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RISK Assessment Tool (V2) One I'm working on 01/09/2020

Introduction

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

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 <u>HSE guidance on working safely.</u>

This risk assessment checklist/tool is based on Government guidelines on COVID-19 as at 2nd 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). <u>EYFS guidance</u> 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.

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

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

Likelihood	Severity
4 = Certain = common or frequent occurrence	4 = Major risk - death, loss of limbs, etc

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3 = Probable = likely to occur sometime	3 = High risk - broken bones, burns, etc
2 = Possible = may occur sometime	2 = Moderate risk - cuts, bruises, sickness, etc.
1 = Improbable = unlikely to occur	1 = Minimal risk - strain, shaken, no injury, etc

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

RISK LEVEL MATRIX

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

Once the likelihood and severity of the risk have been assessed they are plotted on the risk profiling grid above and the risk rating defined e.g. If a risk has a likelihood of 3 – Likely and a severity of 1 – Minimal, the risk rating will be 3 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
Example: **Slips, trips and falls** *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.*	• *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 to shared /communicated	3x1=3 Low

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

Links to DfE Guidance	https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools
As new guidance is produced weekly, please refer to **www.gov.uk** for updates	https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures/coronavirus-covid-19-early-years-and-childcare-closures
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	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/guidance-for-parents-and-carers-of-children-attending-out-of-school-settings-during-the-coronavirus-covid-19-outbreak
	https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care
	https://www.gov.uk/government/collections/coronavirus-covid-19-guidance-for-schools-and-other-educational-settings
	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/guidance/ofsted-coronavirus-covid-19-rolling-update
	https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe
	https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people
	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/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings

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	https://www.gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-for-passengers
	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/news/update-on-face-coverings-in-schools
	https://www.gov.uk/government/publications/protective-measures-for-holiday-or-after-school-clubs-and-other-out-of-school-settings-for-children-during-the-coronavirus-covid-19-outbreak/protective-measures-for-out-of-school-settings-during-the-coronavirus-covid-19-outbreak
Governance and other resources	Link to Public Health flowchart in case of coronavirus symptoms within pupils or staff: https://www.birmingham.gov.uk/downloads/download/3527/public_health_flowchart_for_schools (added in v3)
	As ever, if subscribing schools have questions / queries about governance, they can contact School and Governor Support (S&GS) at governors@birmingham.gov.uk
	Nursery Schools and Nursery Classes should contact the Early Years Service for EYFS queries via email: EYDuty@birmingham.gov.uk

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Education Safeguarding questions please contact the Education Safeguarding Team via email: EducationSafeguarding@birmingham.gov.uk (added in v2)

ACAS guidance on mental health: https://www.acas.org.uk/acas-launches-new-guidance-on-mental-health-during-coronavirus

HSE guidance on working during coronavirus and related links: https://www.hse.gov.uk/news/working-safely-during-coronavirus-outbreak.htm

NAHT guidance on health and safety duties and schools: https://www.naht.org.uk/advice-and-support/management/health-and-safety-duties-and-schools/

Version No.	Page - Edits	Published
1	Original	07/07/2020
2	P5 weblink for EYFS disapplication doc added	08/07/2020
	P5 weblink for new safeguarding guidance from September 2020 added	
	P5 weblink to new guidance for clinically vulnerable and shielding added	
	P5 added in details to contact Education Safeguarding team	
	P7 weblink to document on shielding added	
	P8 reference to carrying out speedy admissions for particularly vulnerable children	
	P8 NEF contact added	
	P9 EY duty email address added	
	P10 reference to handwashing supervision for EYFS added	
	P12 single child use bedding added	
	P12 hygienic storage or personal items added	
	P13 reminder for staff to be aware of procedures if they or a child show symptoms	
	P15 reference to a new safeguarding model from September 2020; awaiting imminent approval	
	P22 reference to use of PPE if 2m distance 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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1. Identify likely numbers of pupils returning and agree required staffing resource and approach and liaise with your LA on your plans

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
Lack of certainty over returning numbers	2x3=6	• Planning for full attendance of all year groups • Phased return arrangements in place for year groups / pupils • Support for pupil/parent anxiety about return to school and vulnerability to COVID-19 • Unknown (at this point) number of children remain shielded at home • Requests for support for vulnerable families sent through Early Help Hubs • Any specialist equipment required is returned to school/additional equipment made available to support return • Readiness to implement Test and Trace as set out in section 7 the latest guidance	Yes	Continue to liaise with parents/carers Continue to RAG rate based on pupil numbers	2x2=4
Number of staff available is lower than that required to teach classes in school	2x3=6	• The health status and availability of every member of staff is known and is regularly updated. Including all teaching and non-teaching staff (EY practitioners, DSL, SENCO, Paediatric 1st Aid (for under 2-year olds)/ 1st Aider or emergency 1st aid for children 3-5 years, domestic/kitchen staff etc • https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19 (added in v2) • Full use is made of those staff who are self-isolating or shielding but who are well enough to teach lessons online. • Flexible and responsive use of teaching assistants and pastoral staff to supervise classes is in place.	Yes	Continue to close communicate with staff Refer to Occupational Health when appropriate Doctors notes and guidance adhered to Paediatric First aid courses accessed	2x2=4

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(cross reference with risk assessment on staff health and wellbeing)

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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
		• 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			
		• Size of Bubbles is increased, moving from a full class bubble for majority of the classroom time to a year group bubble, where required, allowing for mixed groups for specialist teaching, wrap around care and transport (or full school for small AP schools)			
		• Staff including temporary/supply personnel can move across different classes and other year groups maintaining social distancing-possible between staff			
		• To minimise the numbers of temporary staff entering the school premises, schools may wish to use longer assignments with supply teachers and agree a minimum number of hours across the academic year.			
		• Schools should ensure that appropriate support is made available for pupils with SEND, for example by deploying teaching assistants and enabling specialist staff from both within and outside the school to work with pupils in different classes or year groups.			
		• Consideration of available testing for school staff is updated according to latest government advice: https://www.gov.uk/guidance/nhs-test-and-trace-workplace-guidance			
Schools lose focus on continuing to apply in-year admissions process including admitting 'new' pupils	2x3=6	• Review in-year school admissions expectation with key admission staff and senior management	Yes	Admin to check/review of admission forms	2x2=4
		• Ensure key school contact and related resources in place.			
		• Ensure timely returns of individual pupil (applications and outcomes through a Pupil Movement Form) and wider cohort data returns.		Support management for transfer for CP children no longer in catchment area	
		• Ensure speedy admission of children in the relevant year			

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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
		groups particularly those more vulnerable children. (added in v2) • Relevant pupils risk assessed and discussed at regular SEND, ISEY or Fair Access panel. Any issues addressed through SLT and in discussion with families. LA support for individual or complex cases.			
Nursery School (NS) and Nursery Classes (NC) lose focus on continuing to apply termly admissions process including admitting 'new' pupils	2x3=6	• Review EEE termly admissions process • Funding questions are emailed to NEF@Birmingham.gov.uk (added in v2) • Ensure key school contact and related resources in place • Ensure parental declarations are completed and signed each term • Relevant pupils risk assessed and discussed at regular SEND, ISEY or Fair Access panel. Any issues addressed through SLT and in discussion with families. LA support for individual or complex cases.	Yes	Admin to check/review of admission forms Support management for transfer for CP children no longer in catchment area Advertising-social media	2x2 =4
2. Plan how the whole school will be accommodated and encourage attendance					
Plans are not in place to identify number of classrooms and additional furniture or social distancing measures for each year group	2x3=6	• SLT and site management team meeting to review school site and specify entry/exit points and classroom use • The maximum number of children and staff that can be accommodated in school on any given day with staff • All classrooms being fully utilised for each age group • To ensure that all classrooms are compliant with ensuring COVID safety as possible • All unused classrooms that could be utilised • In NS/NC where additional space is identified for accommodating 2 year olds and under 2's then the school will need to register the space for use with Ofsted using the	Yes Yes Yes No Yes	Classrooms not utilised presently at St Thomas need to have access to the fire escapes-opening Installation of fire	2x2=4 3x4=12

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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
		• current interim process.			
		• Engagement of appropriate services for families not engaging	Yes		
		• Curriculum leads in school meet regularly to review impact of plan	Yes		
		• NS engage with NS Trust and Teaching Schools Alliance or the Early Years team EYDuty@birmingham.gov.uk (added in v2)	Yes	Ladders in situation as temporary measure	
				escape in fence at Lillian de Lissa.	2x4=8
Classroom and timetable arrangements do not allow for all pupils to attend in line with guidance	3X3=12	• Daily routines adjusted to ensure social distancing of adults.		Ongoing review of our practice Risk assessments etc	2x3=6
		• New children are settled into the nursery school in the outside classroom with parent/carer			
		• Classroom size and numbers reviewed through daily/weekly reflection	Yes		
		• Clear signage displayed throughout the school promoting social distancing.			
		• Hand washing facilities identified for each learning zone			
		• Arrangements in place to support pupils when not at school with remote learning at home.		I believe this is still high risk to staff but individual risk assessments for adults reduces this as well	
		• In EYFS handwashing supervision is in place. (added in v2)			
		• Consideration of staffing changes to cover absence.			
		• The EYFS environment is re-organised to meet requirements of social distancing including groups who do not mix with other children or other small groups			
		• Encourage use of outdoor space, weather dependent			
		• Stagger lunchtimes to align with staggered start and finish times.			
		• Limit lunch menus to offer a set nutritionally balanced			

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There is a need for additional space to allow for curriculum to be fully delivered	2x4=8	• menu eg. One vegetarian, one non-vegetarian option. • Consider lunchtimes in the classroom for younger year groups.if staggering the times of lunch does not work effectively • Staffing arrangements for lunchtime also need to be considered. • Identify available large spaces and appropriate timetabling e.g. dining areas, particularly in outdoor areas. • Large gatherings and assemblies prohibited. • Design layout and arrangements in place to enable social distancing as appropriate • The EYFS environment is re-organised to meet requirements of social distancing for adults • Some pupils with SEND will need specific help and preparation for the changes to routine that this will involve, so teachers and special educational needs coordinators should plan to meet these needs, for example using social stories. More information on pupils with education, health and care plans can be found in Annex B of the guidance. • Careful consideration of how to minimise risk from music classes e.g. singing outside, chanting, playing wind or brass instruments or shouting and encouraging social distancing. • Outdoor sports should be prioritised where possible, and large indoor spaces used where it is not, maximising distancing between pupils and paying scrupulous attention to cleaning and hygiene contact sports avoided. See guidance on phased return of sports. • Encouraging audiences to events to undertake safety measures and maintain social distancing.	Yes	Ongoing review of our practice Risk assessments etc	2x3 =6

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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
3. Content and timing of communications to parents and pupils including discussing attendance expectations and other specific things that parents should do to help prepare returning pupils					
Parents and carers are not fully informed of the health and safety requirements for the reopening of the school	2x4=8	• As part of the overall communications strategy parents are kept up to date with information, guidance and the school's expectations on a weekly basis using a range of communication tools. • A COVID-19 section on the school website is created and updated clearly showing arrangements for arriving/collecting pupils • Parent and pupil handbooks created reflecting changes to usual school policy • Advice is made available to parents on arrangements testing for COVID-19 • Clarify arrangements for pick-up/drop-off, • NS/NC include arrangements for personal care e.g. nappy changing/feeding/sleep arrangements etc	Yes or will be for September start.	Handbook/information sheets/agreements to be updated.	1x4
Parents and carers may not fully understand their responsibilities should a child show symptoms of COVID-19	2x4=8	• Key messages in line with government guidance are reinforced on a weekly basis via email, text and the school's website and verbally. Community languages are considered. • Clear procedures in place where a child falls ill whilst at school with reference to the school's infectious diseases policy • Ensure contact details of families are up to date.	Yes	Parental agreement in place	1X4=4

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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
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	2x4=4	• Request daily changes of clothes to reduce the risk of infection • Refer to school's hygiene policies • Clarity around attendance expectations; in particular when COVID-19 is a risk factor within the family • Brokerage of access to FTB resources to support mental health and wellbeing, including anxiety of returning to school for pupils and parents • https://www.forwardthinkingbirmingham.org.uk • NS/NCcontinued arrangements in place for single child use to change bedding regularly to reduce the risk of infection • Consideration given to personal items of children and hygienic storage of items – Soothers, nappies,. • • Information about how to connect families to local support is available here.	Yes	Personal toys not allowed to be brought into school	1x4=4
4. The school day This section should be considered in conjunction with https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings					
The start and end of the school day create risks of breaching social distancing guidelines	2x4=8	• Start and departure times are staggered. • The number of entrances and exits to be used is maximised; where possible each class area to enter through its own access point. • Different entrances/exits are identified and used for different groups. • Staff and pupils are briefed, and signage provided to identify which entrances, exits and circulation routes to use. • A plan is in place for managing the movement of people on arrival to avoid groups of people congregating and parents	Yes	The outside classroom to be used as a setting in area for children and parents. Thus reducing the risk of very young children	1x4=4

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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
		• are informed that gathering at school gates needs to be minimised. • Floor markings are visible where it is necessary to manage any queuing. • Attendance patterns have been optimised to ensure maximum safety. • A plan is in place for the effective and safe hand over of very young children at the beginning and end of the session - particularly around issues of responding to young children who are showing signs of distress.			
Daily attendance registers for new cohorts are not in place	1X4	• Keyworkers are responsible for completion of school daily attendance registers •	Yes	DSLs to continue to monitor the attendance of children	1X4=4
		• School office Managers/HLTA 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.			
Staff may not fully understand their responsibilities if they or a child show symptoms of COVID-19	1X4=4	• Key messages in line with government guidance are reinforced on a weekly basis via email, text and the school's website and verbally. Community languages are considered. • Clear procedures in place where a child falls ill whilst at school with reference to the school's infectious diseases policy and flowchart from Public Health • Ensure contact details of families are up to date.	Yes	Throughout the pandemic staff have been relentless in their understanding of this Reminders in September to all staff re In-service21	1X4=4

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

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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
Pupils eligible for free school meals do not continue to receive vouchers	1X4=4	• FSM Voucher scheme is continued • Issues with food poverty to be addressed through application to Early Help Hubs	Yes	Concerns over receiving Eden Red access	2x4=8
The school is unable to provide breakfast clubs, lunch clubs and after-school clubs	1 x 3=3	• Feasibility on continuation or reimplementation of wrap-around provision. • Consideration of use of space for food preparation and consumption • Communicate decisions to parents • Collaborate with other schools where there are arrangements in place • Seek support from LA and other voluntary agencies if needed • Children to be grouped with the same children each time wherever possible (in groups of 15 children max) and at least one staff member, depending on the type of provision or size of the group. If it is not possible to maintain bubbles being used during the school day then schools should use consistent groups. • Maintain up-to-date records of the children attending for at least 21 days, including the schools or early years setting that they attend and the specific groups and members of staff they have been assigned to in your setting in order to review groups. • Offer services on rotational basis.	Yes	St Thomas Centre Nursery -Full day care and AYR Lillian de Lissa-before/afterschool club Newtown-school day	1x3=3
Meals are not available for all children in school	1x3=3	• Communication with catering provider to consider options • Procurement plan in place which confirms that suppliers are following social distancing and hygiene measures. • Safe food preparation space, taking account of social distancing	Yes	Hot meals have continued throughout the pandemic at St Thomas and Lillian. Newtown-sandwiches	1x3=3

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		• Stagger lunchtimes to align with staggered start and finish times. • Limit lunch menus to offer a set nutritionally balanced menu eg. One vegetarian, one non-vegetarian option. • Consider lunchtimes in the classroom for younger year groups. • Usual considerations in place for dietary requirements			
6. Safeguarding provision is needed in school to support returning children and consider any necessary changes and referrals as more children return to school including those with problems accessing online offer Consider alongside: https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19					
School safeguarding policy and procedures are not in place, including updated appendix to include arrangements for COVID-19	1x1=1	• Safeguarding remains highest priority and policy is updated to reflect changes • All staff are briefed on updated safeguarding arrangements, including those contacting families of pupils that are not attending school • All DSLs have swift access to advice from LA, CSC, school / health visitors and police (LA has provided contact details) • School to consider any changes to day to day health and safety policies including changes to evacuation arrangements depending on the use of classrooms, entry and exit points and Critical Incident and Lockdown procedures, factoring in social distancing requirements • Expectations to be shared with pupils in the event of the need to evacuate the building in an emergency • Reference to an addendum for the BCC Model Safeguarding Policy. A new safeguarding model needs to be adopted from September 2020; awaiting imminent approval.	Yes	Ensure these are on the new website Training Day in September KCSIE Safeguarding Policy Prevent	1X1=1
High risk of increased	4x4=16	• DSL capacity is factored into staffing arrangements to	Yes	High number of DSLs	1x4=4

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disclosures from returning pupils		• ensure enough staff are available to deal with the potential increase in disclosures from pupils • Contact is maintained with families where there are vulnerable pupils that are not attending school due to parent/carer decision • Multi-agency arrangements in place to support early help • School is aware of support through Early Help Hubs • Advice is available through CASS, BCC Safeguarding and BCC Prevent Team		trained across the cluster	
Insufficient staff confidence or awareness of mental health, pastoral support, wider wellbeing support for pupils returning to school	2x4=8	• 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	2 Deputy headteachers trained in Mental Health First Aid Training in place for staff Online training accessed by staff across the cluster.	2x2=4

7.   Behaviour policies reflect the new rules and routines necessary to reduce risk in your setting

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
Pupils' behaviour on return to school does not comply with social distancing guidance	2x3 =6	• Clear messaging to pupils on the importance and reasons for social distancing, reinforced throughout the school day by staff and through posters, electronic boards, and floor markings. For young children this is done through age-appropriate methods such as stories and games. • Arrangements for social distancing of younger school	Yes	Class groups operating together. The age of the children impacts on social distancing	2x3=6

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
		8. Identify curriculum priorities, agree revised expectations and required adjustments in practical lessons including any approaches to 'catch up' support			
		children have been agreed and staff are clear on expectations in line with DfE advice. This is part of brain development and children at the age of 2-4 do not have a senses of spatial awareness. • Staff model social distancing consistently. • The movement of pupils around the school is minimised. • Large gatherings are avoided. • Break times and lunch times are structured and closely supervised. • The school's re opening handbook has been revised has been revised to include compliance with social distancing and this has been communicated to staff, pupils and parents. • Senior leaders monitor areas where there are breaches of social distancing measures and arrangements are reviewed. • Messages to parents to reinforce the importance of and exhibit social distancing.			
Pupils may have fallen behind in their learning during school closures and achievement gaps will have widened	3x3 =9	• Gaps in learning are assessed and addressed in teachers' planning. • Home (and remote learning if necessary) is continuing and is calibrated to complement in-school learning and address gaps identified. • 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	Yes	Some returning children will have been away from school for over 5 months. Adjustment to new routines	3x2=6

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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
School unable to meet full provision required in line with EHCP	3x3=9	• 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, review meetings needed with parents and regular support with services.Note the duty to secure and deliver the provision in the EHCP remains and will only be modified, potentially, where a local outbreak occurs. • Access support through health and social care offer • Support offered through LA SEND Panel/ Early Years Inclusion Support Service	Yes	Health vulnerabilities for some children that require adaptations. Attendance concerns. Dialogue with parents/carers/other professionals	3x2=6
Operational needs of school create insufficient resource to support ongoing learning offer for eligible pupils who can't attend school, as well as those that continue to be out of school	2x2=4	• Access BEP offer for online resources • NS engage with NS Trust and Teaching Schools Alliance to discuss arrangements to support ongoing learning offer for pupils who can't attend school • Review online offer for pupils that are unable to attend school • Learning offer for pupils unable to access online resources • Access Early Help Hub support for those pupils affected by ICT poverty • Differentiate offer for eligible children that can't attend school to support future transition	Yes	Review home learning- what do we need? Who will do it? Further transition meetings with feeder schools as/when/where appropriate	2x2=4
Pupils moving on to the next phase in their education are ill-prepared for transition	2x3=6	• A plan is in place for keyworkers/SLT staff to speak with pupils and their parents about the next stage in their education and resolve any issues. • There is regular and effective liaison with the destination institutions (e.g. From PVI setting to Nursery School/Nursery Class/Reception, primary, secondary schools, post-16 providers, universities, apprenticeship providers) to assist with pupils' transition.	Mostly	Develop virtual tours	2x2=4

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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
9. Content and timing of staff communications including bringing in staff in advance of pupils returning					
Staffing levels can't be maintained	2x3=6	• Regular communications with the parents of incoming pupils are in place, including letters, newsletters and online broadcasts. • Online -this is what our school will look like slide shows • Online induction days for pupils and parents are planned.			
		• 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	Yes	Possible need for agency staff	2x2=4
Identify staff unable to return to school	2x3=6	• staff clinically vulnerable or living with someone who is clinically extremely vulnerable, unable to attend school and social distancing cannot be adhered to on site, but can work effectively from home, for example supporting remote education, or safeguarding calls • Identify specific activities for staff who are vulnerable/shielded	Yes	Curently planning how some staff can continue to support school functions from home and how to isolate some staff to ensure shielding	2x2=
Staff are insufficiently briefed on expectations	2x3=6	• Staff receive daily/weekly briefings on day to day school matters • Support for mental health and wellbeing is communicated to all staff and there are plans in place to check on staff wellbeing regularly, including senior leaders • Ensure health & wellbeing policy is in place and available to all staff. Encourage access to support and mental health first aiders. (added in v3) • Flexible working arrangements needed to support any changes to usual working patterns are agreed • Staff workload expectations are clearly communicated	Yes	SLT teams have been in discussions with staff to manage anxieties and obtain their views on returning safely. Risk aSSeessments for all vulnerable staff. Staff returning in September to have one to one meetings with SLT	2x2=4

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		• Schedule what staff training is needed to implement any changes that the school plans to make, either delivered remotely or in school			
10. Protective measures and hygiene This section should be considered in conjunction with https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings					
Measures are not in place to limit risks and limit movement around the building(s). Social distancing guidance is breached when pupils circulate in corridors as pupils are unable to or do not observe social distancing at break and lunch times	2x3=6	• Consider classroom layouts, entry and exit points, staggered starts at break times, class sizes, lunch queues • Circulation plans have been reviewed and amended. • One-way systems are in operation where feasible. • Corridors are divided where feasible. • Circulation routes are clearly marked with appropriate signage. • Any pinch points/bottle necks are identified and managed accordingly, with more intensive and regular cleaning of regular touch points • The movement of pupils around school is minimised as much as possible. • Where possible, pupils stay in classrooms and staff move around. • NS/NC children are organised in small groups with a key worker and move around with them. • Lesson change overs are staggered to avoid overcrowding. • Pupils are briefed regularly regarding observing social distancing guidance whilst circulating. • Appropriate supervision levels are in place. • Agree how safety measures and messages will be implemented and displayed around school	Yes	Planning access to the sites for parents with younger children. Different groups use different adult toilets where possible Consideration for movement throughout the site (narrow corridors, single access point) Focus on outdoor education where possible.	2x2=4
The size and configuration of	2x3=6	• Classroom base arrangements in place. • Net capacity assessment/asset plans reviewed, with each	Yes	Plan to reduce access to non-	2x2=4

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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
classrooms and teaching spaces does not support compliance with social distancing measures		• classroom and teaching space compliant with social distancing measures and in line with government guidance • All furniture not in use has been removed from classrooms and teaching spaces. Safe storage arranged for unused furniture. • All soft furnishings/toys have been removed in EY environment • Resources are arranged to be used by small groups to limit the risk of cross contamination. • Arrangements are reviewed regularly.		cleanable resources. Deep clean system in place.	
Staff rooms and offices do not allow for observation of social distancing guidelines	2x3=6	• Staff rooms and offices have been reviewed and appropriate configurations of furniture and workstations have been put in place to allow for social distancing. • Staff have been briefed on the use of these rooms. • Other spaces within school have been identified and adapted to accommodate nursing, medical and other essential therapeutic services	Mostly	Adequate space in the staffroom for social distancing	2x2=4
Queues for toilets and handwashing risk non-compliance with social distancing measures	2x2=4	• Queuing zones for toilets and hand washing have been established and are monitored. • NS/NC have arrangements in place to meet the staffing requirements when changing nappies and responding to children changing requirements. • Pupils are encouraged to access the toilet during class/throughout the day to help avoid queues. • Pupils and staff know that they can only use the toilet one at a time and sufficient time is allowed to go to the toilet (due to queuing system) • The toilets are cleaned frequently to take account for the number of pupils accessing the facilities. • Monitoring ensures a constant supply of soap and paper towels.	Yes	Different staff groups will go to different toilets where possible. Several toilets for staff.	2x2=4

Birmingham City Council

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
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					
		• Bins are emptied and toilets cleaned in all breaks/transition periods.			
		• Pupils are reminded regularly on how to wash hands and young children are supervised in doing so. Handwashing is incorporated into the daily timetable.			
		• Provision of hand gel is made available where there are no handwashing facilities, e.g. reception areas and entry and exit points. Supervised use for young pupils.			
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=4	• A return-to-work plan for cleaning staff (including any deep cleans) is agreed with contracting agencies prior to September opening.	Yes	Cleaning of equipment outside to be placed into routine	2x2=4
		• An enhanced deep clean to take place prior to the wider opening of school.			
		• An enhanced cleaning schedule is agreed and implemented which minimises the spread of infection, making full use of timetable breaks, between lunch groups, before and after school.			
		• Introduce enhanced daily (or more often)cleaning of touchpoints doorways, handles and corridor walls and other frequently touched surfaces			
		• More frequent cleaning of rooms / shared areas that are used by different groups			
		• Working hours for cleaning staff are increased in agreement with staff.			
		• Toilets to be cleaned regularly			
		• Outdoor playground equipment should be more frequently cleaned.			
		• Seek LA support to manage insufficient capacity			

Birmingham City Council

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
Procedures are not in place for Covid-19 clean following a suspected or confirmed case at school	2x3=6	• Cleaning company is aware of the guidance for cleaning of non-healthcare settings COVID-19: cleaning of non-healthcare settings guidance • Plans are in place to identify and clean all areas with which the symptomatic person has been in contact • Sufficient and suitable equipment is available for the required clean • Adequate waste disposal arrangements are in place to dispose of contaminated equipment • Alternative arrangements are in place for vulnerable pupils and key worker families in case the school needs to close for a Covid-19 clean • Seek support from Public Health Birmingham. Use the flowchart • For EY suitable PPE equipment is available if a distance of 2m from the child cannot be maintained.	Yes	Vulnerable children to move to one of the other cluster schools	2x2=4
12. Enhanced hygiene for example toilet use, hand washing and decide on policy related to usually shared items e.g. books, toys practical equipment					
Inadequate supplies of soap and hand sanitiser mean that regular hand washing routines cannot be established	2x2=4	• 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. Large volumes of flammable liquids should be referenced in your Fire Risk Assessment. • 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	Yes	Adequate supplies in place	2X2=4

Birmingham City Council

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
Inadequate supplies and resources mean that shared items are not cleaned after each use	2x2=4	• Reinforce 'catch it, kill it, bin it' message • Process is in place for pupils and staff who use them arrive at school • 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. • Any shared classroom materials and surfaces cleaned and disinfected more frequently and between groups (including resources also used by wraparound groups). Or left unused for 48 hours (72 hours for plastics) between different use of bubbles or wraparound. • 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	2x2=4
13. School level response should someone fall ill on site in line with govt guidance					
Staff, pupils and parents are not aware	2x4=8	• Staff, pupils and parents have received clear communications informing them of current government	Yes	Regular updates have been sent via tapestry and social	2x4=8

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Area of concern to be addressed	Current risk rating	Control measures	In place? (Yes/No)	Further action/ Comments	Final risk rating
		Good Practice Control Measures Adopted			
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		guidance on the actions to take should anyone display symptoms of COVID-19 and how this will be implemented in the school. • Staff caring for young children are vigilant for symptoms of COVID-19 and signs of illness that may be associated to it as per government advice. • This guidance has been explained to staff and pupils as part of the induction process. Use the flowchart from Public Health Birmingham about how to deal with a suspected case within the pupil or staffing cohort. • Staff are aware of the location of the emergency PPE pack. • Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders. • Health and safety governors are satisfied that arrangements are in place and in line with DfE guidelines • Report cases of to the Health Protection Team in Public Health England using the online reporting system available here: https://surveys.phe.org.uk/TakeSurvey.aspx?SurveyID=n4K L97m2l or by telephone to 0344 225 3560 (opt 0 opt 2). Keep upto date with PH updates on responding to cases in schools during the contact tracing phase of the response. • 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*	media,.		

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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
		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. • 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).			
Arrangements to isolate individuals displaying symptoms of COVID-19 are not in place	2x4=8	• School's medical room/space has been assessed to ensure social distancing and isolation measures are not compromised • For very young children there is a designated area available where a key person can continue to support the child away from the rest of the group until collection by parent/carer. • The room door should be closed and windows opened. (age and Health and Safety/safeguarding permitted) • 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. • PPE to be used for accompanying staff where pupil symptomatic and 2m distance cannot be sustained.	Yes	Each cluster school has Isolation space and PPE for the staff member supporting that child.	2x2=4
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					

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Provision of PPE for staff where required is not in line with government guidelines	2x2=4	• Government guidance on wearing PPE is understood and communicated. Read the guidance on safe working in education, childcare and children's social care for more information about preventing and controlling infection and use of PPE • Sufficient PPE has been procured through normal stockist • PPE requirements for individual pupils and staff have been risk assessed and sourced through normal stockist • Those staff required to wear PPE (e.g. SEND intimate care; receiving/handling deliveries; cleaning staff) have been instructed on how to put on and how to remove PPE carefully to reduce contamination and how to dispose of them safely. • Staff are reminded that wearing of gloves is not a substitute for good handwashing. • Avoid face to face contact and minimise interaction under 1m with young pupils, except for those with complex needs • Seek LA support for emergency PPE stock • Appropriate measures are taken on the cleaning of reusable PPE items in line with guidance	Yes	Policies and procedures in place for changing children. Staff need to wear gloves when touching children's clothing from home.	2x2=4
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	2x2=4	• 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	Yes		2x2=4

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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
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	2x3=6	• 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 symptoms associated with Coronavirus covid-19, 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.	Yes	Roofing contractors are under the regulation of BCC at LdeL site Review social distancing measures FGB and cluster committees are planned virtually for the time being	2x3=6

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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
		• 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 induction). • Premises governing board committee is aware of planned works and associated risk assessments • Were BCC is the building owner the *landlord approval process* has been undertaken when required i.e. any works likely to disturb the fabric of the building			

Fire procedures are not appropriate to cover new arrangements	2x4=8	• Fire procedures have been reviewed and revised where required, due to:
		  ○ Reduced numbers of pupils/staff
		  ○ Possible absence of fire marshals-absent fire marshals to be replaced with trained substitutes.
		  ○ Social distancing rules during evacuation and at muster points
		  ○ Possible need for additional muster point(s) to enable social distancing where possible
		• Staff, pupils and governors have been briefed on any new evacuation procedures.
		• Incident controller and fire marshals have been trained and briefed appropriately.
		• Fire drill arranged in line with Covid plan.
			Yes	Fire escape to be placed in fence at LdeL site
				St Thomas Centre building will need to open to enable fire escapes to be fully available
					2x4=8

Fire evacuation drills - unable to apply social distancing effectively	2x3=6	• Plans for fire evacuation drills are in place and are in line with social distancing measures, with marked areas if required	Yes	Fire drill practice in place To bre continued in September	2x2=4

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Fire marshals absent due to self-isolation	2x3=6	• 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.	Mostly	Staff familiar with the drill Fire marshals in place	2x2=4
Statutory compliance has not been completed due to the availability of contractors during lockdown	2x2=4	• 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	Yes		2x2=4
The costs of additional measures and enhanced services to address COVID-19 when reopening puts the school in financial difficulty	3x3=9	• Additional cost pressures due to COVID-19 identified and an end-of-year forecast which factors them in has been produced. • LA or Trust finance team has been consulted to identify potential savings in order to work towards a balanced budget • Additional COVID-19 related costs are under monitoring and options for reducing costs over time and as guidance changes are under review. • Additional sources of income are under exploration. • The school's projected financial position has been shared with governors and LA or trust. • NS/NC are aware of financial support available to support sustainability	TBC	Applications for additional cleaning and caretaking costs. Sustainability may be effected with low pupil number.	3 x 3 =9

16. **Ensure you have considered the impact on staff and pupils with protected characteristics including race and disability in developing you approach**

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Area of concern to be addressed	Current risk rating	Control measures	In place? (Yes/No)	Further action/ Comments	Final risk rating
		Good Practice Control Measures Adopted			

Considerations

- Nationally the ONS analysis has identified an increased risk of death among some ethnic groups, although this increased risk reduces when age, gender and long term conditions like type 2 diabetes, high blood pressure and kidney disease, but doesn't disappear completely and further research is needed to explore this.
- There doesn't appear to be any different between in ethnic groups in terms of infection rates, i.e. who catches it, the difference is in the proportion who die.
- In light of this it is important for risk assessments of individuals, staff and pupils, take this into account, the main risks are around health conditions such as **diabetes, kidney disease and high blood pressure**, especially if poorly controlled and also obesity has been identified as a significant risk factor. The risk of death is also higher in older people over 65yrs and men have a slightly higher rate than women. Those with respiratory conditions like asthma and chronic obstructive pulmonary disease also pose higher risks, along with auto-immune conditions. Smoking can also exacerbate the disease and lead to poorer outcomes
- The NHS risk assessment suggests BAME individuals have a higher risk at a younger age, so as a rough guide consider a BAME 55yr old's risk in the same way you would consider White 65yrs old, but the biggest risk factor is existing health conditions.
- Once risks are identified then it would be sensible to work with your occupational health provider on how then to look at adjustments and whether staff can, for the remainder of term, support remote teaching or telephone support roles. This assessment will need to be on a case by case basis.
- If someone in the household is shielding (part of the 1.5million), the children in that household should not be included in the first wave of students going back to school. Staff may however consider returning if they are able to practice good hand hygiene and follow the national guidelines on living with someone who is shielded.
- It is less clear cut for children who are living in households with other vulnerable adults or siblings who are not shielded, however it is worth noting that the risk is less from younger children than older children and can be reduced through good hand hygiene. This however will be a decision that parents will need to make individually based on their personal circumstances.

Measures have not been put in place to protect staff and pupils with underlying health issues, BAME staff, and those who are shielding	3x3=9	• An equality impact assessment is undertaken for staff and pupils • All members of staff and parents of pupils with underlying health issues, those within vulnerable groups or who are shielding have been instructed to make their condition or circumstances known to the school. • Records are kept and regularly updated e.g. check children and staff who have identified as having asthma have up to date care plans.	Yes	Equality impact assessment needed. High proportion of BAME staff across cluster. Individual risk assessments in place for vulnerable staff.	2x4=8

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	[red]	• 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 considered to be clinically extremely vulnerable and received a letter advising them to shield are now advised that they can return to work from 1 August as long as they maintain social distancing. Advice for those who are extremely clinically vulnerable can be found in the guidance on shielding and protecting people who are <u>clinically extremely vulnerable from COVID-19</u>. • Current government guidance is being applied. • Consider advice from Public Health England regarding BAME staff in section above. • Seek advice from Occupational Health Service			[red]
Staff, particularly those from BAME heritage, are reluctant to attend school due to the media coverage on deaths related to coronavirus.	2x3=6 [yellow]	• No. of BAME staff • No. of BAME staff risk assessed and requiring to remain shielded at home • No. of BAME staff able to return but requiring additional support • Staff are encouraged to focus on their wellbeing. • Line managers are proactive in discussing wellbeing with the staff that they manage, including their workload. • Staff briefings and training have included content on wellbeing. • Staff briefings/training on wellbeing are provided. • Staff have been signposted to useful websites and	Yes	Regular welfare contact for support. Offering wellbeing support when required. Daily meeting with SLT for frontline staff.	2x3=6 [yellow]

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Birmingham City Council

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
Parents, particularly those from BAME heritage, are reluctant to send their children to school due to the media coverage on deaths linked to coronavirus	2x3=6	resources. • No of BAME pupils • No of BAME pupils risk assessed and requiring to remain shielded at home • No of BAME pupils able to return but requiring additional support • There are sufficient numbers of trained staff available to support pupils and parents with these anxieties. • There is access to designated staff for all pupils and parents who wish to talk to someone about their wellbeing and anxieties about attending school • School arrangements demonstrating social distancing measures are shared with parents and pupils • Resources/websites to support parent and pupil anxiety are provided.	Yes	EHTs to maintain contact with BCC regarding this matter to obtain up-to date research and safety for this group as it affect all of our cluster families. Large percentage did not feel confident about returning in June. Information has been shared throughout lockdown to support parents and pupil anxiety.	2x3=6
Parents do not follow advice on social distancing when visiting the school	2x4=8	• Visitors (including parents/carers) to the school may be restricted to one area, or to an allocated appointment time • Arrangements for visiting the school are communicated to parents/carers Expectations around hygiene and social distancing are communicated with parents/carers including drop-off/pick-up time to reduce gatherings	Yes	Settling in procedure taking place in the outside classroom. Staff to ensure parent social distancing takes place	1x4=4
17. Work with other school based provision as necessary e.g. nursery SEN unit to ensure policies are aligned where they need to be					
Existing policies on safeguarding, health and safety, fire evacuation, medical,	2x3=6	• All relevant policies have been revised to take account of government guidance on social distancing and COVID-19 and its implications for the school. • Staff, pupils, parents and governors have been briefed	Mostly	All risk assessments are being reviewed by SLT team. Updates regarding COVID-19 will be added.	2x3=6

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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
behaviour, attendance and other policies are no longer fit for purpose in the current circumstances		accordingly. • Arrangements are in place to review the policies in line with further DfE guidance on Early Years, SEN resource base, post 16 etc. • Reference to an addendum for the BCC Model Safeguarding Policy. A new safeguarding model needs to be adopted from September 2020; awaiting imminent approval.			
Risks are not comprehensively assessed in every area of the school, including nursery and resource base if applicable, in light of COVID-19,	2x3=6	• Risk assessments are updated or undertaken before the school reopens and mitigation strategies are put in place and communicated to staff covering: o Different areas of the school including any Early Years and Resource Base provision o When pupils enter and leave school o During movement around school o During break and lunch times o Delivering aspects of the curriculum, especially for practical subjects and where shared equipment is used	Mostly	Co-located partners need to be risk assessed. Midwives at LdeL	2x3=6

18. Home to School Transport

Urban Transport Group released a briefing (27 May) urgently requesting the Government to lead joined-up dialogue between the education and transport sectors on how best to resolve the operational challenges and to meet the full additional transport costs of the return to schools and colleges.

Keys points include:

• Promote the use of sustainable travel and transport (i.e. modes that improve physical wellbeing for users and/or environmental quality) for journeys to and from education and training establishments for children and young people or compulsory school age in the local authority area.

• As part of their overarching role to keep cities regions moving in a manner that protects health, the environment and quality of life, transport authorities also have an interest in ensuring that the return to school and college does not create congestion, contribute to air pollution or pose a risk in terms of the health and safety of children and their parents or of transport staff and the wider public, including passengers travelling on mainstream routes that serve schools.

• In line with this, transport authorities will be looking to ensure that children are able to safely walk, cycle or scoot to school where possible. Indeed, in normal times, transport authorities invest considerable resources in promoting mode shift for school transport and in supporting and training children

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RISK Assessment Tool (V2) One I'm working on 01/09/2020

Area of concern to be addressed	Current risk rating	Control measures Good Practice Control Measures Adopted	In place? (Yes/No)	Further action/ Comments	Final risk rating
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. **http://www.urbantransportgroup.org/resources/types/briefings/transport-challenges-return-schools-and-colleges-following-easing-covid-19**					
Pick up and drop off times	N/A	• As per <u>Government guidance</u>: ⋎ tell parents that if their child needs to be accompanied to the education or childcare setting, 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 **In addition:** • Consider opening school gates earlier so parents can socially distance on the playground • Stagger start and finish times to ease pavement congestion • Consider the use of simple signage to highlight 2 metre distancing: stickers (could be customised versions e.g. using pupils' designs) or simple spray, tape or chalk markings • Consideration of emergency school streets measures as			

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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
		identified in the <u>Emergency Birmingham Transport Plan</u> including Car Free School Streets, parking restrictions and reducing speed limits.			
		• If appropriate, consider putting into a place one-way pedestrian system on the street surrounding the school with determined entrance and exits for classrooms and areas of the school.			
		• Current government guidance is being applied			
		• Consider advice from Public Health England regarding BAME staff in section above			
		• Seek advice from Occupational Health Service			
Children arriving late as a result of journey to school		• As per Government guidance:			
		➤ *Children, young people and parents are encouraged to walk or cycle where possible*			
		➤ *ensure parents and young people are aware of recommendations on transport to and from education or childcare setting (including avoiding peak times). Read the <u>Coronavirus (COVID-19):</u> <u>safer travel guidance for passengers</u>*			
		➤ *ensure that transport arrangements cater for any changes to start and finish times*			
		In addition:			
		• Advise parents/carers not to drive to school, allowing more room for children and families to socially distance around the school safely. Encourage walking, cycling or scooting to their education setting where possible.			
		• Identify possible park and stride sites - parents and others who do have to drive can then park (legally) nearby and walk the last part of their journey.			
		• Drivers should be advised to anticipate more pedestrians and cyclists than usual, restrict speeds and			

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City Council

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
		• avoid parking on (or partially on) pavements. • If travelling by public transport: check website or live bus app for revised timetables before travel; try to keep 2 metres away from people not in their household while waiting in the queue; carry and use hand sanitiser; wear a face covering if they can; sit in the window seat, leaving the seats in front and behind empty. For further information and guidance visit: https://nxbus.co.uk/west-midlands/news/stay-safe-when-travelling-with-us • Use Modeshift STARS to review and update school travel plan considering both staff and pupil travel. • Communicate revised travel plans clearly to contractors, BCC and parents. • Consider using social media messaging to inform the local community that parents/pupils may be travelling at specific times in order to avoid pavement congestion. • **For further information and guidance regarding any of the above points see:** **www.birmingham.gov.uk/modeshiftstars or contact:** **connected@birmingham.gov.uk. For information regarding home to school travel contact:** **Mark.Hudson@birmingham.gov.uk**			
Transport capacity for pupils with EHCP attending special schools and resource bases is insufficient		• Schools' individual requirements are discussed with Home to School Transport to prepare for full return. • Schools are aware of the proposed routes and vehicle allocations for September opening • Travel Assist and Schools will inform parents confirming the transport arrangements well before September opening • parents offered Personal Transport budgets temporarily,			

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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
Travel anxiety for new starters to secondary school		to relieve the pressure on the transport providers • West Midlands Police have put together some resources to help students feel confident to travel and also how to behave responsibly and safely while travelling to and from school. The resources can be covered in class or as an independent activity for students to complete at home. All are available via this link. • For reassurance/advice on using public transport and what it looks like to travel please find links below to three short YouTube films covering bus, tram and train journeys: Travelling Safely on bus (social distancing) Travelling Safely on Metro (social distancing) Getting through train stations (social distancing)			
19. Contingency Planning for Local Lockdown					

No plan in place if a local lockdown should occur	3x4=12	• Updated school Business Continuity Plan
		• Proposed resourcing model should lockdown and partial or full closure be required
		• Arrange for communications to be available in readiness for release to staff and families to incorporate any advice from Public Health Birmingham.
		• Staff have been fully briefed on the action planning for local/bubble lockdown or outbreak
		• Preparation for learning continuity in the event of local or bubble lockdown (added in v4)
		  o Blended learning offer to support continued delivery.
		  o Remote learning packages ready to offer where there is an outbreak within a bubble or wider as
			Mostly	Review Business Continuity Plan
				
				Review online learning
				
				Communication channels known –
				
				Staff briefing-inset days in September
					3 x3=9

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
		• part of business continuity. Consideration of remote learning for young pupils or those with SEND. https://www.gov.uk/guidance/remote-education-practice-for-schools-during-coronavirus-covid-19 • 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 • Response has taken account of the information, guidance and support for teachers and leaders on educating children during the coronavirus outbreak published on 22 May 2020 • In local lockdown areas children in Y7 and above should wear face coverings in communal spaces. Consider use of face coverings for pupils outside of local lockdown areas if appropriate.			