assist families at risk of food poverty.</li> <li>• Fortnightly food packs to be supplied to all FSM families. Family support worker to deliver packs to those families unable to collect from school.</li> </ul>	Y		Low
<b>The school is unable to provide breakfast clubs, lunch clubs and after-school clubs</b>	Med	<ul style="list-style-type: none"> <li>• Breakfast club cancelled – all children to be offered bagel breakfast.</li> <li>• After school provision to start up again – activities to be targeted at phase bubbles.</li> <li>• Communicate decisions to parents and encourage parents to limit the number of providers that they are accessing where possible.</li> <li>• Contact to be made with external providers to discuss risk assessments.</li> </ul>	Y		Low
<b>Meals are not available for all children in school</b>	Med	<ul style="list-style-type: none"> <li>• Communication with catering provider to consider options</li> <li>• Procurement plan in place which confirms that suppliers are following social distancing and hygiene measures.</li> <li>• Safe food preparation space, taking account of social distancing</li> <li>• Stagger lunchtimes to align with staggered start and finish times.</li> </ul>	Y	Provision to be evaluated at half term	Low

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		<ul style="list-style-type: none"> <li>• Children to eat dinner in the hall – all tables to be thoroughly cleaned between sittings.</li> <li>• Menus established in line with citiserve guidance</li> <li>• Alternative arrangements in place for provision of school meals</li> <li>• Usual considerations in place for dietary requirements</li> </ul>			
<b>6. Safeguarding provision is needed in school to support returning children and consider any necessary changes and referrals as more children return to school including those with problems accessing online offer</b> <b>Consider alongside:</b> <a href="https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19">https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19</a>					
<b>School safeguarding policy and procedures are not in place, including updated appendix to include arrangements for COVID-19</b>	Med	<ul style="list-style-type: none"> <li>• Policy still in place and staff made very aware of this. All vulnerable children encouraged to attend school. Those who can't have regular contact with class teacher/SLT and family support worker.</li> <li>• Teams meetings to ensure all children are seen twice weekly.</li> <li>• Safeguarding remains highest priority and policy is updated to reflect changes</li> <li>• All staff are briefed on updated safeguarding arrangements, including those contacting families of pupils that are not attending school or considered clinically extremely vulnerable – training provided by S4E September 1<sup>st</sup> for all staff.</li> <li>• All DSLs have swift access to advice from LA, CSC, school / health visitors and police (LA has provided contact details)</li> <li>• School to consider any changes to day to day health and safety policies including changes to evacuation arrangements depending on the use of classrooms, entry and exit points and Critical Incident and Lockdown procedures, factoring in social distancing requirements</li> <li>• Expectations to be shared with pupils in the event of the need to evacuate the building in an emergency</li> <li>• Reference to <u>an addendum for the BCC Model Safeguarding Policy</u>. A new safeguarding model needs to be adopted from September 2020 approved</li> </ul>	Y		Low

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<b>High risk of increased disclosures from returning pupils</b>	High	<ul style="list-style-type: none"> <li>• Staff briefed on actions if disclosures are made within teams meeting</li> <li>• DSL capacity is factored into staffing arrangements to ensure enough staff are available to deal with the potential increase in disclosures from pupils.</li> <li>• DSL always on site and available.</li> <li>• Contact is maintained with families where there are vulnerable pupils that are not attending school due to isolation or following GP advice.</li> <li>• Family support priorities reviewed and allocated</li> <li>• Multi-agency arrangements in place to support early help</li> <li>• School is aware of support through Early Help Hubs</li> <li>• Advice is available through CASS, BCC Safeguarding and BCC Prevent Team</li> </ul>	Y	Nature of any disclosures is unknown – capacity in the DSL team to deal with any concern/disclosure	Med
<b>Insufficient staff confidence or awareness of mental health, pastoral support, wider wellbeing support for pupils returning to school</b>	Med	<ul style="list-style-type: none"> <li>• Staff are aware of the offer from the LA and partners so support pupil wellbeing, including initiatives such as 'You've Been Missed' bereavement support and any changes that have occurred in children's lives since they have been away from school.</li> <li>• Staff have access to a range of support services and feel well prepared to support pupils with issues that are impacting on their health and wellbeing. This is differentiated for pupils attending school and those still at home.</li> <li>• Staff are aware of how to access support for issues such as anxiety, mental health, behaviour, young carers, behaviour in addition to safeguarding in general.</li> <li>• BOD/MA re working of the curriculum to ensure that emotional wellbeing is at the heart.</li> <li>• CS available Tues/Weds to work with children emotional</li> </ul>	Y		Low

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		affected			
<b>7. Behaviour policies reflect the new rules and routines necessary to reduce risk in your setting</b>					
<b>Pupils' behaviour on return to school does not comply with social distancing guidance</b>	Med	<ul style="list-style-type: none"> <li>• Clear messaging to pupils on the importance and reasons for social distancing is reinforced throughout the school day by staff and through posters, electronic boards, and floor markings. For young children this is done through age-appropriate methods such as stories and games.</li> <li>• Arrangements for social distancing of younger school children have been agreed and staff are clear on expectations in line with DfE advice</li> <li>• Staff model social distancing consistently.</li> <li>• The movement of pupils around the school is minimised.</li> <li>• Large gatherings are avoided and group sizes comply with DfE guidance.</li> <li>• Break times and lunch times are structured to support social distancing and are closely supervised.</li> <li>• An annex to the school's behaviour policy has been established to include compliance with social distancing and this has been communicated to staff, pupils and parents.</li> <li>• Senior leaders monitor areas where there are breaches of social distancing measures and arrangements are reviewed.</li> <li>• Messages to parents reinforce the importance of social distancing.</li> <li>• Home/ School agreement established via Teams all parents/ staff/ pupils are clear about expectations.</li> </ul>	Y	To be reviewed after a couple of weeks -	Low
<b>8. Identify curriculum priorities, agree revised expectations and required adjustments in practical lessons including any approaches to 'catch up' support</b>					
<b>Pupils may have fallen behind in their learning during school closures and</b>	High	<ul style="list-style-type: none"> <li>• Gaps in learning are assessed and addressed in teachers' planning.</li> <li>• Home (and remote learning if necessary) is continuing and is calibrated to complement in-school learning and address</li> </ul>	Y	Targeted catch up groups timetabled for w.b. 14/09/20	Med

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<b>achievement gaps will have widened</b>		<p>gaps identified.</p> <ul style="list-style-type: none"> <li>Plans for intervention are in place for those pupils who have fallen behind in their learning, <b>or isolating</b> and are supported through home learning</li> <li>Consider the response to young children who have fallen behind in their self-care skills</li> <li>Children identified to be targeted for specific morning interventions delivered by teachers.</li> <li>Ensure that key workers with vulnerable children are notified if children are not attending school when not in an isolating bubble</li> <li><b>Home learning is planned in a coherent way – teachers are following their programme of study.</b></li> </ul>			
<b>School unable to meet full provision required in line with EHCP</b>	Med	<ul style="list-style-type: none"> <li>Review individual pupil's EHCP to consider what can reasonably be provided whilst in school</li> <li>Where EHCPs have been adapted to make any allowances for the restrictions of COVID-19, these plans are reviewed to include the interim arrangements under the recovery plan. Note the duty to secure and deliver the provision in the EHCP remains and will only be modified, potentially, where a local outbreak occurs.</li> <li>Access support through health and social care offer</li> <li>Support offered through LA SEND Panel/ Early Years Inclusion Support Service</li> <li>Regular support from Ed Pysch</li> <li><b>Senco working with class teachers and parents of all SEN children to ensure provision is appropriate and children are accessing.</b></li> </ul>	Y	Anticipating full return of EHCP children.	Low
<b>Operational needs of school create insufficient resource to support ongoing learning offer for eligible pupils who</b>	Med	<ul style="list-style-type: none"> <li><b>Contact has been with all families to establish IT provision. All those who have indicated that they have no device have been provided with one. Those struggling with internet access have been provided with data sims.</b></li> <li><b>Staff constantly assessing access for children and informing SLT of barriers to learning.</b></li> </ul>	Y		Low

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<b>can't attend school, as well as those that continue to be out of school</b>		<ul style="list-style-type: none"> <li>• Anticipation of all children returning to school in line with Government guidelines</li> <li>• Access BEP offer for online resources</li> <li>• Review online offer for pupils that are unable to attend school</li> <li>• Learning offer for pupils unable to access online resources</li> <li>• Access Early Help Hub support for those pupils affected by ICT poverty if school cannot provide laptop/ipad support</li> <li>• Differentiate offer for eligible children that can't attend school to support future transition</li> </ul>			
<b>Pupils moving on to the next phase in their education are ill-prepared for transition</b>	Med	<ul style="list-style-type: none"> <li>• A plan is in place for pastoral staff to speak with pupils and their parents about the next stage in their education and resolve any issues.</li> <li>• There is regular and effective liaison with the destination institutions.</li> <li>• Regular communications with the parents of incoming pupils are in place, including letters, newsletters and online broadcasts.</li> <li>• Virtual tours of the school are available for parents and pupils.</li> </ul>	Y		Low
<b>9. Content and timing of staff communications including bringing in staff in advance of pupils returning</b>					
<b>Staffing levels can't be maintained</b>	Med	<ul style="list-style-type: none"> <li>• Contingency planning in place at appropriate levels, e.g. SLT, DSLs, first aid qualified staff</li> <li>• Advice sought from LA to support staffing levels if necessary</li> <li>• JJ as chair of Governing Body to be kept informed throughout</li> <li>• Clear rota in place to ensure we have staffing capacity if a staff member does become ill</li> </ul>	Y		Med
<b>Identify staff unable to return to school</b>	Med	<ul style="list-style-type: none"> <li>• SLT in constant dialogue with clinically vulnerable member of staff. Individual risk assessment to be carried out in alignment with advice from their GP</li> </ul>	Y		Med

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		<ul style="list-style-type: none"> <li>Identify specific activities for staff who are vulnerable/shielded</li> <li>The Government's New National Restrictions from 5 November until 2 December advise the clinically extremely vulnerable to work from home during this period of lockdown. If they cannot work from home, they should not to go to work. Staff who are clinically vulnerable or have underlying health conditions but are not clinically extremely vulnerable, may continue to attend school in line with current guidance.</li> <li>Those staff who are shielding have been signposted to work on specific tasks from home.</li> </ul>			
Staff are insufficiently briefed on expectations	Low	<ul style="list-style-type: none"> <li>Staff receive /weekly briefings on day to day school matters</li> <li>Support for mental health and wellbeing is communicated to all staff and there are plans in place to check on staff wellbeing regularly, including senior leaders. Information about the <a href="#">extra mental health support for pupils and teachers</a>.</li> <li>Ensure health &amp; wellbeing policy is in place and available to all staff. Encourage access to support and mental health first aiders. (added in v3)</li> <li>Flexible working arrangements needed to support any changes to usual working patterns are agreed</li> <li>Staff workload expectations are clearly communicated</li> <li>Schedule what staff training is needed to implement any changes that the school plans to make, either delivered remotely or in school</li> <li>Staff briefed weekly in online staff meeting. Regular updates sent through email</li> </ul>	Y		Low
<b>10. Protective measures and hygiene</b> <b>This section should be considered in conjunction with</b> <a href="https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings">https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings</a>					

**RISK Assessment Tool (V7)**
**08/01/2021**

<b>Measures are not in place to limit risks and limit movement around the building(s). Social distancing guidance is breached when pupils circulate in corridors as pupils are unable to or do not observe social distancing at break and lunch times</b>	Med	<ul style="list-style-type: none"> <li>• Consider classroom layouts, entry and exit points, staggered starts at break times, class sizes, lunch queues</li> <li>• Circulation plans have been reviewed and amended.</li> <li>• One-way systems are in operation where on the top and bottom corridors.</li> <li>• Circulation routes are clearly marked with appropriate signage.</li> <li>• Any pinch points/bottle necks are identified and managed accordingly, with more intensive and regular cleaning of regular touch points</li> <li>• The movement of pupils around school is minimised as much as possible.</li> <li>• Where possible, pupils stay in classrooms and staff move around.</li> <li>• NS/NC children are organised in small groups with a key worker and move around with them.</li> <li>• Lesson change overs are staggered to avoid overcrowding.</li> <li>• Pupils are briefed regularly regarding observing social distancing guidance whilst circulating.</li> <li>• Appropriate supervision levels are in place.</li> <li>• Agree how safety measures and messages will be implemented and displayed around school</li> </ul>	Y	To be evaluated constantly	Low
<b>The size and configuration of classrooms and teaching spaces does not support compliance with social distancing measures</b>	High	<ul style="list-style-type: none"> <li>• Classroom base arrangements in place.</li> <li>• Net capacity assessment/asset plans reviewed, with each classroom and teaching space compliant with social distancing measures and in line with government guidance</li> <li>• All furniture not in use has been removed from classrooms and teaching spaces. Safe storage arranged for unused furniture.</li> <li>• All soft furnishings/toys have been removed in EY environment</li> <li>• Resources are arranged to be used by small groups to limit the risk of cross contamination.</li> <li>• Arrangements are reviewed regularly</li> <li>• Due to the close proximity and tightness of the space in</li> </ul>	Y	Constrained classrooms make this difficult – tables are in place ready for September	High

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		Nursery there is an extreme risk of transmission.			
<b>Staff rooms and offices do not allow for observation of social distancing guidelines</b>	Med	<ul style="list-style-type: none"> <li>• Staff rooms and offices have been reviewed and appropriate configurations of furniture and workstations have been put in place to allow for social distancing.</li> <li>• Staff have been briefed on the use of these rooms – staff INSET to brief them of expectations. Staff guidance also to be issued</li> <li>• No meetings to be scheduled in the staff room or any other confined area.</li> </ul>	Y	Reminders to be issued to staff if social distancing is not being maintained	Med
<b>Queues for toilets and handwashing risk non-compliance with social distancing measures</b>	Med	<ul style="list-style-type: none"> <li>• Queuing zones for toilets and hand washing have been established and are monitored.</li> <li>• Nursery have arrangements in place to meet the staffing requirements if changing needs arise</li> <li>• Floor markings are in place to promote social distancing.</li> <li>• Pupils and staff know that they can only use the toilet one at a time.</li> <li>• Pupils are encouraged to access the toilet during class/throughout the day to help avoid queues.</li> <li>• The toilets are cleaned frequently to take account for the number of pupils accessing the facilities – dinner sups to clean toilets each lunchtime</li> <li>• Monitoring ensures a constant supply of soap and paper towels.</li> <li>• Bins are emptied regularly – twice daily and more if necessary</li> <li>• Pupils are reminded regularly on how to wash hands and young children are supervised in doing so. Handwashing is incorporated into the daily timetable. – hygiene sessions incorporated into the re-entry curriculum</li> <li>• Children are encouraged not to touch peers.</li> <li>• Provision of hand gel is made available where there are no handwashing facilities, e.g. reception areas and entry and exit points. All children to have hands sanitised on entry to school</li> <li>• Promote 'catch it, bin it, Kill it'. Use of <u>e-bug</u> learning from</li> </ul>	Y		Low

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		Public Health England.			
<b>11. Enhanced cleaning and how it will be implemented in your school for example how often, when/if additional clean is necessary and how you will ensure sufficiency of supplies</b>					
<b>Cleaning capacity is reduced so that an initial deep-clean and ongoing cleaning of surfaces and touch points are not undertaken to the standards required</b>	Med	<ul style="list-style-type: none"> <li>• A return-to-work plan for cleaning staff (including any deep cleans) is agreed with contracting agencies prior to September opening.</li> <li>• An enhanced cleaning schedule is agreed and implemented which minimises the spread of infection, making full use of timetable breaks, between lunch groups, before and after school.</li> <li>• Introduce enhanced daily cleaning of doorways, handles and corridor walls and other frequently touched surfaces</li> <li>• More frequent cleaning of rooms / shared areas that are used by different groups</li> <li>• Working hours for cleaning staff are increased in agreement with staff.</li> <li>• Outdoor playground equipment should be more frequently cleaned.</li> </ul>	Y	Full checklist of expectations established at the start of lockdown – cleaning staff have been following these.	Low
<b>Procedures are not in place for Covid-19 clean following a suspected or confirmed case at school</b>	Med	<ul style="list-style-type: none"> <li>• Cleaning company is aware of the guidance for cleaning of non-healthcare settings <u>COVID-19: cleaning of non-healthcare settings guidance</u></li> <li>• Plans are in place to identify and clean all areas with which the symptomatic person has been in contact</li> <li>• Sufficient and suitable equipment is available for the required clean</li> <li>• Adequate waste disposal arrangements are in place to dispose of contaminated equipment</li> <li>• Alternative arrangements are in place for vulnerable pupils and key worker families in case the school needs to close for a Covid-19 clean</li> <li>• Seek support from Public Health Birmingham. Use the flowchart</li> <li>• For EY suitable PPE equipment is available if a distance of 2m from the child cannot be maintained.</li> </ul>	Y		Low

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12. Enhanced hygiene for example toilet use, hand washing and decide on policy related to usually shared items e.g. books, toys practical equipment					
<p><b>Inadequate supplies of soap and hand sanitiser mean that regular hand washing routines cannot be established</b></p>	<p>Med</p>	<ul style="list-style-type: none"> <li>• An audit of handwashing facilities and sanitiser dispensers is undertaken before the school reopens and additional supplies are purchased if necessary.</li> <li>• Appropriate measures to supervise effective hand washing of young children are in place</li> <li>• Monitoring arrangements are in place to ensure that supplies of soap, hand towels and sanitiser are maintained throughout the day</li> <li>• Posters and electronic messaging boards reinforce the need to wash hands regularly and frequently, including on arrival at school. Handwashing for 20 seconds minimum encouraged.</li> <li>• Reinforce ‘catch it, kill it, bin it’ message. Use of <u>e-bug</u> learning from Public Health England.</li> <li>• Process is in place for removing and disposing/storing of face coverings when pupils and staff who use them arrive at school.</li> </ul>	<p>Y</p>	<p>Constant monitoring of supplies to ensure school doesn't run low of supplies.</p>	<p>Med</p>
<p><b>Inadequate supplies and resources mean that shared items are not cleaned after each use</b></p>	<p>Med</p>	<ul style="list-style-type: none"> <li>• Limit the amount of shared resources that are taken home and limit exchange of take-home resources between children, young people and staff</li> <li>• Children issued with their own packs to avoid the need to share any resources</li> <li>• Shared materials and surfaces cleaned and disinfected more frequently – particularly ipads/whiteboards</li> <li>• Resources that are shared between classes or bubbles, such as sports, outdoor playground equipment, art and science equipment should be cleaned frequently and meticulously and always between bubbles, or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles or wraparound care.</li> <li>• Practical lessons can go ahead if equipment can be</li> </ul>	<p>Y</p>		<p>Low</p>

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		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 <ul style="list-style-type: none"> <li>• Roles and responsibilities identified for each area with cleaning resources, e.g. each class is allocated their own cleaning products</li> <li>• CK keeping a spreadsheet on additional costs to be shared with the Finance and Staffing committee</li> </ul>			
<b>13. School level response should someone fall ill on site in line with govt guidance</b>					
<b>Staff, pupils and parents are not aware of the school's procedures (including on self-isolation and testing) should anyone display symptoms of COVID-19 or should there be a confirmed case of COVID-19 in the school</b>	High	<ul style="list-style-type: none"> <li>• Staff, pupils and parents have received clear communications informing them of current government guidance on the actions to take should anyone display symptoms of COVID-19 and how this will be implemented in the school.</li> <li>• Staff caring for young children are vigilant for symptoms of COVID-19 and signs of illness that may be associated to it as per government advice.</li> <li>• This guidance has been explained to staff and pupils as part of the induction process.</li> <li>• Regular review of the latest information across senior leadership and staff members: <a href="https://www.birmingham.gov.uk/COVID-19_schools_faqs">https://www.birmingham.gov.uk/COVID-19_schools_faqs</a></li> <li>• Use the <a href="#">flowchart</a> from Public Health Birmingham about how to deal with a suspected or confirmed case within the pupil or staffing cohort.</li> <li>• Staff are aware of the location of the emergency PPE pack.</li> <li>• Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders.</li> <li>• Health and safety governors are satisfied that arrangements are in place and in line with DfE guidelines</li> <li>• Report cases of to the Health Protection Team in Public Health England using the online guidance and <a href="#">checklist</a>.</li> <li>• 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</li> </ul>	Y	Further clarification of arrangements has been provided through phone calls prior to summer break up.	Med

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		<p>appointment. <a href="https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested">https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested</a></p> <ul style="list-style-type: none"> <li>• Understanding of latest HSE RIDDOR REPORTING guidance for Covid-19 on when and how to report exposure to coronavirus or a diagnosis of COVID 19, in the workplace under RIDDOR.</li> <li>• <i>For maintained schools where the council is the employer of staff and schools who are subscribed to the service from the council's safety team, any RIDDOR reporting requirements will be done for you by the safety team. If you have informed the council (by inputting sick absence data into SAP using the specific codes for COVID-19 absence or by informing <a href="mailto:schoolsafety@birmingham.gov.uk">schoolsafety@birmingham.gov.uk</a>).</i></li> <li>• <i>For schools who do not subscribe to the service from the council's safety team and where the council is not the employer of staff you will need to check with your employer and/or provider of safety support regards your arrangements for undertaking RIDDOR reports and how coronavirus is reported (for those cases meeting the HSE defined criteria).</i></li> </ul>			
<b>Arrangements to isolate individuals displaying symptoms of COVID-19 are not in place</b>	Med	<ul style="list-style-type: none"> <li>• School's medical room/space has been assessed to ensure social distancing and isolation measures are not compromised</li> <li>• For very young children there is a designated area (disabled toilet area) available where a key person can continue to support the child away from the rest of the group until collection by parent/carer.</li> <li>• Disabled toilet is designated for pupils with suspected COVID-19 whilst collection is arranged.</li> <li>• Isolated individuals should be in rooms where door can be closed (age permitting of child) and with windows for ventilation.</li> <li>• PPE to be used for accompanying staff where pupil symptomatic and 2m distance cannot be sustained.</li> <li>• Procedures are in place for medical rooms or other spaces</li> </ul>	Y		Low

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		to be cleaned after suspected COVID-19 cases, along with other affected areas, including toilets – JK/Cleaners briefed on this			
<b>14. Plan for personal protective equipment for staff providing intimate care for any children and young people and for cases where a child becomes unwell with symptoms of coronavirus and needs direct personal care until they can return home</b>					
<b>Provision of PPE for staff where required is not in line with government guidelines</b>	Med	<ul style="list-style-type: none"> <li>• Government guidance on wearing PPE is understood and communicated Read the guidance on <a href="#">safe working in education, childcare and children’s social care</a> for more information about preventing and controlling infection and use of PPE.</li> <li>• Sufficient PPE has been procured through normal stockist</li> <li>• PPE requirements for individual pupils and staff have been risk assessed and sourced through normal stockist</li> <li>• Those staff required to wear PPE (e.g. SEND intimate care; receiving/handling deliveries; cleaning staff) have been instructed on how to put on and how to remove PPE carefully to reduce contamination and how to dispose of them safely.</li> <li>• Staff are reminded that wearing of gloves is not a substitute for good handwashing.</li> <li>• Avoid face to face contact and minimise interaction under 1m with young pupils, except for those with complex needs</li> <li>• Seek LA support for emergency PPE stock</li> <li>• Appropriate measures are taken on the cleaning of reusable PPE items in line with guidance</li> </ul>	Y		Low

<b>PPE provision is not in place for staff providing intimate care and for cases where a child becomes unwell with symptoms of coronavirus and needs direct personal care until they can return home</b>	Med	<ul style="list-style-type: none"> <li>• Requirements for PPE have been assessed in line with DfE guidelines and Public Health Birmingham scenarios</li> <li>• Sufficient stock has been ordered using school's usual suppliers</li> <li>• Arrangements to seek LA support to obtain PPE in case of an emergency are known and in place</li> <li>• Health and safety governors are satisfied that arrangements are in place and in line with DfE guidelines</li> </ul>	Y		Low
<b>15. Managing premises related issues</b>					
<b>There is no agreed approach to any scheduled or ongoing building works therefore contractors on-site whilst school is in operation may pose a risk to social distancing and infection control</b>	Med	<ul style="list-style-type: none"> <li>• Ongoing works and scheduled inspections for schools (e.g. estates related) have been designated as essential work by the government and so are set to continue.</li> <li>• An assessment has been carried out to see if any additional control measures are required to keep staff, pupils and contractors safe including distancing and hygiene procedures.</li> <li>• Assurances have been sought from the contractors that they are familiar with the <u>symptoms associated with Coronavirus covid-19</u>, all staff attending the setting will be in good health (symptom-free) and that contractors have procedures in place to ensure effective social distancing is always maintained.</li> <li>• Alternative arrangements have been considered such as using a different entrance for contractors and organising classes so that contractors and staff/pupils are kept apart.</li> <li>• Social distancing is being maintained throughout any such works and where this is not possible arrangements are reviewed.</li> <li>• In addition to arrangements for COVID-19, normal contractor procedures are being applied and have been updated in light of COVID-19 (including contractor risk assessments and method statements, and contractor</li> </ul>	Y	Limited building work going on over the summer – contractors to be briefed on arrangements.	Low

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		induction). <ul style="list-style-type: none"> <li>• Premises governing board committee is aware of planned works and associated risk assessments</li> </ul>			
<b>Fire procedures are not appropriate to cover new arrangements</b>	Med	<ul style="list-style-type: none"> <li>• Fire procedures have been reviewed and revised where required, due to:             <ul style="list-style-type: none"> <li>○ Reduced numbers of pupils/staff</li> <li>○ Possible absence of fire marshals</li> <li>○ Social distancing rules during evacuation and at muster points</li> <li>○ Possible need for additional muster point(s) to enable social distancing where possible</li> </ul> </li> <li>• Staff, pupils and governors have been briefed on any new evacuation procedures.</li> <li>• Fire drill arranged in line with Covid plan.</li> <li>• Fire drill planned within the first two weeks of return.</li> </ul>	Y	First drill to be evaluated in line with social distance expectations.	Low
<b>Fire evacuation drills – unable to apply social distancing effectively</b>	Med	<ul style="list-style-type: none"> <li>• Plans for fire evacuation drills are in place and are in line with social distancing measures, with marked areas if required</li> </ul>	Y		Med
<b>Fire marshals absent due to self-isolation</b>	Med	<ul style="list-style-type: none"> <li>• An additional staff rota is in place for fire marshals to cover any absences and staff have been briefed accordingly.</li> <li>• Staff appropriately trained in fire marshal duties as required.</li> </ul>	Y		Low
<b>Statutory compliance has not been completed due to the availability of contractors during lockdown</b>	Low	<ul style="list-style-type: none"> <li>• All statutory compliance is up to date.</li> <li>• Where water systems have not been maintained throughout lockdown, chlorination, flushing and certification by a specialist contractor has been arranged.</li> <li>• LA support is in place</li> </ul>	Y	JK maintaining statutory compliance is maintained over the summer.	Low
<b>The costs of additional measures and enhanced services to address</b>	Med	<ul style="list-style-type: none"> <li>• Additional cost pressures due to COVID-19 identified and an end-of-year forecast which factors them in has been produced.</li> <li>• LA or Trust finance team has been consulted to identify</li> </ul>	Y		Low

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<b>COVID-19 when reopening puts the school in financial difficulty</b>		<p>potential savings in order to work towards a balanced budget.</p> <ul style="list-style-type: none"> <li>• Additional COVID-19 related costs are under monitoring and options for reducing costs over time and as guidance changes are under review.</li> <li>• Additional sources of income are under exploration.</li> <li>• The school's projected financial position has been shared with governors</li> <li>• NS/NC are aware of financial support available to support sustainability</li> </ul>			
<b>16. Ensure you have considered the impact on staff and pupils with protected characteristics including race and disability in developing you approach</b>					
<p><b>Considerations</b></p> <ul style="list-style-type: none"> <li>• Nationally the <a href="#">ONS analysis</a> has identified an increased risk of death among some ethnic groups, although this increased risk reduces when age, gender and long term conditions like type 2 diabetes, high blood pressure and kidney disease, but doesn't disappear completely and further research is needed to explore this.</li> <li>• There doesn't appear to be any different between in ethnic groups in terms of infection rates, i.e. who catches it, the difference is in the proportion who die.</li> <li>• 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 <b>diabetes, kidney disease</b> and <b>high blood pressure</b>, 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</li> <li>• The <a href="#">NHS risk assessment</a> 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.</li> <li>• 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.</li> <li>• If someone in the household is shielding (part of the 1.5million), the children in that household should not be included in the first wave of students going back to school. Staff may however consider returning if they are able to practice good hand hygiene and follow the national guidelines on <a href="#">living with someone who is shielded</a>.</li> <li>• It is less clear cut for children who are living in households with other vulnerable adults or siblings who are not shielded, however it is worth noting that the risk is less from younger children than older children and can be reduced through good hand hygiene. This however will be a decision that parents will need to make individually based on their personal circumstances.</li> </ul>					

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<b>Measures have not been put in place to protect staff and pupils with underlying health issues, BAME staff, and those who are shielding</b>	Med	<ul style="list-style-type: none"> <li>• All members of staff and parents of pupils with underlying health issues, those within vulnerable groups or who are shielding have been instructed to make their condition or circumstances known to the school.</li> <li>• Records are kept and regularly updated e.g. check children and staff who have identified as having asthma have up to date care plans.</li> <li>• Members of staff and parents of pupils with underlying health conditions have been asked to seek and act on the advice of their GP/consultant/midwife or current government advice.</li> <li>• Staff and parents of pupils are clear about the definitions and associated mitigating strategies relation to people who are classed as clinically vulnerable and clinically extremely vulnerable.</li> <li>• All staff who were clinically extremely vulnerable and received a 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 <a href="#">guidance</a>.</li> <li>• Current government guidance is being applied.</li> <li>• Consider advice from Public Health England regarding BAME staff in section above.</li> <li>• Seek advice from Occupational Health Service</li> </ul>	Y		Low
<b>Staff, particularly those from BAME heritage, are reluctant to attend school due to the media coverage on</b>	Med	<ul style="list-style-type: none"> <li>• 4 BAME staff</li> <li>• Staff are encouraged to focus on their wellbeing.</li> <li>• Line managers are proactive in discussing wellbeing with the staff that they manage, including their workload.</li> <li>• Staff briefings and training have included content on wellbeing.</li> </ul>	Y		Low

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deaths related to coronavirus.		<ul style="list-style-type: none"> <li>• Staff briefings/training on wellbeing are provided.</li> <li>• Staff have been signposted to useful websites and resources.</li> </ul>			
<b>Parents, particularly those from BAME heritage, are reluctant to send their children to school due to the media coverage on deaths linked to coronavirus</b>	High	<ul style="list-style-type: none"> <li>• Significant number of BAME children in Holy Family</li> <li>• There are sufficient numbers of trained staff available to support pupils and parents with these anxieties.</li> <li>• There is access to designated staff for all pupils and parents who wish to talk to someone about their wellbeing and anxieties about attending school</li> <li>• School arrangements demonstrating social distancing measures are shared with parents and pupils</li> <li>• Resources/websites to support parent and pupil anxiety are provided.</li> </ul>	Y	School unable to fully identify families reluctant to send children back until September return.	High
<b>Parents do not follow advice on social distancing when visiting the school</b>	Med	<ul style="list-style-type: none"> <li>• Visitors (including parents/carers) to the school may be restricted to one area, or to an allocated appointment time</li> <li>• Arrangements for visiting the school are communicated to parents/carers</li> </ul> <p>Expectations around hygiene and social distancing are communicated with parents/carers including drop-off/pick-up time to reduce gatherings</p>	Y		Med
<b>17. Work with other school based provision as necessary e.g. nursery SEN unit to ensure policies are aligned where they need to be</b>					
<b>Existing policies on safeguarding, health and safety, fire evacuation, medical, behaviour, attendance and other policies are no longer fit for purpose in the current circumstances</b>	Med	<ul style="list-style-type: none"> <li>• All relevant policies have been revised to take account of government guidance on social distancing and COVID-19 and its implications for the school.</li> <li>• Staff, pupils, parents and governors have been briefed accordingly.</li> <li>• Arrangements are in place to review the policies in line with further DfE guidance on Early Years, SEN resource base, post 16 etc.</li> <li>• Reference to <u>an addendum for the BCC Model Safeguarding Policy</u>. A new safeguarding model needs to</li> </ul>	Y	All policies being reviewed and updated in line with current arrangements	Low

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		be adopted from September 2020; awaiting imminent approval – now approved			
<b>Risks are not comprehensively assessed in every area of the school, including nursery and resource base if applicable, in light of COVID-19,</b>	Med	<ul style="list-style-type: none"> <li>Risk assessments are updated or undertaken before the school reopens and mitigation strategies are put in place and communicated to staff covering:               <ul style="list-style-type: none"> <li>Different areas of the school including any Early Years and Resource Base provision</li> <li>When pupils enter and leave school</li> <li>During movement around school</li> <li>During break and lunch times</li> <li>Delivering aspects of the curriculum, especially for practical subjects and where shared equipment is used</li> </ul> </li> </ul>	Y	INSET time allocated to ensure all staff are fully familiar with risks and arrangements in place	Low
<b>18. Home to School Transport</b>					
<p>Urban Transport Group released a briefing (27 May) urgently requesting the Government to lead joined-up dialogue between the education and transport sectors on how best to resolve the operational challenges and to meet the full additional transport costs of the return to schools and colleges.</p> <p><b>Keys points include:</b></p> <ul style="list-style-type: none"> <li>Promote the use of sustainable travel and transport (i.e. modes that improve physical wellbeing for users and/or environmental quality) for journeys to and from education and training establishments for children and young people or compulsory school age in the local authority area.</li> <li>As part of their overarching role to keep cities regions moving in a manner that protects health, the environment and quality of life, transport authorities also have an interest in ensuring that the return to school and college does not create congestion, contribute to air pollution or pose a risk in terms of the health and safety of children and their parents or of transport staff and the wider public, including passengers travelling on mainstream routes that serve schools.</li> <li>In line with this, transport authorities will be looking to ensure that children are able to safely walk, cycle or scoot to school where possible. Indeed, in normal times, transport authorities invest considerable resources in promoting mode shift for school transport and in supporting and training children to travel safely and sustainably.</li> </ul> <p>The need to encourage children to walk, cycle or scoot to school sitting alongside the risks posed by a rise in speeding and other dangerous driving on empty roads. <a href="http://www.urbantransportgroup.org/resources/types/briefings/transport-challenges-return-schools-and-colleges-following-easing-covid-19">http://www.urbantransportgroup.org/resources/types/briefings/transport-challenges-return-schools-and-colleges-following-easing-covid-19</a></p>					

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<b>Pick up and drop off times</b>	Med	<ul style="list-style-type: none"> <li>• As per <u>Government guidance</u>:           <ul style="list-style-type: none"> <li>➢ <i>tell parents that if their child needs to be accompanied to the education or childcare setting, only one parent should attend</i></li> <li>➢ <i>tell parents and young people their allocated drop off and collection times and the process for doing so, including protocols for minimising adult to adult contact (for example, which entrance to use)</i></li> <li>➢ <i>make clear to parents that they cannot gather at entrance gates or doors, or enter the site (unless they have a pre-arranged appointment, which should be conducted safely)</i></li> <li>➢ <i>talk to staff about the plans (for example, safety measures, timetable changes and staggered arrival and departure times), including discussing whether training would be helpful</i></li> </ul> </li> <li><b>In addition:</b> <ul style="list-style-type: none"> <li>• Consider opening school gates earlier so parents can socially distance on the playground</li> <li>• Stagger start and finish times to ease pavement congestion</li> <li>• Consider the use of simple signage to highlight 2 metre distancing: stickers (could be customised versions e.g. using pupils' designs) or simple spray, tape or chalk markings</li> <li>• Pupils/staff must use hand sanitiser when arriving (as is the case for all pupils), dispose of temporary face coverings in a covered bin or place reusable face coverings in a plastic bag they can take home with them, and then wash their hands again before heading to their classroom.</li> <li>•</li> </ul> </li> </ul>	Y		Med
<b>Children arriving late as a result of journey to school</b>	High	<ul style="list-style-type: none"> <li>• As per <u>Government guidance</u>:           <ul style="list-style-type: none"> <li>➢ <b><i>Children, young people and parents are encouraged to walk or cycle where possible</i></b></li> <li>➢ <i>ensure parents and young people are aware of</i></li> </ul> </li> </ul>	Y	Additional congestion from the return of Ark could also be factor in arrival/ departure times.	Med

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		<p><i>recommendations on transport to and from education or childcare setting (including avoiding peak times). Read the <u>Coronavirus (COVID-19): safer travel guidance for passengers</u></i></p> <p>➤ <i>ensure that transport arrangements cater for any changes to start and finish times</i></p> <p><b>In addition:</b></p> <ul style="list-style-type: none"> <li>• Advise parents/carers to use various modes of transport including driving to school being mindful of the need to socially distance around the school safely. Encourage walking, cycling or scooting to their education setting where possible.</li> <li>• Identify possible park and stride sites - parents and others who do have to drive can then park (legally) nearby and walk the last part of their journey.</li> <li>• Drivers should be advised to anticipate more pedestrians and cyclists than usual, restrict speeds and avoid parking on (or partially on) pavements.</li> <li>• If travelling by public transport: check website or live bus app for revised timetables before travel; try to keep 2 metres away from people not in their household while waiting in the queue; carry and use hand sanitiser; wear a face covering if they can; sit in the window seat, leaving the seats in front and behind empty. For further information and guidance visit: <a href="https://nxbus.co.uk/west-midlands/news/stay-safe-when-travelling-with-us">https://nxbus.co.uk/west-midlands/news/stay-safe-when-travelling-with-us</a></li> <li>• Use <u>Modeshift STARS</u> to review and update school travel plan considering both staff and pupil travel. Communicate revised travel plans clearly to contractors, BCC and parents.</li> <li>• Consider using social media messaging to inform the local community that parents/pupils may be travelling at specific times in order to avoid pavement congestion.</li> <li>• <b>For further information and guidance regarding any of the above points see:</b></li> <li>• <a href="http://www.birmingham.gov.uk/modeshiftstars">www.birmingham.gov.uk/modeshiftstars</a> or contact: <a href="mailto:connected@birmingham.gov.uk">connected@birmingham.gov.uk</a>. For information</li> </ul>			
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		<b>regarding home to school travel contact:</b> <u><a href="mailto:Mark.Hudson@birmingham.gov.uk">Mark.Hudson@birmingham.gov.uk</a></u>			
<b>19. Contingency planning for local lockdown</b>					
<b>No plan in place if an outbreak or local lockdown should occur</b>	High	<ul style="list-style-type: none"> <li>• School Business Continuity Plan has been updated</li> <li>• Proposed resourcing model is in place should lockdown and partial or full closure be required</li> <li>• Arrange for communications to be available in readiness for release to staff and families to incorporate any advice from Public Health Birmingham.</li> <li>• Staff have been fully briefed on the action planning for local/bubble lockdown or outbreak.</li> <li>• Preparation for learning continuity in the event of local or bubble lockdown (added in v4)           <ul style="list-style-type: none"> <li>○ <b>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-</b></li> <li>○ Remote learning packages ready to offer where there is an outbreak within a bubble or wider as part of business continuity. Consideration of remote learning for young pupils or those with SEND.</li> </ul> </li> </ul> <p><a href="https://www.gov.uk/guidance/remote-education-practice-for-schools-during-coronavirus-covid-19">https://www.gov.uk/guidance/remote-education-practice-for-schools-during-coronavirus-covid-19</a></p> <ul style="list-style-type: none"> <li>• Resources have been prepared that take account of online education resources for home learning (published by DfE 24 June 2020) added in v4</li> </ul> <p><a href="https://www.gov.uk/guidance/remote-education-during-coronavirus-covid-19">https://www.gov.uk/guidance/remote-education-during-coronavirus-covid-19</a></p> <ul style="list-style-type: none"> <li>• Information and guidance have been shared to support parents and carers of children who are learning at home</li> </ul> <p><a href="https://www.gov.uk/guidance/supporting-your-childrens-">https://www.gov.uk/guidance/supporting-your-childrens-</a></p>	<b>Y</b>	Staff to be fully briefed during INSET 01/09/20  Measures to be sent home to parents with opening arrangements	<b>Med</b>

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		<p><u>education-during-coronavirus-covid-19</u> (added in v4)</p> <ul style="list-style-type: none"> <li>• Resumption of original Risk Assessment to consider phased opening as appropriate</li> <li>• Parents have been informed of the school's procedures for local/bubble lockdown</li> <li>• Response has taken account of the information, guidance and support for teachers and leaders on educating children during the coronavirus outbreak published on 22 May 2020</li> <li>• Consider impact of isolation for vulnerable children and ensure that key workers are notified of isolation and expected date of return and whether an individual risk assessment would be beneficial.</li> </ul>			
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